Example Candidate Responses
(Standards Booklet)

Cambridge International AS and A Level Psychology 9698
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The main aim of this booklet is to exemplify standards for those teaching Cambridge International AS and A Level Psychology (9698), and to show how different levels of candidates’ performance relate to the subject’s curriculum and assessment objectives.

In this booklet a range of candidate responses has been chosen as far as possible to exemplify good, average and weak answers. Each response is accompanied by a brief commentary explaining the strengths and weaknesses of the answers.

For ease of reference the following format for each component has been adopted:

Each question is followed by an extract of the mark scheme used by examiners. This, in turn, is followed by examples of marked candidate responses, each with an examiner comment on performance. Comments are given to indicate where and why marks were awarded, and how additional marks could have been obtained. In this way, it is possible to understand what candidates have done to gain their marks and what they still have to do to improve their grades.

Past papers, examiner reports and other teacher support materials are available on Teacher Support at http://teachers.cie.org.uk
Assessment at a glance

For the Advanced Subsidiary Level qualification:
Candidates take Papers 1 and 2. Both papers must be taken at the same exam series.

For the Advanced Level qualification:
Candidates take Papers 1, 2 and 3. Papers 1 and 2 must be taken at the same exam series, but Paper 3 may be taken at a later exam series.

<table>
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<th>Assessment structure</th>
<th>Marks</th>
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<tr>
<td><strong>Paper 1</strong> 1 hour 30 minutes</td>
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| Short-answer and structured essay questions, based on Core Studies  
Section A: 15 short-answer questions (60 marks)  
Section B: 2 structured essay questions (20 marks) with a choice of one core study from a list of three in each question |  |  |  |
| **Paper 2** 1 hour 30 minutes |  | 70 | 50 | 25 |
| Structured essay questions  
Section A: 1 question on methodology with a named core study (25 marks)  
1 question on approaches and perspectives, and issues and debates, with a named core study (25 marks)  
Section B: 1 question on approaches, issues and debates (20 marks) related to a number of core studies, from a choice of 2 questions |  |  |  |
| **Paper 3** 3 hours |  | 80 | – | 50 |
| Short-answer and structured essay questions  
Candidates study 2 specialist options from a choice of 5  
For each option chosen there are 3 sections:  
Section A: short-answer questions (6 marks)  
Section B: 1 structured essay: topic areas (20 marks)  
Section C: 1 structured essay: applying psychology (14 marks), from a choice of two questions |  |  |  |

Teachers are reminded that the full syllabus is available at [www.cie.org.uk](http://www.cie.org.uk)
Section A

Question 1

1 Describe two behaviours recorded by observers from the videotapes of suspects in the study by Mann et al (lying).

Mark scheme

8 are given in the paper.

Gaze aversion: number of seconds for which the participant looked away from the interviewer
Blinking: frequency of eye blinks NB: blink more / blink less = 2 marks (as indicate that frequency was measured)
Head movements: frequency of head nods (upward and downward movement was counted as a separate nod), head shakes (similar to head nods, each sideways movement was counted as a separate shake) and other head movements that were not included as head shakes or head nods (eg tilting the head to the side, turning the face etc.)
Self-manipulations: frequency of scratching of the head, wrists etc. (touching the hands was counted as hand/finger movements rather than self-manipulations)
Illustrators: frequency of arm and hand movements which were designed to modify and/or supplement what was being said verbally
Hand/finger movements: any other movements of the hands or fingers without moving the arms
Speech disturbances: (they were scored on the basis of typed verbatim text) frequency of saying “ah” or “mum” etc. between words, frequency of word and/or sentence repetition, sentence change, sentence incompletion, stutters etc.
Pauses: Number of seconds where there is a noticeable pause in the monologue of the participant, when the suspect actually stops between words for a period of approx 0.5s or more, stopping the free-flow of conversation for a period of time whilst the suspect thinks of the next word.

1 mark for name of category, one for description (does not have to be in full) X2
Example candidate response – weak

Examiner comment – weak

This question asked for a description of two behaviours recorded in the Mann et al. study. The candidate identified only one appropriate behaviour (scratching) and this was only a partial answer. The candidate could have gone on to say scratching... ‘of the head, a self-manipulation’ as elaboration.

Mark awarded = 1 out of 4

Example candidate response – weak

Examiner comment – weak

This question asked for a description of two behaviours recorded in the Mann et al. study. The candidate identified only one appropriate behaviour (eye contact) and this was not elaborated with description, so was a partial answer. The candidate then mentioned fidgeting, but this was not a specific behaviour recorded by the observers.

Mark awarded = 1 out of 4
Question 2

2 From the study by Loftus and Pickrell (false memories):

(a) Describe the results for the recall and clarity of true events. [2]

(b) Describe the results for the recall and clarity of false events. [2]

Mark scheme

From the study by Loftus and Pickrell (false memories):

<table>
<thead>
<tr>
<th></th>
<th>recall</th>
<th>clarity</th>
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<tr>
<td></td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>/72</td>
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(a) Describe the results for the recall and clarity of true events. [2]

49/72 = 68% events recalled
Mean clarity rating 6.3

1 mark for recall, 1 mark for clarity

‘both higher for true than false’ (1 mark)

(b) Describe the results for the recall and clarity of false events. [2]

Accept either interview 1 or 2 data

7/24 = 29% events recalled (interview 1) / 6/24 = 25% events recalled (interview 2)
Mean clarity rating 2.8 (interview 1) / Mean clarity rating 3.6 (interview 2)

1 mark for recall, 1 mark for clarity.

‘both lower for false than true’ (1 mark)

NB: some candidates are also using:
‘mean words recalled’, which is fine as an illustration of recall (True = 138, i.e. ‘more’ than False = 49.9)
75% rejected suggestion (okay for recall of false)
Example candidate response – good

2) Recall for the true events was very good as they were very detailed and had a high average of words. The clarity was also high, roughly a mean of 4, which remained the same during the two interviews.

4) Recall wasn’t great as only a mean of 90 words was used to describe the false event. The clarity rating was lower than the true events, but did increase over the two interviews.

Examiner comment – good

This question had two parts, (a) (about true events) and (b) (about false events). Each of the candidate’s answers attempted to offer information about both recall and clarity.

In part (a) the comment about the recall of true events, relating to the number of words recalled, was just detailed enough and although the figure for clarity is incorrect, the candidate was correct in commenting that this stayed stable between the two interviews, so two marks were awarded in relation to part (a).

In part (b) the comment about recall was not clear enough and the data offered was not accurate enough. However, the comment about clarity was correct, so 1 mark was earned here.

Mark awarded = 3 out of 4
Example candidate response – average

The candidate answered in relation to true events that the participants could recall the events, but then referred to confidence rather than clarity, so only earned one mark for part (a).

In part (b) the candidate referred to confidence, but ended with a useful comment about failure to recall false memories, so again earned one mark.

Mark awarded = 2 out of 4

Examiner comment – average

This question had two parts, (a) (about true events) and (b) (about false events), each answer requiring information about both recall and clarity.

The candidate answered in relation to true events that the participants could recall the events, but then referred to confidence rather than clarity, so only earned one mark for part (a).

In part (b) the candidate referred to confidence, but ended with a useful comment about failure to recall false memories, so again earned one mark.

Mark awarded = 2 out of 4

Example candidate response – weak

The candidate began with answer ‘stems’ but did not add content.

Mark awarded = 0 out of 4

Examiner comment – weak

This question had two parts, (a) (about true events) and (b) (about false events), each answer requiring information about both recall and clarity. The candidate began with answer ‘stems’ but did not add content.

Mark awarded = 0 out of 4
Question 3

3 Baron-Cohen et al say that the Eyes Test only involves the first and not the second stage in the attribution of theory of mind. Describe both of these stages. [4]

Mark scheme

Stage 1: attribution
of relevant mental state (e.g. compassion)

Stage 2: inferring / inference
of content of that mental state (e.g. compassion for her mother’s loss)

1 mark for naming stage, 1 mark for describing x 2

NB: responding is the second stage of ToM, not of attribution, so is incorrect for (b), but may be part of the answer for (a)

Example candidate response – weak

3) The first stage of Theory of Mind is being able to tell what emotion that a person is sharing by looking at their eyes. The second stage is being able to put yourself into others positions and understand what that person should be feeling in their situation.

Examiner comment – weak

This question asked for the two stages of attribution in the theory of mind. The candidate referred to identifying emotion as the first stage, which was correct even though it was not named as the attribution stage, so one mark was awarded here. The description of the second stage of attribution was incorrect, as ‘inference’ is about deciding the content of the emotion, so no marks were awarded for this.

Mark awarded = 1 out of 4
Example candidate response – weak

the first stage is to do with social intelligence and it was to test whether autistic trades could be detected if people could not distinguish facial expressions for second step was more complex and it involved reading of the eyes only know with three options to choose from when identifying the emotion.

Examiner comment – weak

This question asked for the two stages of attribution in the theory of mind. The candidate did not name either stage, but attempted to describe the identification of emotion in others, so was awarded one mark for a partial description of the attribution stage. Their reference to ‘the second step’ is not taken to mean the second stage (which would be incorrect) but is ignored as there are steps to attribution itself.

Mark awarded = 1 out of 4

Question 4

Held and Hein (kitten carousel) used three main tests to assess visual-spatial discrimination. They also did several additional tests to check the status of peripheral receptors and responses. Describe two of these additional tests. [4]

Mark scheme

"the S, held in a standing position in a neckyoke and body clamp was light-adapted in the normally illuminated lab prior to observation...."

visual pursuit of a moving object: elicited by E’s hand moving slowly across S’s visual field.
pupillary reflex to light: change in pupillary size was then noted when a beam of light from a penlight was moved across the eye from outer to inner canthus [=corner of the eye]
tactile placing response: the S’s body was held in E’s hands so that its head and forelegs were free [as in the visual paw-placing test]. It was then carried to the edge of the table where the dorsa [tops/backs] of its front paws were brought into contact with the vertical surface of the table [and compared to the response of normals, which place the paws on the horizontal surface].

1 mark for naming / identifying test, 1 mark for describing x 2

NB:
Pupils constrict / contract / get smaller to light. They do not dilate.
The incorrect tests are:
• visually guided paw placement to a horizontal surface
• visual cliff
• blink to an approaching object
Example candidate response – good

2) Two tests of the peripheral receptors were seeing if the pupil got small or not when light was shone into the kitten's eyes. Another was seeing whether the kitten when brought to a vertical side of a table whether they went to the horizontal surface of the table.

Examiner comment – good

This question wanted a description of two additional tests from Held and Hein's study. The candidate provided a detailed description of the pupillary reflex, earning two marks. A second additional test, paw placement on a vertical surface, was also identified, but the description was not sufficiently detailed so only one mark was awarded for this.

Mark awarded = 3 out of 4

Example candidate response – weak

4) One of these tests was the response to light. The experimenter checked if a kitten would blink or wouldn't blink. The normal kitten should blink to the light of bright light. Another test was to see if the kitten would blink to an object going straight to their face.

Examiner comment – weak

This question wanted a description of two additional tests from Held and Hein's study. Although the candidate appears to start well, mentioning “the response to light”, they did not then describe the pupillary reflex. Instead, the candidate provided a description of the blink reflex, one of the main tests so no marks were awarded for this question.

Mark awarded = 0 out of 4
Example candidate response – weak

A They tested the kittens by placing them in a cylinder
with the passive kitten strapped on to the machine.
not able to reach the ground and control his movement
and the active kitten strapped on but with flexibility
which allowed the kitten to move. This test was to
determine whether the passive kitten relies on movement
in order to perceive depth and distance. 0

Examiner comment – weak

This question wanted a description of two additional tests from Held and Hein’s study. Although the candidate
does have some knowledge of the correct study, they described the carousel apparatus rather than any
additional tests, so earned no marks. The candidate could, for example, have described the pupillary reflex or
visual pursuit tests.

Mark awarded = 0 out of 4
Question 5

5 In Milgram’s study on obedience he says that we learn in childhood that it is a ‘breach of moral conduct to hurt another person’.

(a) To what extent did Milgram’s participants follow this aspect of moral conduct they had learned? [2]

(b) What did Milgram conclude? [2]

Mark scheme

(a) To what extent did Milgram’s participants follow the moral conduct they had learned?[2]

1 mark partial: They didn’t / They followed orders to hurt someone else.
2 marks: plus any evidence (eg ‘all went to 300V’, ‘26/40 went to max’)

Alternative answers:
“they did” = 1
then either ‘they followed orders’
or ‘they refused to give shocks (at some point, so the prods were needed)’

(a good answer can still earn 2 this way)

(b) What did Milgram conclude? [2]

Most likely:
People will follow orders
even when this means they hurt another person
even when they won’t be punished
even though this causes them distress

Any conclusion acceptable, does not have to link to part (a).

1 mark partial, 2 marks full
Example candidate response – good

5) Participants didn’t follow this aspect as most of them continued until 400 to which they believed they had “killed” the learner.

2) Milgram concluded that with a presence of an authority figure, subjects would obey almost all instructions by that authority figure.

Examiner comment – good

Part (a) of this question wanted to know the extent to which Milgram’s participants followed the moral conduct they had learned. The candidate correctly identified that they did not, and offered a good explanation which mentioned what the participants believed (although they could have alternatively mentioned the findings).

In part (b) the question wanted the conclusion Milgram drew from this. Here the candidate identified the role of the authority figure as central and provided just enough elaboration to earn two marks.

Mark awarded = 4 out of 4
Example candidate response – good

Examiner comment – good

Part (a) of this question wanted to know the extent to which Milgram’s participants followed the moral conduct they had learned. The candidate correctly identified that they did not, and offered an explanation which mentions what the participants did, and thought they were doing, so is just enough to earn two marks.

In part (b) the question wanted the conclusion Milgram drew from this. Here the candidate identified the role of the authority figure as central and provided just enough elaboration, by referring to obeying even when it causes physical harm. The remainder of their answer is irrelevant and is ignored.

Mark awarded = 4 out of 4

Example candidate response – weak

Examiner comment – weak

Part (a) of this question wanted to know the extent to which Milgram’s participants followed the moral conduct they had learned. The candidate incorrectly identifies the participants as children and makes an irrelevant comment about children’s ‘moral conduct’.

In part (b) the question wanted the conclusion Milgram drew. Here the candidate again makes an irrelevant comment about children’s morals.

Mark awarded = 0 out of 4
Question 6

6 The study by Haney, Banks and Zimbardo was stopped early because of the negative effects of pathological prisoner syndrome. Describe two factors contributing to pathological prisoner syndrome. [4]

Mark scheme

Most likely (pp 94, 95-6 also p89):
- perceived loss of identity
  - name
  - dress etc
- arbitrary control of lives
  - invasion of privacy
  - constant surveillance
  - atmosphere of oppression
- dependency/emasculaton
  - requirement for permission
  - belittling / punishment

Also:
- learned helplessness
- insulting
- threatening
- humiliating
- dehumanising
- “adoopting attitude and behaviour which sanctioned their victimisation”

1 mark partial (statement of factor or example/description which identifies a factor), 2 marks full (description of factor) x 2

Example candidate response – good

A factor contributing to pathological prisoner syndrome would be depersonalisation, in which was caused by prisoners being called by their 2D numbers. The other factor was dependency on guards taking away the prisoners’ human rights. They did this by taking away toilet schedules and using it as a way of punishment by taking away basic human rights.

Examiner comment – good

This question wanted a description of two factors contributing to pathological prisoner syndrome. The candidate provided a good, succinct answer, identifying two factors (depersonalisation and dependency on the guards) and described them appropriately.

Mark awarded = 4 out of 4
Example candidate response – average

6) The “pathological prisoner syndrome” was shown as the dependency of the prisoners (e.g. they hardly ever did anything without guards’ permission) and obedience (e.g. they adhered to the guards’ rules that the toilet, rest and other facilities were not for the prisoners, but privileges).

Examiner comment – average

This question wanted a description of two factors but the candidate only identified one factor (dependency on the guards) and described this appropriately to earn two marks. The candidate then attempted to describe the arbitrary control the guards imposed (e.g. in relation to toilet privileges) but this is not clearly identified or described.

Mark awarded = 2 out of 4

Example candidate response – weak

6. Pathological prisoner syndrome is when a prisoner is completely dehumanized and lacks self esteem. They treat themselves as objects and no longer see each other as different people.

Examiner comment – weak

In this answer the candidate appropriately identified one factor (deindividuation) but this was not expanded so only earned one mark. No second factor is suggested. The candidate could have gone on to describe another factor such as the arbitrary control the guards imposed or the dependency on the guards which the prisoners developed.

Mark awarded = 1 out of 4
Question 7

7 From the study by Piliavin et al (subway Samaritans):

(a) Identify one independent variable that was manipulated by the experimenters. [2]

(b) Identify two dependent variables recorded by the observers. [2]

Mark scheme

(a) Identify one independent variable that was manipulated by the experimenters. [2]

IVs: type of victim (drunk / ill)
    race of victim (black / white)
    model (late / early or critical / adjacent)

1 mark partial, 2 marks full

For ‘full’ accept either a statement of the IV and a level (eg ‘type of victim, eg ill’) or both levels of the IV (eg ‘black / white’)

(b) Identify two dependent variables recorded by the observers. [2]

DVs: speed of responding
    frequency of responding (= “level” / “whether” / “amount” “number” …. of)
    race of helper

1 mark for each DV x 2

Example candidate response – good

7) One independent variable was the type of victim, he was either drunk or carried a cane.

6) The first dependent variable was the race of the helper. Another DV would be the frequency of help given to the victim.

Examiner comment – good

This question wanted a description of one independent variable in part (a) and identification of two dependent variables in part (b). The candidate gave a very clear answer, correctly stating both the independent variable and its levels: the type of victim (drunk/cane) for part (a) so was awarded two marks.

In part (b) the candidate clearly identified two dependent variables, the race of helpers and the frequency or number of helpers.

Mark awarded = 4 out of 4
Example candidate response – average

1. The participants taking part in the experiment are condition as the I.V. 
2. The condition the participant was in weather drunk or ill as the D.V.

Examiner comment – average

This question wanted a description of one independent variable in part (a) and identification of two dependent variables in part (b). The candidate gave an irrelevant response about the participants so earned no marks in part (a).

In part (b) the candidate identified two dependent variables, time taken and race of helper, so earned two marks here.

Mark awarded = 2 out of 4

Example candidate response – weak

1. a) The independent variable was the speed of help. 
2. b) The dependent variable were the condition of a victim (drunk/sober) and the race of the victim.

Examiner comment – weak

This question wanted a description of one independent variable in part (a) and identification of two dependent variables in part (b). The candidate appears to have reversed these two ideas, but is awarded one mark in part (a) for ‘speed of help’ as this was the key to whether or not the model was introduced.

In part (b) the candidate identifies the two levels of the main independent variable, so earns no marks here.

Mark awarded = 1 out of 4
Question 8

8 Freud used the case study method to investigate little Hans.  

(a) Give **two** features of this investigation that make it a case study.  
(b) Give **one** disadvantage of the case study method as used in this investigation.

Mark scheme

(a) **Give two features of this investigation that make it a case study.**  

*Most likely:*  
Only studied **one individual**  
Studied **in depth** (or over a long period of time – do not accept this as well as ‘in depth’)

1 mark x 2

(b) **Give one disadvantage of the case study method as used in this investigation.**  

Any disadvantage related to study.

*Most likely:*  
cannot generalise from Hans to other children; because he was unusual/only 1 child data collected through father; potential bias as knew /related to Hans.

1 mark partial, 2 marks full
Example candidate response – good

It was a case study because all the information came from the person being studied. The other reason would be that the subject has an independent which can’t be manipulated or could but would be very unethical.

One disadvantage would be that the subject could conform to demand characteristics. This is shown when Hitler Hans’s father asked leading questions.

Examiner comment – good

Part (a) wanted two features that made this a case study. The answer to part (a) suggested that case studies investigate a single person by saying that ‘all the information came from the person being studied’. A second feature was that the situation couldn’t (or could not ethically) be manipulated, which is also correct.

Part (b) asked for a disadvantage of using the case study method in the context of this study and the candidate gave an appropriate answer about leading questions asked by Hans’s father and the extent to which this would cause demand characteristics. This was an elaborated response.

Mark awarded = 4 out of 4

Example candidate response – good

It is a case study method because a person (Hans) had been observed for a long period of time. The case study method, due to its small sample size (parents - Hans), does not represent the whole general population in this result (e.g. Hans was a little boy from Austria).

Examiner comment – good

Part (a) wanted two features that made this a case study. The answer to part (a) stated that case studies investigate one person and added a second point that the observation was conducted over a long time. This elaboration is relevant in this instance but is not, on its own, a defining characteristic of case studies. This answer was therefore awarded two marks.
Part (b) asked for a disadvantage of using the case study method in the context of this study and the candidate gave an appropriate answer about the problem of a small sample (just Hans) and the extent to which he may not have been representative.

Mark awarded = 4 out of 4

Example candidate response – good

Examiner comment – good

Part (a) wanted two features that made this a case study. The answer to part (a) stated that case studies are done on one person and added a second point that they are in depth. These are the two key characteristics of case studies, so two marks were earned here.

Part (b) asked for a disadvantage of using the case study method in the context of this study and the candidate gave an appropriate answer about the problem of researcher bias. However, this was not elaborated in the context of Freud’s study.

Mark awarded = 3 out of 4
Question 9

9 Describe two features of the sample in study 1 from Langlois et al. (infant facial preference). [4]

Mark scheme

- 110 (reduced to 60: because of fussing/computer or equipment failure/experimenter error/mother looked at slides/1 month premature)
- infants (average age 6 months, 6 days or tested within 3 weeks of being 6 months old, healthy, middle class, full term)
- from Children’s research lab (University of Texas (at Austin))
- 35 boys, 25 girls
- 53 white, 5 Hispanic, 1 Black, 1 Asian (any 2 for 2 marks)

1 mark for naming/identifying feature, 1 mark for describing × 2

Example candidate response – good

9. The sample was originally 110 but became 60 as some were removed because they were fussing or were 1 month premature. They were male and female and from different races to see if this had any effect on how the faces were perceived.

Examiner comment – good

This question required two features of the sample in study 1 from Langlois et al. The first point made by the candidate was about sample size, that it was originally 110 but reduced to 60 due to fussing or being more than one month premature. This is ample elaboration for two marks. The second point was that there were both males and females. Since the candidate has already identified that they were infants, this is sufficient for another two marks.

Mark awarded = 4 out of 4
Example candidate response – good

9. In study on infants by Langlois et al., the sample contained 6-month-old (average age of 6 months 6 days) infants, mostly Caucasian (white).

Examiner comment – good

This question required two features of the sample in study 1 from Langlois et al. The first point made by the candidate was that the sample consisted of infants, which was elaborated for two marks with the detail of age (six months old). The second point made was that they were mostly Caucasian. This is an unelaborated point, but is correct, so earns one more mark, making the total for this question three out of the possible four marks.

Mark awarded = 3 out of 4

Example candidate response – weak

9: The sample done by Nelson was chosen by Nelson can be criticised because they used children which could result in a lot of demand characteristics. Another feature is that it was ethnocentric as it had only boys and from one region.

Examiner comment – weak

This question required two features of the sample in study 1 from Langlois et al. The candidate, however, suggested criticisms of the sample, which is not relevant.

Mark awarded = 0 out of 4
Question 10

10 Describe two factors affecting children’s moral judgments that were investigated by Nelson. [4]

Mark scheme

motive / outcome: eg good or bad reason for behaviour

consequence: eg good or bad outcome from action (accept: if / whether it matches the outcome)

presentation: (verbal only) / (verbal +) explicit / (verbal +) implicit (accept: ‘valence’, ‘why he threw the ball’)

1 mark for naming factor, 1 mark for describing x 2

Example candidate response – good

b. Children’s moral judgments are affected by both motive and outcome. This is both would be what children base as right and wrong. If the outcome of events whether good or bad.

Examiner comment – good

This question concerned the Nelson study and wanted a description of two factors affecting moral judgement that were investigated. The candidate’s answer contains a variety of information but is a little confused. However, the candidate identifies two variables, motive and outcome. Later the candidate refers to whether the outcome is good or bad, thus elaborating the outcome variable.

Mark awarded = 3 out of 4
Example candidate response – average

One factor was how the story was presented as the children that had the verbal only story didn’t rate the motive as just. Okay. The other factor was age as the 3-4 year olds didn’t see the outcome as being important whereas the 6-8 year olds did.

Examiner comment – average

This question concerned the Nelson study and wanted a description of two factors affecting moral judgement that were investigated. The candidate identified the factor of how the story was presented, but the description here is unclear. The candidate then offered some information about results, in which they referred to the age comparison, so another partial mark was awarded here. The candidate also mentioned both outcome and motive, but none of these possible variables was expanded to give a two-mark explanation.

Mark awarded = 2 out of 4
Question 11

11 Dement and Kleitman (sleep and dreaming) looked at the relationship between dream content and eye movements.

(a) Describe the dream content of one participant. [2]

(b) What did Dement and Kleitman conclude about the relationship between dream content and eye movements? [2]

Mark scheme

(a) Describe the dream content of one participant. [2]

most likely:

P 1: standing at bottom of cliff operating hoist and looking at climbers
P 2: climbing ladders, looking up and down
P 3: throwing basketballs at net
P 4: two people throwing tomatoes at each other
P 5: driving a car then speeding car from left

1 mark partial, 2 marks full (one point in detail or two in brief)

(b) What did Dement and Kleitman conclude about the relationship between dream content and eye movements? [2]

Most likely:

• 4 main patterns: mainly vertical, mainly horizontal, vertical and horizontal, little/no movement
• dream content linked to eye movements in sleep

1 mark partial, 2 marks full (if give 2, likely to be 2)
Example candidate response – good

1) One participant dreamt of two people throwing tomatoes at each other. This dream consisted of mostly horizontal eye movements.

2) They concluded that little or no eye movements were dreams about looking at a fixed or distant object. For vertical eye movements there was looking up at things e.g. basket ball hoop.

Examiner comment – good

Part (a) wanted a description of a dream from the Dement and Kleitman study. The candidate appropriately described the ‘tomatoes’ dream and two marks were awarded here.

For part (b) the question asked about the conclusion about the relationship between dream content and eye movements. The candidate does not explicitly state that Dement and Kleitman concluded that there was a relationship, but makes that clear in describing both the effect on eye movements of dreaming about looking at fixed/distant objects (little/no movement) compared to dreaming about looking up at things (vertical movements) and illustrates this with an appropriate example.

Mark awarded = 4 out of 4

Example candidate response – good

1) a) One of the dreams was about two people throwing a tomato from one side to another (left to right).

b) The experiments included about the relationship between dream content and eye movements, because, for instance, in the tomato dream the left to right (and back) eye movements have been found to the path as if the protagonist was following the direction of tomatoes.

Examiner comment – good

Part (a) wanted a description of a dream from the Dement and Kleitman study. The candidate appropriately identifies the ‘tomatoes’ dream but it is not clear that the tomatoes were being thrown from one person to another and back (which is critical for the associated horizontal eye movements – although the candidate would not have to make this observation) so just one mark was awarded here.

For part (b) the question asked about the conclusion about the relationship between dream content and eye movements. The candidate stated explicitly that Dement and Kleitman concluded that there was a
relationship, and expanded on this by describing the effect on eye movements of dream content about following the tomato from left to right and back.

Mark awarded = 3 out of 4

Example candidate response – weak

Examiner comment – weak

Part (a) wanted a description of a dream from the Dement and Kleitman study. The candidate referred to the eye movements present in a dream without describing the dream, so they have not answered the question.

For part (b) the question asked about the conclusion about the relationship between dream content and eye movements. The candidate stated explicitly that Dement and Kleitman concluded there was a relationship, but did not describe the relationship.

Mark awarded = 1 out of 4
Question 12

12 From the study by Rosenhan (sane in insane places):

(a) What did the pseudopatients do to gain admission to the mental hospitals? [2]

(b) Describe what the pseudopatients did after they had been admitted. [2]

Mark scheme

(a) What did the pseudopatients do to gain admission to the mental hospitals? [2]

- telephoned for an appointment
- on arrival claimed they could hear voices (empty, thud, hollow)

1 mark partial, 2 marks full (= 1 in detail or 2 in brief)

(b) Describe what the pseudopatients did after they had been admitted. [2]

Any 2 behaviours briefly or 1 in detail, 2 marks

- ceased simulating any symptoms of abnormality
- some showed brief signs of anxiety
- spoke ordinarily to staff and patients
- responded to instructions
- wrote observations down
- made requests, eg to know when they would be discharged

1 mark partial, 2 marks full
Example candidate response – good

12) They gained admission by organizing appointments and then complaining of hearing unclear and unfamiliar voices which said ‘thud’, ‘empty’ and ‘hollow’, and were of the same sex.

1) Once they had been admitted they acted normal and said they were fine and weren’t hearing the voices anymore, to convince the staff that they were sane.

Examiner comment – good

This question was about Rosenhan’s study. The candidate provided an answer to part (a) which gave ample appropriate detail, such as the pseudo-patients claimed to be hearing unfamiliar, same sex voices saying ‘thud’, ‘empty’ and ‘hollow’, so gained two marks.

Part (b) wanted to know what the participants did after they were admitted and the candidate provided a correct answer about behaving normally, and added further detail about no longer claiming to hear the voices and trying to convince the staff they were sane. This was a full response.

Mark awarded = 4 out of 4

Example candidate response – good

12) The pseudo-patients called the hospital complaining that they were hearing voices. Thud bang and this are indicators of schizophrenia.

b) After the pseudo-patients were admitted they returned to acting normal and began to observe how things were being run in the hospital. They then recorded this information in diaries.

Examiner comment – good

This question was about Rosenhan’s study. The candidate provided an answer to part (a) which gave appropriate detail, that the pseudo-patients called the hospital and that they complained of hearing voices. This is sufficient for two marks even though the remainder of the answer is inaccurate.

Part (b) wanted to know what the participants did after they were admitted and the candidate provided a correct answer about acting normally, and added ample further detail about observing how things were run in the hospital and recording this in diaries.

Mark awarded = 4 out of 4
Example candidate response – good

(12) a) The pseudo-patients said that they had been hearing voices saying 3 words, all the time the same, such as "empty", "shallow".

b) After the pseudo-patients had been admitted, they stopped showing any symptoms and started to observe the behaviour and attitude of the staff members towards the patients, and made notes on these findings.

Examiner comment – good

This question was about Rosenhan’s study. The candidate provided an answer to part (a) which gave appropriate detail, that the pseudo-patients said that they had been hearing voices saying three words, that were always the same (even though their examples were not quite right).

Part (b) wanted to know what the participants did after they were admitted and the candidate provided a correct answer about behaving normally, and added ample further detail about observing the behaviour and attitude of the staff and taking notes.

Mark awarded = 4 out of 4
Question 13

13 From the study by Thigpen and Cleckley (multiple personality disorder):

(a) Identify two tests that were used. [2]

(b) Describe the results of one of these tests. [2]

Mark scheme

(a) Identify two tests that were used. [2]

- IQ test
- Rorschach
- memory test

(EEG is not a test)

1 mark per test identified × 2

(b) Describe the results of one of these tests. [2]

Most likely:
- IQ: Eve white 110, Eve black 104 (EW and EB different / EW higher than EB = 1)
- Rorschach: Eve white repression, Eve black regression

1 mark partial, 2 marks full

Example candidate response – good

1) They did psychometric tests such as an IQ test. They also did projective tests like the Rorschach test (ink blot).

2) For the IQ test. Eve White and Eve Black were found to have different IQs. Eve White scored 110 and Eve Black scored 104.

Examiner comment – good

This question wanted two tests used by Thigpen and Cleckley in part (a) and the results of one of these tests in part (b). The candidate offered ‘IQ test’ and the Rorschach ink blot test. The candidate gave further detail by identifying the types of tests (psychometric and projective) which, although correct, was not necessary in this question.

In part (b) the candidate accurately reported the IQ scores.

Mark awarded = 4 out of 4
Example candidate response – weak

The study of multiple personality disorder of Eve was tested by using the ink blot test, where another test done was hypnosis this was done when they tried to remove both Eve white and black at the same time.

b. When the hypnosis was done it was unsuccessful and resolved to Eve white experiencing major headaches and a small seizure.

Examiner comment – weak

This question wanted two tests used by Thigpen and Cleckley in part (a) and the results of one of these tests in part (b). The candidate suggested the ‘ink blot test’, earning one mark but went on to describe hypnosis, which is not a test, so they did not earn further marks in part (a). As their answer to part (b) also referred to hypnosis, the candidate did not earn any marks here.

Mark awarded = 1 out of 4
Question 14

14 From the study by Billington et al (empathising and systemising):

(a) What is meant by ‘empathising’? [2]

(b) Give one piece of evidence that suggests females are better empathisers than males. [2]

Mark scheme

(a) What is meant by ‘empathising’? [2]

“…the drive and ability to identify another’s mental states and to respond to these with one of a range of appropriate emotions”

1 mark partial, 2 marks full

(b) Give one piece of evidence that suggests females are better empathisers than males. [2]

Most likely from EQ:
no males were extreme empathisers some females were
36.8% of females were E or extreme E, only 10.3% of males were

EQ results: the means are my approximations

<table>
<thead>
<tr>
<th></th>
<th>EQ score mean</th>
<th>EQ ‘Emathiser’ %</th>
<th>EQ ‘extreme E’ %</th>
<th>Eyes test mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>females</td>
<td>45</td>
<td>35</td>
<td>2</td>
<td>34</td>
</tr>
<tr>
<td>males</td>
<td>38</td>
<td>0</td>
<td>0</td>
<td>32</td>
</tr>
</tbody>
</table>

From Eyes test:
females scored better on the eyes test (1 mark)

1 mark partial, 2 marks full

NB: results from EFT and FC-EFT do not earn credit
Example candidate response – weak

1a) Empathising is being able to put yourself in someone else's place and understand what they are going through.

1b) Females did better at the eyes test which suggest females are better empathisers than males.

Examiner comment – weak

Part (a) about the Billington et al study wanted a definition of ‘empathy’ and the candidate’s answer was too simplistic to earn marks, they needed to describe the ability to identify and respond to the emotions of others.

Part (b) wanted evidence that suggests females are better empathisers than males. The candidate correctly said that females ‘did better’ on the eyes test results but, without evidence to support the difference identified; only one mark could be awarded.

Mark awarded = 1 out of 4

Example candidate response – weak

1a) This is used by females mostly and it is the ability to understand someone else’s emotions and judge what they are feeling.

1b) Females are better empathisers than men because of their more emotionally tuned than men are as results. It showed that more females were empathising.

Examiner comment – weak

Part (a) about the Billington et al study wanted a definition of ‘empathy’ and part (b) wanted evidence that suggests females are better empathisers than males. The candidate correctly outlined empathy as the ability to understand someone else’s emotions, but did not extend this answer to include responding to that emotion. In part (b) the candidate gave an anecdotal response about females being more ‘emotionally tuned’, which did not earn marks.

Mark awarded = 1 out of 4
Question 15

15 From the study by Veale and Riley about body dysmorphic disorder (mirror gazing):

(a) State the two ways in which the control participants and the body dysmorphic disorder participants were matched. [2]

(b) Give two differences in activities during long sessions spent in front of the mirror between the two groups. [2]

Mark scheme

(a) State the two ways in which the control participants and body dysmorphic disorder participants were matched. [2]

- age
- sex

1 mark per match identified x2

(b) Give two differences in activities during long sessions spent in front of the mirror between the two groups. [2]

most likely:
controls more likely to:
- remove hairs
- shave
BDD patients more likely to:
- compare what they see to image of how they ‘should look’
- try to see something different in the mirror

2 marks for 2 differences

NB: NO difference in using make up/ combing or styling hair / picking spots / feeling skin with fingers

Must be the responses above, not things from table in motives section on p 1385
Example candidate response – good

This question concerned the Veale and Riley study. In response to part (a) the candidate suggested two possible ways the participants might have been matched, both correct.

Part (b) wanted two differences between the BDD and control participants in terms of behaviours in long mirror sessions. The candidate offered two correct suggestions, about behaviours of control participants which the BDD patients did not do, shaving and plucking hairs.

Mark awarded = 4 out of 4

Example candidate response – good

Examiner comment – good

This question concerned the Veale and Riley study. In response to part (a) the candidate suggested two possible ways the participants might have been matched, both correct.

Part (b) wanted two differences between the BDD and control participants in terms of behaviours in long mirror sessions. The candidate offered two correct suggestions, about behaviours of control participants which the BDD patients did not do, shaving and plucking hairs.

Mark awarded = 4 out of 4
Example candidate response – weak

Part (a) Control group and BDD patients were matched.

Part (b) During long sessions spent in front of the mirror patients would focus on one particular region of their body and would criticise it, and continue to make themselves feel bad about it. Even though the BDD patients did not like what they saw, patients could not get themselves to stop staring/gazing at themselves.

Examiner comment – weak

This question concerned the Veale and Riley study. In response to part (a) the candidate simply repeated from the question that the participants were matched, but did not identify how.

Part (b) wanted two differences between the BDD and control participants in terms of behaviours in long mirror sessions. The candidate attempted a description of the BDD patients’ behaviour, but this did not contain any useful information in relation to the question.

Mark awarded = 0 out of 4
Section B

Question 16

16 Discuss one of the studies listed below in terms of two weaknesses.

- Loftus and Pickrell (false memories)
- Bandura et al (aggression)
- Maguire et al (taxi drivers)

[10]

Mark scheme

No marks for description of study.

If more than two weaknesses have been considered, mark them all and award for the best two.

<table>
<thead>
<tr>
<th>Comment</th>
<th>mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>No answer or incorrect answer</td>
<td>0</td>
</tr>
<tr>
<td>Anecdotal evaluation, brief detail, minimal focus. Very limited range. Evaluation may be inaccurate, incomplete or muddled.</td>
<td>1-3</td>
</tr>
<tr>
<td>Either points illustrating weaknesses lack depth and/or breadth or only 1 weakness is considered. The answer is general rather than focused on study but shows some understanding.</td>
<td>4-5</td>
</tr>
<tr>
<td>Two weaknesses are considered and are focused on the study although they may be imbalanced in terms of quality and/or depth. The answer shows good evaluation with reasonable understanding.</td>
<td>6-7</td>
</tr>
<tr>
<td>Balance of detail between weaknesses and both are focused on the study. Evaluation is detailed with good understanding and clear expression.</td>
<td>8-10</td>
</tr>
</tbody>
</table>

Examples of possible evaluation points:

**Loftus and Pickrell**
- Ps may, in fact, have had similar experiences to those suggested
- The true stories (reported by the relatives) may have differed from reality, causing confusion
- Raises ethical issues as deception required

**Bandura et al**
- Children’s apparent imitation may have been due to changes in belief about appropriate behaviours with the Bobo doll
- Raises ethical issues as (some) children encouraged to become aggressive
- As the children already had expectations about gender-role behaviour, the results cannot indicate whether any aspects of these gender differences are innate
- The situation was unlike real life because:
  - It was short-term
  - There were no negative consequences to the aggression (e.g. from peers or adults)
  - The models were strangers

**Maguire et al**
- Generalisations to real-world navigation from imagining routes may not be valid as memory for routes may depend on the experience of what is seen as we travel
- All the taxi drivers were male. As female navigation differs from males, the findings may not generalise to females.
- There are many factors being considered so the results are complex, and some factors are deliberately not considered, e.g the role of spatiotemporal contexts of landmarks or films.
Louis and Pickrell was a study conducted with an intent aim of trying to see if a memory could be implanted in an individual. If this study could be critised one weakness of this study was the ethics it failed to uphold. Firstly, it lied to the participants about the aim of the study. They were told that it was being done to see how well individuals remembered childhood memories. When conducting this study, could have caused the participants psychological harm as being lost at 5 years old it could be considered a traumatic experience (as a child). Therefore suggesting this could have involved feelings of distress.

Another weakness could be the fact it lacked ecological validity; There was a high amount of control, for instance all the false stories had the same qualities of being lost at 5 years old, crying, being lost in a mall, being found by an elderly woman and being reunited with their family. Also all the false stories were presented as the 3rd story. This therefore makes the experiment carried out lack any realism as the results were obtained from an artificial task with high control. However, deception might have been necessary to obtain results lacking demand characteristics. Therefore the participants not knowing the true aim added to the reality of the results.

Also the high amount of control allowed for cause and effect to be established.
Examiner comment – good

In this response, the candidate chose the Loftus and Pickrell study on false memories. The focus of the question was on two weaknesses. The candidate identified two appropriate weaknesses, ethical issues and ecological validity. The candidate then referred to two aspects of ethics, deception (lying to participants) and psychological harm (distress). These points were elaborated with accurate and appropriate description from the study illustrating why they were potential problems.

Whilst the level of description is good, gaining them seven marks, there is not sufficient detail to score in the top mark band. In order to gain more marks, the candidate needed to expand each weakness further. For example, having ethical issues as a weakness, the candidate could have given more detail about the nature of the deception about the role of their family member and the construction of the booklet or the extent to which they may have felt their privacy had been invaded.

Furthermore, deceiving participants may have the additional disadvantage of prejudicing views about psychology itself. This could have negative consequences for future participation in studies or the potential to benefit from psychological interventions if they were needed as the individual may be less willing to believe in the value of psychological help. The candidate’s expression was generally good, although there was some irrelevant material at the end of the essay.

Mark awarded = 7 out of 10
Example candidate response – average

16) The study on false memories called "Let in a shoppy mall" by Heap and Pickrell has got some weaknesses. One of them is related to the methodology, and another one is the possible effect on participants.

First of all, the small amount of memories has been given: only 4 memories, 3 of them were true, and one false, which has always been put on the third place. This means that the chance of randomly (or not) choosing the false memory was 25%, which is quite high and can not guarantee the reliable result. Another example of methodological (procedure) weakness would be the fact that the information has been collected not only via checklist, but also through the interview. And there, if the participant couldn’t cause, the information has been collected via phone by calling this person. This “weakness” decreases the reliability on results, and also not all the participants were under the same conditions.

Finally, another weakness of the study was the fact that implying a false memory about getting lost at the age of 5 could have caused some kind of weird (psychological) harm, because it could bring up another memories traumatic memories of participants’ childhood. Even though the experimenter made sure that this truth had not happened with them, it only was done by asking the elder family member, who probably might not have known if it (eventually getting lost) actually happened.
Examiner comment – average

In this question, the candidate chose the Loftus and Pickrell study on false memories. The focus of the question was on two weaknesses. The candidate wrote about two appropriate weaknesses, although these were rather vaguely identified as ‘related to methodology’ and ‘possible effects on participants’. In fact, the essay discussed several appropriate issues, e.g. a methodological one relating to the reduction in reliability as not all participants were interviewed face-to-face and an ethical one of potential psychological harm if the false memory elicited real ones which were distressing. This illustrates that these points were elaborated with accurate and appropriate description from the study, so the candidate earned 6 marks. However, there was not enough breadth to score further into the upper middle mark band. In order to gain more marks, the candidate needed to expand each weakness further. For example, different methodological issues and more ethical weakness could have been identified.

Mark awarded = 6 out of 10
Example candidate response – weak

In the Maguire et al study the sample was criticised because it was all male and they were from the same region. This means that the study could not be generalised because it is not applicable to the rest of the world. The sample was also not representative seeing they were all male participants and no female participants. The study was also conducted on only taxi drivers instead of using other occupations that require spatial navigation, thus made it lack in ecological validity.

To avoid such weaknesses a larger sample would be used which would be more representative of both sex and job description this would make the studies results higher in ecological validity.

Examiner comment – weak

In this question, the candidate chose the Maguire et al study. The focus of the question was on two weaknesses and the candidate identified three weaknesses about the sample, that the participants were all from the same region, were all male and were all taxi drivers. Whilst the last looks like it would not be relevant (since the aim of the study was to test taxi drivers) in fact the candidate argues effectively that they could have used other professions demanding good navigation. However, the coverage of each of the three weaknesses is quite superficial and although all three were marked, the best two counted (the points about region and profession) the essay overall lacks depth.

The answer was not sufficiently detailed to score higher than the bottom of the second mark band, i.e. four marks. In order to gain more marks, the candidate needed to explain each weakness itself in more detail and to use more examples and/or more description of the problem related to the study to explain each weaknesses. For example, in identifying the region of the sample as a weakness, the candidate could have explained why drivers from other parts of the world may be different (perhaps because the traffic conditions are more or less demanding, the geography of the city is more or less complex, the size of the city differs or they are not required to pass a test).

Mark awarded = 4 out of 10
Question 17

17 Discuss the advantages and disadvantages of the laboratory experiment using one of the studies listed below.

Tajfel (intergroup categorisation)
Schachter and Singer (emotion)
Demattè et al (smells and facial attractiveness)

Mark scheme

No marks for description of study.

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<td>6-7</td>
</tr>
<tr>
<td>Balance of detail between advantages and disadvantages and both are focused on the study. Discussion is detailed with good understanding and clear expression.</td>
<td>8-10</td>
</tr>
</tbody>
</table>

Examples of possible discussion points:

**Tajfel**

*Advantages*

- Ps could be randomly allocated to groups to avoid actual reasons for discrimination
- Task could be controlled to ensure that differences in behaviour (allocation of points) were measurable
- Ps could be deceived about the aims to avoid demand characteristics e.g. boys tending to exaggerate preference for own group

*Disadvantages*

- Task of allocating points for guessing dots in not very realistic
- Sample very restricted (boys, 14–15, same school) so findings may not generalise to behaviour of others, eg girls more co-operative
- Deception about the aims and procedures (eg not testing vision) raises ethical issues
Schachter and Singer

Advantages
- Ps could be misled to reduce risk of demand characteristics, eg Suproin / vision
- Possible to manipulate level of knowledge of effects and therefore explanation for bodily condition
- Possible to manipulate context to produce positive or negative valence to emotions

Disadvantages
- As injections were used, Ps may have assigned feelings to the injection in the ‘suproin’ condition, so not very realistic
- The placebo condition may have had an effect (as placebos do)
- Situation of questionnaire highly contrived, unlike real life
- Sample very restricted (males, college students and same uni) so findings may not generalise to behaviour of others, e.g. females less aggressive
- All psychology students so may have had suspicions about the effects, leading to demand characteristics

Demattè et al

Advantages
- Possible to use specialised equipment to ensure the level of odours was controlled
- Possible to use standardised faces, so attractiveness was controlled
- Order of presentation of faces could be counterbalanced to overcome order effects

Disadvantages
- A limited number of odours was used, so the findings may not generalise to real situations where there are many odours and they may be combined
- Nor may generalisations from judgments about the attractiveness of static faces extend to effects on social or sexual behaviour in the real world
- As only females were tested this study cannot indicate the effect of olfactory cues on judgments of attractiveness by males
17) In the experiment on intergroup categorisation by Tajfel, participants have been divided into a lab under the unnatural conditions laboratory experiment has got both advantages and disadvantages. On the one hand, laboratory experiments are very well controlled, therefore have a high level of reliability, as shown in the Tajfel’s experiment, when all the boys (participants) have been completed the same tasks and their performance and judgement towards the members of their group and other group have not been affected by any external factors. Another benefit of the lab experiment is the type of data collected, which is mostly quantitative. This type of data is easier to measure and it can be read easily, because it represent the result in number and percentages. For example, in the experiment on intergroup categorisation, all information from participants has been collected through the method of manners, where boys had to allocate the points to other participants.

But on the other hand, this type of experiment lacks ecological validity (or “irrelevant realism”), due to its artificiality. In real life discrimination is not likely to be tested so the same way as in Tajfel’s study. Also, the type of data has got its drawbacks, since it’s quantitative it is very hard to apply the results in real life. For example, who would understand that what number the choice, such as “to regroup and to outgroup” means? The number have to be well explained, exact and if not just the numbers. For these reasons qualitative data should’ve been used.
Examiner comment – good

Here the candidate chose to write about Tajfel’s study of intergroup categorisation. The focus of the question was on the advantages and disadvantages of laboratory experiments and the candidate’s response was appropriately directed, with the identification of two strengths (controls and quantitative data) and two weaknesses (low ecological validity and quantitative data). Note that the candidate uses the same point as both an advantage and a disadvantage and does so effectively, which is entirely acceptable.

The candidate made good use of Tajfel’s study to illustrate most of their points, although some are a little general, such as the first point about controls. However, this candidate gives an excellent outline of each of the advantages and disadvantages of laboratory experiments in the abstract, which is central to the essay, for example, explaining that controls matter to reliability and that quantitative data is easier to measure (yet hard to apply to real life) and the balance between advantages and disadvantages is reasonably good.

In order to access the top of the top band, the candidate could have given a little more description from the study to illustrate their argument. For example, describing how controls were implemented by ensuring that the boys did not know who was in each group.

Mark awarded = 8 out of 10
In Dematté et al’s study being in a laboratory helped them in several ways. One advantage would be that participants were all which were subjected to the same smells. This is (controlling) only odour, a variable which helps make the study more reliable. They were all subjected to the smells for the same amount of time; this is important as it makes the experiment standardised. The ratings for attractiveness were easily measured using a 1 to 9 point scale which allowed easy recording of quantitative data. Laboratory experiments can be replicated and get similar results, this was seen as participants each perceived a face as less attractive when the picture was presented with an unpleasant smell.

The disadvantages of this would be that being a laboratory experiment it lacks ecological validity. This is due to the use of static images of male faces, in real life they would be moving and changing. As this study produced quantitative data like most laboratory experiments is that there is no explanation of why females rate a face less attractive when presented with an unpleasant smell. In many laboratory experiments have demand characteristics but this study according to the experimenters didn’t. However, they did have to deceive the participants about the true nature of the study to get rid of demand characteristics. This is a disadvantage as it is breaking ethical guidelines. Another disadvantage would be that laboratory experiments usually recruit subjects from the local area in this case Oxford which makes the results hard to generalise to the rest of the population.
Examiner comment – good

Here the candidate chose the Demattè et al study about smells and facial attractiveness. The focus of the question was on the advantages and disadvantages of laboratory experiments and the candidate’s response was appropriately directed, with the identification of two strengths (controls and replicability) and several weaknesses (low ecological validity, exclusively quantitative data, demand characteristics, deception and that it is hard to generalise).

The candidate made good use of the Demattè et al study to illustrate their points, for example, referring to the standardisation of exposure to smells as a control and the problem of static faces being unrealistic. The balance between advantages and disadvantages is reasonably good, even though many more disadvantages are described, so they earned eight marks. In order to access the top of the top band, the candidate could have said a little more about why the features identified were advantages and disadvantages. For example, describing why else controls matter (to raise validity – by ensuring that only the variable being tested is changing), explaining why replicability matters in laboratory experiments (so that results can be verified) or why ecological validity matters (so that findings will generalise outside the laboratory setting).

The candidate should then have illustrated these issues with reference to the Demattè et al study, for example the findings about attractiveness may not be valid if participants only reacted that way because all they had was a static face and a smell. In real life we might be attracted by personality, what people say or how they behave.

Mark awarded = 8 out of 10
Example candidate response – weak

Q17.

In the study by Solomon on smells and social attractiveness their were a few disadvantages as well as advantages as it was a lab experiment.

First of all as the study was first processed as a pilot study to see if the study was applicable, gives it a bit of an advantage and seemingly so the applicability to everyday life through with some restrictions.

The un-natural environment proved to be decisive in accordance to the way the way subjects reacted to it, as they had an idea that it was an experiment thus some wanted to please the researcher. It also gave the study a low ecological validity.

On the other hand the subjects were tested for normal olfactory senses and sight which escalated the ecological validity to a higher degree, as this meant the researcher would get positive responses from the subjects. But the odors provided were piloted and restricted, somewhat un-natural such was the case of rubber which would prove to be a rare case in real-life causing the subjects to react more accordingly to the smell then faces, proving another disadvantage in the case.
Examiner comment – weak

Here the candidate chose the Demattè et al study about smells and facial attractiveness. The focus of the question was on the advantages and disadvantages of laboratory experiments and the candidate’s response did attempt to focus on this objective unlike many at this level which tended only to consider the strengths and weaknesses of the study itself, so were irrelevant. This candidate identified evaluation points for laboratory experiments including an advantage of being able to conduct a pilot study and disadvantages of reduced ecological validity and demand characteristics (‘wanting to please the experimenter’). However, these were not necessarily related to the Demattè et al study, nor explained in detail, thus the essay lacked depth and breadth.

Mark awarded = 4 out of 10
Section A

Question 1(a)

1. Rosenhan (sane in insane places) used an observation to investigate staff behaviour towards patients in psychiatric hospitals. An alternative way to investigate this would be to design a self report study.

(a) Describe the self report as a research method.  

Mark scheme

Any five correct points.
1 mark for each point up to a maximum of five points.
No answer or incorrect answer, 0.

**Indicative content:**
Used to gain insight into the thoughts and beliefs of Ps.
Open/closed questions.
Qualitative/quantitative data.
Subjective.
Likert scale questions.
Easily repeated in the case of questionnaires.
Questionnaires/interviews.
Interviews can be structured/semi-structured.
Researcher bias.
Example candidate response – good

1. (a) Self reports are a type of research method where the subject answers subjective questions asked or explain experience on his own. Self reports can also be administered through questionnaires consisted of open ended and close ended questions generating qualitative data which gives an in-depth analysis of the situation of quantitative data which is easier to analyze. Self report measures are high in terms of validity as the subjects report his/her experience fully on his own however they are deemed low in terms of reliability as the answers generated may not be consistent as different people give different answers.

Examiner comment – good

There is a clear definition of self report with many examples of different types of self report as well as strengths and weaknesses.

Mark awarded = 5 out of 5

Example candidate response – average

1. (a) Self reports are open-ended questionnaires and ask questions to which the participants can answer in full detail using as many words as they think necessary. It is a non-experimental research method and can be done on a large sample in a high ecological environment ie their familiar places for the participants and it provides an in-depth analysis for the researchers.

Examiner comment – average

Marks were credited for ‘open-ended’, ‘questionnaires’ and ‘detail’ in the candidate’s response. The rest of the answer is not creditworthy as it is either incorrect or irrelevant to self reports.

Mark awarded = 3 out of 5
Example candidate response – average

1. a) Self report is another way of gathering data in which responses of the person could be gathered. Questionnaire is a form of self report. Staff members could be given questionnaires from which their personalities could be judged. With the help of this very detailed information could be gathered but however it could be biased in some way giving inaccurate results. For example a questionnaire may lead a staff member to answer in a particular way which they might not be thinking.

Examiner comment – average

Marks were credited for ‘questionnaires’, ‘detailed’ and ‘biased’. Candidates could receive marks for describing types of self reports as well as the strengths and weaknesses of this research method.

Mark awarded = 3 out of 5
Question 1(b)

1 (b) Design an alternative study using a self report and describe how it could be conducted. [10]

Mark scheme

Candidates will most likely describe either an interview and/or questionnaire conducted on the staff/patients.

Candidates should describe the who, what, where and how.

Major omissions include the what and how. Candidates must describe the questions asked to the Ps and at least an indication of how this information would be collected (e.g. interview/questionnaire).

Minor omissions include who and where.

It is possible to achieve 9 marks with a small minor omission.

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<td>Alternative study is clear with a few minor omissions and possible.</td>
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<td>Alternative study is described with one minor omission and in some detail.</td>
<td>[7–8]</td>
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<td>Alternative study is described in sufficient detail to be replicable.</td>
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Example candidate response – good

(b) Rosenhan’s study aimed to check the hypothesis whether psychiatrist could accurately differentiate between sane and insane people.

An alternative approach for conducting this study using self reports can be started by gaining access to the psychiatric hospitals of different states in one region. The management is to be informed about the identity of the researcher and aim of the research, for eg it is to be made clear to the hospital management...
that the aim of the study is to examine the
behaviour of the staff as well as the patients
staying there.

The sample of subjects for the study
would then be the patients and staff members
at the hospital. The researcher gains access into
next step would be the mode of data collection,
this would be done through self-report measures
which will be administered face to face aiming
at both the patients and the staff.

Self-report measures for staff will
consist of both open and close ended question.

One example of an open ended question can be:

a. What behaviour do you look for when detecting
a patient as sane or insane, the response would
be left up to the choice of the subject answering.

One example of a close ended can be: How much
time do you spend with patients in the ward each
day? The pre-coded choices consisting of 10 minutes,
1 hour, 2 hours and above. Different questions finding
out about patient behaviour and problem can be
administered through this approach.

Self-report measures for patients will
also be administered face to face, consisting of
both close ended and open ended question
similar to the ones used for the staff.

Open ended question will aim to examine the
experience the patients have encountered at
the hospital during the day. One question can be:

Q: How has your experience been at the

hospital throughout. Close ended question will
Examiner comment – good

The candidate begins by giving a clear description of who the alternative idea will be conducted on. No indication of the sampling method is given so this candidate is limited to 8 marks. The response then goes on to how the self reports would be conducted which is the ‘what’ part of their response. Appropriate examples of questions are given which makes the method replicable. It is also clear from the response where the study is taking place. A very good answer that would be top band if the sampling method and an idea of how many participants would be given. Well focused on the question throughout.

Mark awarded = 8 out of 10
(b) A Rosenhan's study could use an alternative study report using the self-report method. This could be done by publishing a number of self-reports asking open-ended questions and allowing the participants to describe their fullest environment about the hospitals and staff. The sample would consist of two different groups, the psychiatric patients themselves and the nurses and doctors in 9 or 10 different hospitals in different states of America.

Two types of self-reports could be conducted. One for the patients and one for the staff. The self-report of psychiatric patients should ask questions about the good given to them, the sanitary level kept for them, how many medicines they ate, the behaviour of nurses and staff towards them and the behaviour of doctors. They could be asked for how long they had been in the hospital and what did they about their treatment and what they think they would be discharged.

The self-reports for the doctors and nurses could consist of questions about their behaviour to the patients and how they diagnosed the patients to have problems.
Examiner comment – good

The candidate does describe the ‘who’ part of the procedure although the sampling method is not given nor is the number of participants. A clear description of the questions asked is in the response and it can be implied from the response where the study took place. It is not entirely clear how the study was conducted. To improve, the candidate could describe if the questions were asked verbally or in writing and under what type of conditions (e.g. in a quiet room). This candidate remains focused on the question although the final paragraph of the response begins to evaluate which is not creditworthy in this part of question 1.

Mark awarded = 7 out of 10
Example candidate response – weak

b) The aim of Rosenhan's study was to see if psychiatrists could reliably tell the difference between those who were sane and those who were insane.

The method used would be to set up a field experiment i.e. the experiment setup is more real life like everyday life. But the way of gathering data would differ. Instead of administering questionnaires, interviews could be used. Participants would be 6 people, in which 3 could be sane and 3 insane. Thirteen were males and 2 females.

They could be gaining admissions in any public or private hospital in any state. A different psychiatric ward and insane team members should be given treatment. All this time the same people could observe the behaviour of a mirror or hidden camera in the room.

As soon as the insane got better, the team could start their research. We used insane people because the other patients could not raise suspicions over the pseudopatients as they did in the original study. This questionnaire could be
Examiner comment – weak

This candidate is confused about the research method they are using and suggests an observation in their response which is not what the question has asked them to do. The candidate does give a description of the participants and indicates a questionnaire would be given.

The candidate then describes a study that is almost identical to Rosenhan and gives a confused description of an alternative idea at the end which again hints at a questionnaire being used.

As the candidate has described who the study will be done on and given an indication of the method four marks were awarded.

To improve, this candidate should focus on just the self report method and describe a fairly simple idea with a few examples of questions asked to the participants.

Mark awarded = 4 out of 10
Question 1(c)

1 (c) Evaluate this alternative way of studying staff behaviour towards patients in psychiatric hospitals in practical and ethical terms. [10]

Mark scheme

Evaluate this alternative way of studying staff behaviour towards patients in psychiatric hospitals in practical and ethical terms. [10]

Indicative content:
Candidates needs to consider a number of points regarding their study. These points can be both positive and/or negative.

Appropriate points could include a discussion about:
Ethics of questionnaires which can be good as consent is obtained but the questions could be intrusive.
Qualitative/quantitative data collected via self report.
Social desirability of responses given so appear to be good with patients.
Leading questions to get the staff to respond negatively.
Generalisability of the sample chosen.
Validity of the self report – can be affected by demand characteristics, researcher bias, qualitative/quantitative data, etc.
Any other appropriate point.

In order to achieve higher marks (5+) the candidate must link their points to their investigation described in part (b).

Candidates must discuss both practical and ethical points to achieve 7+ marks.

| No evaluation.                  | [0]  |
| Evaluation is muddled and weak. | [1–2]|
| Evaluation is simplistic and/or not specific to the investigation. May include one point that is brief and specific to the investigation. | [3–4]|
| Evaluation is simplistic but specific to the investigation (may include general evaluation). May include one very detailed point. | [5–6]|
| Evaluation is good and specific to the investigation. Two or more points. | [7–8]|
| Evaluation is detailed and directly relevant to the investigation and the self report method. | [9–10]|
Example candidate response – good

(c) The alternative method for studying staff behaviour in psychiatric hospitals can be said to be ethically acceptable, first of all, the hospital management was entirely informed about the purpose of the research, and gave an informed consent for participation. Secondly, the participants, both the patients and staff were informed about the self-report measures, and were not deceived in any way possible; were not lied to or told about fake staff so the measures did not involve deception. However, one ethical guideline broken in the method could be the right to withdraw the respondents answering the self-report measures did not have the right to withdraw, as leave the self-report unanswered was required. It was to fill it in. Another issue on ethical bases would be that, if long-term effects, the participants may be involved thinking for a long time as to why they were asked to fill in the self-report measures.

Evaluating the alternative approach on practical basis, it is easier and cheaper to administer self-report in the form of questionnaires to a large chunk of people so hence, a larger sample of patients and staff member can be given self-report measures to fill in. However, going through the entire process of gaining excess into the hospital and distributing self-report measures can be very time-consuming, putting up constraints on researcher's time. And another practical issue could be the participants informing/answering inaccurately due to their mental state.
Examiner comment – good

The candidate begins with a very detailed discussion of ethics that does make some reference to the candidates study described in 1b. To improve, the candidate could have written less about ethics but referred more explicitly to their study.

Their second point about practicality of the study is excellent and does refer explicitly to their own study.

The candidate then goes on to give many more points about the strengths and weaknesses of their study. Similar to the comment about ethics, these are all good but do not refer to their study in enough detail.

The candidate does achieve nine out of 10 marks and could have achieved 10 out of 10 if a bit more detail on their own study had been given in their response.

Mark awarded = 9 out of 10
Example candidate response – good

One problem that could arise in practical terms is that this alternative study would take a lot of time to be completed and would be very time-consuming taking 2 to 3 months to complete hence requiring utter determination by the experimenters.

Also, it would be less cost not be cost-effective as going to 9 different states and publishing such a great number of self-reports would require a lot of funding.

One ethical issue arising would be that of confidentiality. The patients and staff would be giving valuable information about the hospital conditions and hence their names & positions would have to be kept in confidentiality.

Also, since the names of the hospitals would not want their hospital to have a bad name, full confidentiality would have to be provided to them and their hospitals after the study was over hence raising the ethical issue of confidentiality.

Also, the true aim of the study could not be told to the patients or staff or otherwise biased approaches would be gained hence affecting the result. This raises the ethical issue of deception so ethics require the participants to be told about the study before it starts.

Examiner comment – good

This candidate gives a number of good points and does sometimes refer to their own study explicitly. This response was given seven out of 10 marks because each of the evaluative points was quite brief. In order to achieve 9+ marks the candidate must give some detailed evaluation points that are clearly linked to their own study. To improve, this candidate would do better to make fewer points but discuss each in much more detail with the explicit links to their own study.

Mark awarded = 7 out of 10
Example candidate response – average

3) Every alternative measure used had its own strengths and limitations. In this study a detailed qualitative and quantitative information is gathered which has made analysis and comparisons much more easier. This experiment could be replicated. Replication is when you can redo the experiment on a different sample to obtain the same results. There were no demographic characteristics. It is when the participants are unaware of the exact nature of the experiment and what the experimenter wants from them. This makes the results more authentic and genuine. This study was ethical in way we told the verbal confidential i.e. the non-disclosure of personal information of participants to others. There were also limitations of this experiment as it was low in ecological validity. Ecological validity is the extent to which the experiment is true to everyday life. It was low because the patients are not real patients.
Examiner comment – average

This candidate makes many points and does give a very long response. However, most of the points are not creditworthy as they continue to refer to the incorrect research methods referred to in the response to question 1b or to an experiment.

However, some correct references are made to self reports with a hint at the candidate’s alternative self report as referred to in their previous answer. Five marks are awarded for this attempt at evaluation in particular the reference to replicability and demand characteristics.

Mark awarded = 5 out of 10
Question 2(a)

2 The study by Maguire et al investigated the brain activity of taxi drivers using scientific equipment to conduct physiological tests.

(a) What is meant by a physiological test? [2]

Mark scheme

1 mark partial, 2 marks full.

Involves using equipment – 1 mark.
Uses equipment to measure some aspect of our biology – 2 marks.

Example candidate response – good

Physiological tests are those tests which measure the brain processes i.e. activity, homASEs and structure of the brain. This includes PET scans (Positron Emission Tomography) and MRI scans (Magnetic Resonance Imaging).

Examiner comment – good

This is a clear and detailed response with both a definition and an example of a physiological test.

Mark awarded = 2 out of 2

Example candidate response – average

Physiological tests are long to see how our brain processes and works for e.g. in Maguire study PET scan (Positron Emission Tomography) was used to see the metabolic processes in our brain.

Examiner comment – average

The candidate gives a vague definition but a clear example.

Mark awarded = 1 out of 2
Example candidate response – average

Test results were conducted using a medical procedure. For example, a blood test or any test conducted using proper medical equipment.

Examiner comment – average

In this response, a vague definition is given and an unclear example of a physiological test in psychology.

Mark awarded = 1 out of 2

Question 2(b)

Describe one control in the physiological tests used in Maguire et al's study.

Mark scheme

1–2 marks partial, 3 marks full.

Controls could include:
Sample.
Thinking tasks.
Equipment used.

The equipment (PET scan) was a control – 1 mark
The equipment (PET scan) was a control as the same piece of machinery was used on each P – 2 marks
The equipment (PET scan) was a control as the same piece of machinery was used on each P. Therefore the way the brain was scanned was identical for each P – 3 marks

Up to 2 marks can be given for features of the sample (except for taxi drivers). An explanation of why these are a control needs to be given for 3 marks.

Example candidate response – good

All the drivers were blindfolded, so that any other stimuli did not effect the person.

Examiner comment – good

This is a clear and concise response. The candidate gives an accurate control used and explains why it is used in the context of the study.

Mark awarded = 3 out of 3
Example candidate response – average

(b) One control in Maguire’s study was that all the 11 licensed drivers went through some topographical and non topographical tasks. The procedure was same and they were also asked to repeat 2 four digit number in order to have valid scans.

Examiner comment – average

This is a clear description of the control and the fact that all participants experienced it is described by the candidate. To improve, the candidate needed to explain why this was a control to achieve full marks.

Mark awarded = 2 out of 3

Example candidate response – weak

(b) One control was that was used in the study was of condition some participants could receive D be given PET scan test while some could not.

Examiner comment – weak

No marks were awarded to this response as the study did give PET scans to all participants as this was the control. The answer is incorrect.

Mark awarded = 0 out of 3
Question 2(c)

2  (c) Discuss the strengths and weaknesses of the physiological approach as used in the study by Maguire et al. [10]

Mark scheme

Appropriate strengths and weaknesses will be varied. These could include –

**Strengths:**
- Use of scientific equipment.
- Reliability of equipment.
- Validity of measures.
- Ethics as participants know they are being scanned.
- Reductionist conclusions, so easy to understand.
- Usefulness as scientific, so respected by society.

**Weaknesses:**
- Validity of measures.
- Ecological validity of methods generally used.
- Ethics as scans are uncomfortable.
- Usefulness can be low due to reductionist conclusions.
- Data collection methods generally used.
- Determinism results as suggests physiological factors are sole cause of behaviour.
- Sample (clearly linked to the approach).
- Any other appropriate point.

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<td>[3–4]</td>
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<tr>
<td>Consideration of two or more points (at least one strength and one weakness) which are clear and specific to investigation.</td>
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<td>Consideration of at least two strengths and two weaknesses which are clear and specific to investigation.</td>
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<tr>
<td>Consideration of at least two strengths and two weaknesses which are good and directly relevant to the investigation.</td>
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Example candidate response – good

There were many strengths and weaknesses for the physiological approach used in this study. One strength was that scientific equipment was used to see the parts of the brain that activated during the tasks. The participants were given a radioactive dye as a flush for 20 sec and then a saline flush for a further 20 sec and the radiation readings were allowed to become consistent before the start of each task. This shows that the results gained were highly accurate for the parts of the brain that activated during each task in the PET scans. Hence, the experiment could be rightly concluded that the right hippocampus of the brain had increased usage during sequential topographic memory retrieval.

Another strength was that qualitative data was gained from the participants’ speech and content of their speech and the routes chosen in the route task. Hence, an in-depth analysis could be gained that all the drivers choose approximately the same route and could clearly remember the insignificant street names and later described the route “as if seeing it.”

Another strength was that the PET scans gave highly-accurate quantitative data for the increased activation of brain parts during different tasks. Hence, the results were comparable and highly accurate. Also, the procedure could be replicated as it was a standardised procedure hence useful for future studies.

However, there were certain weaknesses too. One weakness was that this study
Examiner comment – good

The candidate gives many clear points that met the required minimum of two strengths and two weaknesses for a top band mark. The first one, concerning scientific equipment, is excellent and clearly linked to the Maguire study. The second point about qualitative data is also very clear and explicitly linked to the study. The candidate then goes onto give strengths three and four which are brief but linked to the evidence. The candidate then goes onto describe three clear weaknesses which are all accurate and detailed. Each is linked to the Maguire study. An excellent response which is well deserving of the 10 marks it was awarded.

Mark awarded = 10 out of 10
Example candidate response – average

c) Physiological tests are to most extent accurate and free from participant bias. As it can be seen from Maguire study that all the 11 participants which were chosen for the study got the same part of the brain activated when they were thinking about topographical memory, semantic memory and non-topographical memory. This tells us that these tests are highly reliable. Even then there is a chance of failing the test – the person may be asked to do a certain task and he might be doing something else. This will result in distortion of results as different parts of the brain will be activated. Apart from this in Maguire study all the 11 participants were right-handed and were taxi drivers in London. Which proves that his sample was ethnocentric. Due to this reason, findings can not be generalized across different ethnicities. And moreover age differences were also not taken into consideration. Physiological tests on the other hand can be used for comparisons and they held help in analyzing quickly. Physiological tests require expensive machinery and the cost of the test is also expensive. It also reduces the ecological validity of the study as in daily life people are not subject to physiological tests except for the exceptions.
Examiner comment – average

The candidate begins their response with a clear strength which is backed up by some evidence from the Maguire study. A second strength is given (reliability) but is immediately followed by a weakness so is therefore not backed up with any discussion or evidence. The comments about the sample are ignored as these are not relevant to a question on strengths and weaknesses of the physiological approach. The candidate then brings in another strength and two weaknesses which are very briefly discussed.

Mark awarded = 6 out of 10

Example candidate response – weak

Examiner comment – weak

This candidate gives one clear weakness which is backed up by evidence. Three marks were awarded for this answer. To improve, the candidate needed two strengths and two weaknesses.

Mark awarded = 3 out of 10
Question 2(d)

2 (d) Discuss the extent to which the findings of Maguire et al’s study can be usefully applied. [10]

Mark scheme

Candidates may discuss how the findings of the study by Maguire are useful and to who without discussing the extent to which the findings are useful. Give a maximum of 4 marks to these candidates.

Appropriate comments could include linking usefulness to –

- Sample used is limited as just taxi drivers.
- Scientific nature of the study makes study more useful.
- Ecological validity due to scanning and imagining images, so less useful.
- Reductionist conclusions, so could be more useful as simple to understand. Missing other causes so less useful.
- Lack of demand characteristics/social desirability due to scientific equipment used, so more useful.
- An explanation is offered of physiological processes, so this is more useful.
- Any other appropriate comment.

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Example candidate response – good

(a) Macintosh et al’s study could be applied to a certain extent.

First, looking at the validity in terms of external validity. The population validity of this study was low as it only used 11 right-handed taxi drivers from London with a minimum of one year experience. Population validity refers to the extent to which findings can be generalised to the entire population of people.

Secondly, the study took place in London, which is a fixed location. This decreases the ecological validity of the study, i.e., it can’t be applied to any other locations.

The study of Macintosh &ontaxi drivers took place in lab, where all the variables were controlled, subject were given saline injection and put in the car. The above activities cannot happen in real life as drivers are not given tasks to do during scan, this reduces the ecological validity of the study.

All the factors above contribute to the study being low in external validity, where the results of the study cannot be generalised to the entire population.
1. However, the study can be said to be reliable to a point as all the taxi drivers went through the same stage of injection and scans and the methods used for each one were consistent. The confounding variable was controlled by blindfolding the drivers, which raises the internal validity of the study, except to what extent we independent variable only caused the dependent variable. If there were lighted up the brain areas not any such stimuli.

Examiner comment – good

This candidate gives a very clear evaluation of the study and links their response to usefulness at the start of their answer. The answer is balanced as both positive and negative points are made. To improve, this candidate could bring their points back to usefulness during the evaluation.

Mark awarded = 9 out of 10
Example candidate response – average

One way in which Maguire’s findings can be used is for the studying of the physical compartments of the brain and their different roles in different situations in everyday life. This hence could be applied by scientists on neurological basis, as the scans obtained in his study showed the activations of brain parts for different tasks.

Another way for making these findings useful is for the study of the right hippocampus specifically to see the role it plays in semantic topographical memory retrieval. Results of the experiment showed that the activation of the right hippocampus only increased in the sequential topographical task and not in the test task, showing that it is because this region that memory of about landscape can be recalled.

Another way to apply these studies is in driving schools where people should be taught routes to and from test drives, so that their right hippocampus activates itself, hence helping them to learn routes before providing them with a driving license. Just as this study shows that since the drivers had been driven on the same routes for so long, they could now picture it and explain it even without seeing a map.

Also, this study shows that sequential topographical memory is considered different than non-sequential and non-topographical memory. Hence, this opens up a whole new avenue for psychology to be researched. In hence this study can be useful for future studies about topographical memory retrieval.
Examiner comment – average

This candidate has mainly described, rather than discussed, usefulness in their response. It is a very clear and detailed description of how and to whom this study is useful. There is a hint at some evaluative points given at the start of the candidate’s response.

Mark awarded = 5 out of 10

Example candidate response – weak

d) The aim of the Maguire study was to see the brain activity between topographic semantic memory and non-topographic semantic memory. Also to see the part of the brain that will light up when recalling the topographical and non-topographical tasks.

The findings were that routes chosen by the participants were all very similar. Only there were few errors in recalling street names but as far as correct location information was provided (e.g. take right from here), it was treated as a correct answer. The results also showed that in topographical task the right hippocampus was
Examiner comment – weak

This candidate has focused on describing the findings of the study in the majority of their response. They do mention a point regarding usefulness to clinical psychologists at the end of their response and therefore made it into the second band in the mark scheme.

Mark awarded = 3 out of 10
Section B Question 3(a)

3 (a) Outline what is meant by the ‘developmental approach’ in psychology. [2]

Using the studies from the list below, answer the questions which follow.

Nelson (children’s morals)
Langlois et al (infant facial preference)
Bandura et al (aggression)

Mark scheme

1 mark partial, 2 marks full.

The developmental approach is the study of children – 1 mark
The developmental approach is the study of how behaviour changes as we age – 2 marks

Appropriate responses could also include assumptions of the developmental approach.

Example candidate response – good

3. a) Developmental approach in psychology is the study of how people think, behave and changes with age.

Examiner comment – good

A clear, concise response that gives an accurate definition of this approach.

Mark awarded = 2 out of 2

Example candidate response – average

3. a) Developmental approach is the way people develop children develop over their lifetime. It is a lengthy process which takes time.

Examiner comment – average

This response was awarded one mark as the candidate mentioned that children are studied in the developmental approach. The comment at the end about time was ignored as this could be true of many of the approaches.

Mark awarded = 1 out of 2
Example candidate response – weak

"Development approach in psychology means that the development of the brain of a concept is achieved in the development of psychology, many of the studies are conducted using the development psychology."

Examiner comment – weak

The definition is inaccurate. Nothing creditworthy is stated by this candidate.

Mark awarded = 0 out of 2
Question 3(b)

3 (b) Describe how data was collected from the children in each of these studies. [9]

Mark scheme

**Indicative content:** Most likely answers (any appropriate answer receives credit):

**Nelson:** Ps told one of three story presentation conditions (verbal only, picture-motive implicit and picture-motive explicit) and were told all four stories. The children had to say whether the little boy in the story was a good boy, bad boy or just okay. They also had to indicate how good or bad the boy was by pointing to one of the faces. They were then told to tell the story aloud exactly as they had heard it. If any motive or outcome info was omitted specific questions were asked to elicit this info.

**Langlois:** Babies' mothers wore glasses and a light/buzzing noise was used to attract the infants attention to the screen. Infants were timed on how long they gazed at the colour slides of the adult women and adult men. Their visual fixations were recorded on a video monitor.

**Bandura:** Data collected through a one way mirror. Children observed by two observers for imitative and non-imitative behaviour. They were observed in five second intervals.

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<td>[2]</td>
</tr>
<tr>
<td>As above but with analysis (comment with comprehension) about data collection from the study. A clear description that is in sufficient detail.</td>
<td>[3]</td>
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[max 9]
(b) In the research, conducted by Nelson, data was gathered through self-report rating scale. At the end of the story in each condition, the children had to make a moral judgment based on the motives and outcome. That they had to rate how good or bad the boy was on a 7-point rating scale. Goodness was illustrated using a series of smiling faces and subscripts described it. A neutral face was used to illustrate “just okay” and a series of frowning faces described how bad the actor was with subscripts.

Langlois employed a visual preference technique in each of the condition. A video camera was mounted just below the Chatmans projection screen. Two observers in the other room noted the gaze direction of the child and the number of seconds stared at the screen.

Bandura used a one mirror to observe the child’s action in the third room. There were three observers that rated the child’s behavior on 240 response unit at 5 sec interval. Children were observed for imitative aggression, physical aggression, verbal aggression as well as incomplete acts of aggression and non-imitative aggression.
Examiner comment – good

The candidate gives a clear and detailed description of how the data was collected in the Nelson and Bandura studies and both were awarded three out of three marks. The description for Langlois was awarded two out of a possible three marks because the candidate was required to mention that looking time was measured in order to gain full marks.

Mark awarded = 8 out of 9

Example candidate response – average

In Nelson (children's morals), the data was collected by experimenters asking the children a series of questions about the picture being shown. The children will then try to express their thoughts about the experimenter's role as 'good motive and good outcome', 'good motive and bad outcome' prediction, 'bad motive and good outcome' prediction, and 'bad motive and bad outcome' prediction. The pictures being shown were of two boys where one is throwing a ball to another. There was not a picture with only the image of the boy and a picture of the boy with a speech bubble.

In Langlois et al (constant facial preference), the data was collected through a camera placed below the monitor screen to monitor the activity of the infant. The infant was placed to sit in the mother's lap where the mother wore occupational glasses to eliminate maternal preference. A buzzing sound will be administered to elicit the infant's attention to the monitor screen and then images of the child attractive or non-attractive face will be shown for 10 seconds. The presence of the baby is indicated by the direction of attention of the infant towards the chosen face and the duration of the infant's state.

In Bandura Bandura et al (cognition), the data was collected by the experimenter behind a one-way mirror for 20 minutes. The
Examiner comment – average

The candidate gives a lot of information about the procedure of the Nelson study but only mentions how the data was collected by stating ‘the children will try to express their thoughts’. This part of their answer was awarded one out of three marks. A very clear and detailed description of the data collection in the Langlois study was then given by the candidate which included mentioning that duration of the infant gaze (looking time) was measured. This was awarded the full three out of three marks. Finally the candidate gave a fair description of the data collection in the Bandura study and was awarded two out of three marks. To improve, the candidate could give the behaviour categories that were observed.

Mark awarded = 6 out of 9

Example candidate response – weak
3 experiments and they were shown pictures of attractive and unattractive faces. They sat on parents lap approximately 36 cm away from the screen. A light and a buzzer were used to capture the interest of children. There were two ways in which pictures were presented first was grouping in which participants saw first all female faces then all male faces. Second presentation was alternative in which they saw a pair of female faces and then a pair of male face alternating. Later the photographs of the mothers were also taken to see if children based on their responses mothers preferences don’t attract child preferences for judgements.

In the Beren Barouda study was done to test the aggression + non aggression level. They were taken in different settings. In room were there were both aggressive & non-aggressive
Examiner comment – weak

The candidate gives a fair attempt at how the data was collected in the Nelson study. The response mentions asking the children to describe the motive of the boy in the story as well as the seven faces given to the children. They were awarded two out of three marks. To improve, the candidate needs to mention that the children were also asked to describe the story and then further questions might be asked. The candidate gives a very detailed description of the procedure of the Langlois study but only vaguely refers to how the data was collected at the beginning of their answer when they mention that the study investigates infant preference for attractive and unattractive faces. This part of their answer was awarded one out of three marks. The candidate was finally awarded one out of three marks for their description of the procedure of the Bandura study. The point made at the end about the four point rate scale is incorrect.

Mark awarded = 4 out of 9
Question 3(c)

3 (c) What are the advantages of using the developmental approach for psychologists? [9]

Mark scheme

Emphasis on advantage. Answers supported with named (or other) studies. Each advantage does not need a different study; can use same study.

Indicative content:
Children are easy to find via schools/crèches/etc.
Usefulness of research.
Can investigate change over time as children develop.
Can be ethical if permission sought from parents.
Children are very imaginative and will believe in situations more than adults.
Explanations are offered of the developmental approach.
Any other appropriate advantage.

Marks per point up to a MAXIMUM of three points.

| No answer or incorrect answer. | 0 |
| Identification of advantage related to developmental approach. | 1 |
| Description of advantage related to investigating developmental approach OR a weak description of an advantage related to investigating developmental approach and applied to a study. | 2 |
| Description of advantage related to investigating developmental approach and applied to the study effectively. | 3 |

[max 9]
Example candidate response – good

(6) The developmental approach is chosen to be used by psychologist because of its advantages. First of all, it allows psychologist to see how behavior change over time. For example in the Nelson study, children of 2 to 4 years old is less sophisticated in their use of moral and outcome when judging behavior compared to 6-8 years old children. This shows that as we see, children mature, they acquire new knowledge and are able to understand moral values better. This process between age change also allows experimenter to see how behavior is developed.

Besides, we can also see whether behavior is present at birth or due to nurture. In the study by Langlois, infant as young as three months can discriminate between attractive and unattractive faces. Researchers were able to conclude that people have innate characteristics of preferring attractive faces explained using either cognitive approach or evolutionary approach. By we are able to understand children's behavior better.

Moreover, we can also see how environment can influence our behavior. In the study by Bandura et al., children exposed to aggressive model showed more aggressiveness but when tested later compared to the non-aggressive and no model condition. Hence, researchers are able to prove the environment does affect children's behavior as they can acquire aggression just by mere.
Examiner comment – good

Three clear advantages of the developmental approach are given by the candidate and backed up with appropriate evidence. Full marks were awarded. The first advantage was to see how behaviour develops over time, the second was the nature/nurture debate and the final advantage was to see how environment influences the participant and how this can be useful to parents. It was felt the nature/nurture and usefulness points were different enough to be credited as two separate advantages.

Mark awarded = 9 out of 9
Example candidate response – average

3(c) One of the advantages of any developmental approach is that the experimenter can obtain an in-depth and great detail on the study. They will have an excellent insight on the behaviour of people being studied and can understand the causes and reason for their behaviour better. The more detail obtained, the more valid the study will become which gives also gives credibility to the study being done. For example, in Bandura et al., the experimenter can see and explain the effect of the presence of the model and how much it influences the child to either behave in the same way or not.

Another advantage is the experimenter can see and record the change in behaviour over time. This is especially true when the developmental approach is being done to children. The initial experiment done on children cannot be assumed to give the same results when they are adults. Developmental approach allows the monitoring and explanation to be done on to him and why the child have evolved or grown in such a manner. More accurate and analysis of the the subjects can be done to confirm their theories.

Other than that, by using developmental approach, it is useful for parents to come up with appropriate and suitable ways for bringing up their children. For example, in Bandura et al., it is show that there is more imitation of aggressive behaviour when an aggressive model is present. This example can be used by parents to avoid any exposure at violence especially for television to reduce the potential aggressive behaviour in their children. Developmental approach can be very useful in teaching or raising children in to have the correct behaviour.

One more advantage is that in cases where the subject shows a unique and complicated behaviour, the developmental approach can
Examiner comment – average

The first advantage about in-depth data was not given any credit as this is not an advantage that is specific to the developmental approach and could be appropriate for any approach or perspective. The second advantage about recording change in behaviour over time was awarded two out of three marks. To improve, the candidate needs to describe some evidence to back up their point. The final advantage was awarded three out of three marks as it was clearly described and backed up with a clear example from Bandura. A further advantage about unique behaviour was described by the candidate but this was not given any credit as it is not specific to the developmental approach.

Mark awarded = 5 out of 9

Example candidate response – weak

c) In the Nelson study both qualitative and quantitative data were gathered. Quantitative data were the observation made. There was precise control over variables. The conditions of story were all controlled and managed. Confidentiality was maintained i.e. the participants information was not given to others. There were no demand characteristics. i.e. the participants were not aware of the exact nature which made the result more authentic.
In Long Cor Study there was inform consent for. Behaviour were taken from the parents. The confidentiality was maintained. Quantitative data (rating scale) and qualitative data (case studies) were gathered. Again this study could be replicated on different sample and there were no demand characteristics.

In the Bandura Study there was precise control over variables i.e. the experimental room’s toys which were placed there were all controlled. It was high in ecological validity. Ecological validity is the extent to which the results are true to everyday life. This study was high in ecological validity because it reveals life also to some extent people react in the same way as they see others reacting to.
Examiner comment – weak

A really clear example of a candidate that can evaluate the studies, but does not address the question. The points that are creditworthy are only those clearly related to the developmental approach. The two points that were given marks were that relating to demand characteristics and also confidentiality. No marks were awarded to the points about the data, control of variables and ecological validity.

Mark awarded = 2 out of 9
Question 4(a)

4 (a) Outline what is meant by the term ‘ethical guideline’. [2]

Mark scheme

1 mark partial, 2 marks full.

Examples of ethical guidelines will receive 1 mark maximum.

E.g. An ethical guideline is informed consent – 1 mark

Ethical guidelines are put in place by psychologists to protect participants in their studies (e.g. informed consent) – 2 marks

Example candidate response – good

(a) Ethical guidelines refer to the rules laid down when conducting a psychological research in order to make the study in accordance with norms protecting humans and animals used in research. One ethical guideline can be informed consent. When the researcher informs the respondent is known to the subject matter of the research fully and clarifies participation.

Examiner comment – good

A clear response that gives a detailed definition of ‘ethical guideline’, as well as an example to back up their description.

Mark awarded = 2 out of 2

Example candidate response – average

SECTION B

Q4) (a) "Ethical guideline" is a rule of ethics that must be followed during psychological tests and experiments. It is to provide safety and stability for subjects while respecting their rights.
Examiner comment – average

The first sentence of the response was ignored as this is not creditworthy. The second sentence received one mark out of two as it was a partial definition of ethical guideline. The candidate has explained what ethics is but not what a guideline is in their response.

Mark awarded = 1 out of 2

Example candidate response – weak

Examiner comment – weak

This is a very weak answer with the only hint of a correct response in the word ‘rules’ used by the candidate.

Mark awarded = 0 out of 2
Question 4(b)

4 Using the studies from the list below, answer the questions which follow.

Haney, Banks and Zimbardo (prison simulation)
Milgram (obedience)
Veale and Riley (mirror gazing)

(b) Describe an ethical guideline raised in each of these studies. [9]

Mark scheme

The guideline raised can be positive or negative. Only credit one guideline per study.

**Zimbardo:** Harm and distress, lack of informed consent as Zimbardo was unaware of the extreme behaviour that would be shown in the study, ethical approval given in advance, difficult for some Ps to withdraw, detailed and in-depth debrief given.

**Milgram:** Harm and distress, lack of informed consent as Ps thought the study was on learning, deception as Ps thought the stooges were real, shocks were real, etc. Although withdrawal was offered it was then made difficult for Ps to withdraw due to verbal prods, in-depth debrief and follow up one year later given to Ps.

**Veale:** Harm and distress by allowing people with BDD to do their obsessive behaviour in the study, makes Ps more aware of their issues which may be upsetting, debrief should have been offered to Ps.

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[max 9]
Example candidate response – good

(b) Starting with the study of Zimbardo, on "Prison simulation" one ethical guideline that was raised is the "right to withdraw," which means having a right to leave the study when the subjects feel like this can be due to problems encountered or not liking the experience. However, in Zimbardo's study when the participants were the prisoners (5/15), amongst whom five of them got depressed and experienced a traumatizing situation were allowed to withdraw from the study.

The second study, aigram on obedience, raised the ethical guideline of debriefing, which is a session that is held in order to debrief a subject about the unpleasant experience and told about the reality of the study. In Milgram’s study, at the end all the participants were told about the deception in clear and

were reunited with the posters and were supposedly given shocks and psychometric tests were held inorder to rectify any longterm effects from the participants.

Third study of "role" of BOR patients concerning mirror gazing, violated the ethical guideline of informed consent, which is the participants in the study were completely known about the aim of the study being evaluated. In the study they were told that the researcher was interested in the "behaviour they had infront of the mirror for the past month," the method was standardized both controls and the BOR patients.
Examiner comment – good

A clear description of the guideline, right to withdraw, as well as a detailed description of how it was broken in the Zimbardo study was given by the candidate and was awarded three out of three marks. Similarly, a very clear description of the debriefing of the participants in the Milgram study is given by the candidate. Full marks were also awarded here for this part of their answer to the question. Finally, Veale was described in detail and clear reference is made from the study. Three out of three marks were also awarded. This led to full marks being awarded for this question.

Mark awarded = 9 out of 9

Example candidate response – average

(2) Zimbardo in his study deceived participants, prisoners and guards weren’t informed about their correct roles. They were randomly assigned. There was extreme psychological and physical harm as some of the good prisoners showed signs of pathological prisoner syndrome. There was anxiety, they felt humiliated, famished and dependent. Guards like John Wayne also tried to put a prisoner in a broom cupboard because he thought that experiment was being too soft. This was physical harm. Though he maintained confidentiality, right to withdraw was there, Milgram study had ethical issues like participants were tortured. Psychological number of subjects had laughing fits. There was deception as the keys were taped no real shock was given but confidentiality was maintained, and they were dehumanised in the end of the study. An improvement, Millon Gazing study had no informed consent but there was no deception or physical or psychological harm, and they also maintained confidentiality.
Examiner comment – average

The first point given about Zimbardo’s study was awarded three out of three marks as there is a clear identification of the issue harm as well as some examples of the psychological harm done to the participants from the study. The candidate’s descriptions of both Milgram and Veale are much weaker and were awarded one out of three marks for each. In the candidate’s description for Milgram they identified many ethical guidelines that were raised in the study but none were given much detail. Similarly, a few issues were also raised for Veale. Either confidentiality or no harm was creditworthy. Lack of informed consent for Veale is incorrect.

Mark awarded = 5 out of 9
Example candidate response – weak

b) Ethical guidelines raised in the study by Zimbardo on prison simulation is the behavior attitude of the guards towards the prisoners which was exercising total control on the prisoners and their overpowering terror behavior which had just come into role by some random selection and not any procedure. This overpowering attitude of the guards was unfair towards the prisoners.

The ethical guidelines raised in Milgram’s study on obedience was that the experimenters did not know that the shocks were not real.

In the study conducted by Veale and Riley on mirror gazing and BDD patients, TV for my diagnostic test was taken by our first participants at the start of the experiment, however they did not know why they were being tested.

Examiner comment – weak

The comment about Zimbardo’s study received one out of three marks for the last sentence where the candidate hints at the harm caused to the prisoners by the attitude of the guards towards them. Milgram was also awarded one out of three marks for the description of the deception of the participants. Similarly, Veale was also awarded one out of three marks for making a correct comment about the study (referring to diagnostic tests) without making any direct reference to ethics.

Mark awarded = 3 out of 9
Question 4(c)

4 (c) What problems may psychologists have when they try to make their studies ethical? [9]

Mark scheme

Emphasis on problem. Answers supported with named (or other) studies. Each problem does not need a different study; can use same study.

Indicative content:
If very realistic may be unethical.
If informed consent obtained may be unrealistic.
If informed consent obtained Ps may give into demand characteristics.
Difficult to get informed consent, debrief certain groups of Ps (e.g. children, animals, vulnerable Ps).
If right to withdraw offered and study is upsetting lots of Ps may leave and it may be difficult to get a variety of results.
May lower the status of psychology.
If lots of psychological research is unethical may be difficult to get Ps in the future.
Or any other relevant problem.

Marks per point up to a MAXIMUM of three points.

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[max 9]
Example candidate response – good

Another problem is that ethical demand that the right of withdrawal should be made clear to all the sample. However, if experiments do try to do the ethical issue samples would opt out of harmful studies and not be part of them hence some parts of psychology could go undiscovered e.g. in Milgram’s study, the participants gave very high levels of shocks to the person leading and although showed anxiety did not withdraw, although they were told that the money was only for coming and not what happened later on.

Another problem experimentalists face is that participants have to be debriefed about the experiment before the start according to ethics. However, by doing so, the behaviour of the sample would be affected and therefore e.g. in the Good Samaritanism study, the sample of 4480 people were not debriefed about the study if the come and drink conditions of the victim. Hence they behaved according to themselves and accurate results were gone. If men been more helpful then women and same task helping also showing.
Examiner comment – good

The first part of the answer about demand characteristics received three out of three marks as the candidate clearly identifies the problem and backs up their description with a clear example of what might have happened in the Zimbardo study if it had been made more ethical. The next two points both received two out of three marks each. A very clear description of the problem with offering withdrawal is given by the candidate but the example from Milgram does not back up this point but just re-states what happened in the study (that the participants did not withdraw). The final point about the Piliavin study is quite confused and seems to mix up debrief and informed consent.

Mark awarded = 7 out of 9
Example candidate response – average

(c) Psychologists may encounter many problems when they try to make their studies ethical, in the attempt to do so, they may lose out on other aspects of the accuracy of the study.

Giving an example from the study of Milgram on obedience, participants gave a consent before participation but not an informed consent being known about the fact that they had to administer real shocks, however, if they were told so many participants would have dropped out of the study, leading to a different Milgram's study. However, the participants in the way they were presented by a story about the history of obedience, however, if deception did not take place, the respondents may have reported true demand characteristics by faking out the aim of the researcher, giving socially desirable answers leading to internal validity, which refers to the extent to which a study measures what it is supposed to measure.

In the study of Zimbardo, the prisoners were deceived by being arrested at homes and being brought to the mock prison, however, the broken ethical guideline of deception made the situation more realistic and true to real life increasing the ecological validity of the study. When the guards were given an orientation about the work of the prison, they were further deceived that the study was based on examining the behaviour of the prisoners, if this were true, but abuse, they would have been aware of them being observed and changing behaviour just going along with the main aim of the study.
Examiner comment – average

The first point about participants dropping out of the study was awarded one out of three marks as it was an identification of the issue without any detailed description.

The candidate’s description of demand characteristics was awarded two out of three marks as it was clear and detailed but no clear reference was made to any evidence other than just a mention of Milgram.

Finally, the last point regarding deception was also awarded two out of three marks. It was clearly linked to the Zimbardo study but the actual effect of not deceiving the participants was only just mentioned at the end of the candidate’s discussion. To improve, a bit more detail on the effect would have given this response full marks.

Mark awarded = 5 out of 9

Example candidate response – weak

4(c) Psychologists may face several problems if they try to make their studies ethical. For if the study conducted by Elizabeth Loftus on false memories involved deception as the participants did not know that what they were being tested for. However, to obtain accurate results, they were told false, a false story that they were being tested to know on childhood memories.

Similarly, ethical guidelines may involve not as accurate results. For example, the reaction or the experimenter in the study of obedience by Milgram would not be as natural if it was diametrically different that the shocks are not real.
Examiner comment – weak

The first point about accurate response from participants was an attempt at an answer so was placed in the bottom band of the mark scheme (one out of three marks). The second point was awarded two out of three marks as it both identifies the problem (lack of natural behaviour) and the reason for the problem from the Milgram study (knowing the shocks are not real). It was felt this was enough for the second mark. The rest of the candidate’s response received no credit as it was an explanation of why studies are carried out using a particular method which does not address the question.

Mark awarded = 3 out of 9
General comment

It is important to read the answers and comments for all options because there are examples of typical errors that are presented in just one option here which could easily apply to another option in different questions/examinations.

Psychology and Education

Section A Question 1

1. (a) Explain, in your own words, what is meant by ‘special educational need’. [2]
(b) Describe the causes and effects of attention deficit hyperactive disorder (ADHD). [4]

Mark scheme

<table>
<thead>
<tr>
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<tbody>
<tr>
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<tr>
<td>Basic or muddled explanation. Some understanding but brief and lack clarity.</td>
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<tr>
<td>Clear and accurate and explicit explanation of term.</td>
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<tr>
<td>No answer or incorrect answer.</td>
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<tr>
<td>Anecdotal answer with little understanding of question area and no reference to specific study.</td>
</tr>
<tr>
<td>Basic answer with some understanding. Reference to named study/area only. Minimal detail.</td>
</tr>
<tr>
<td>Good answer with good understanding. Study/area included with good description.</td>
</tr>
<tr>
<td>Very good answer with clear understanding of study/area with detailed and accurate description.</td>
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</table>
1 (a) Explain, in your own words, what is meant by ‘special educational need’. [2]

Typically: Either where a child has a significantly greater difficulty in learning than most children of the same age OR a child has a disability that needs different educational facilities from those that schools generally provide OR educational ability of those who are statistically not normal being at the top end of the normal distribution curve (gifted).

(b) Describe the causes and effects of attention deficit hyperactive disorder (ADHD). [4]

Syllabus:
- causes and effects of one specific learning difficulty or disability.

Expansion:
Most likely: dyslexia or attention deficit hyperactive disorder, autistic spectrum disorder or any other need.
- research has found a strong genetic link in ADHD. In identical twins, there is a 72-83% probability that both will have ADHD, but in non-identical same-sex twins the probability is 21-45%
- ADHD may be caused by a chemical imbalance such as dopamine and noradrenaline. Both these neurotransmitters are involved in ‘executive’ functions which allow self-control. hyperactivity, impulsiveness and inattention – may all arise due to problems with executive functions.
- other possibilities: diet, poor parenting and family environment.

A child is likely to show:
- Hyperactivity: fidgets with hands or feet; leaves seat; runs about is always ‘on the go’; talks excessively.
- Impulsivity: blurts out answers; cannot wait for his or her turn; interrupts others.
- Inattention: poor attention to detail and makes careless mistakes; difficulty in sustaining attention; does not follow instructions; is easily distracted.
Example candidate response – good

(a) A special educational needs lie outside the ‘normal range’ and this is a correct statement and worth a mark. The candidate goes on to write about the ‘extremities’ with learning disorder at one end and ‘giftedness’ at the other. This is quite correct because giftedness is a special need. This second component is also worth a mark and so the full two marks out of two are scored for this answer.

(b) Attention deficit hyperactivity disorder is a disorder suffered by students when there was either issues regarding the parenting, which may have been neglected and unloving, or it could be genetically inherited. This disorder creates an impact on the child’s learning, as they may not be able to concentrate and focus. They may have problems with the retention of knowledge and therefore difficulty in being well during examinations. The students usually lack goals and ambitions in life due to their short attention span.

Examiner comment – good

(a) The candidate mentions educational abilities outside the ‘normal range’ and this is a correct statement and worth a mark. The candidate goes on to write about the ‘extremities’ with learning disorder at one end and ‘giftedness’ at the other. This is quite correct because giftedness is a special need. This second component is also worth a mark and so the full two marks out of two are scored for this answer.

(b) The candidate identifies a cause, that of issues regarding parenting and then moves on to say that it could be genetically inherited. The candidate then considers the effects, and mentions the inability to learn or concentrate, such as the retention of knowledge and problems with examinations. Whether the child lacks ambition is debatable, but in this answer there are two causes and two effects and, although this answer is relatively brief, it has just enough appropriate information to be awarded three marks out of four.

Mark awarded = 5 out of 6
Example candidate response – good

(a) Special educational needs is where students with learning difficulty needs special learning and different facilities to it.

(b) ADHD is caused by children who have result in head trauma and brain injury. Even a child with epilepsy could cause ADHD. Exposure to alcohol, smoke, cigarettes and drugs during pregnancy or when young. If a child is diagnosed with ADHD, he/she is unable to stay still and unable to pay attention during class. The child would change from one incomplete activity to another and would always interfere during lessons.

Examiner comment – good

(a) As can be seen from the answer, the candidate states that ‘it is where students with learning difficulty needs special learning and different facilities’. There are some appropriate words in this sentence such as the ‘special learning and different facilities’ so one mark is awarded for those, but there is nothing else in the answer to suggest that the second available mark should be given.

(b) The question requires a consideration of both causes and effects of ADHD. The candidate addresses the ‘caused’ component immediately and suggests that it may be due to brain trauma and then to epilepsy. There is the further suggestion that it may be due to exposure to alcohol, smoking or drugs during pregnancy. Whilst the more common causes of ADHD are said to be genetic or due to neurotransmitters such as dopamine, there is the view that ADHD could be caused by exposure to substances during pregnancy. However, whilst this candidate scores one mark for correctly identifying a cause, there is no description to allow the second mark to be awarded. However, an alternative way to score marks for this particular question is to suggest more than one cause. Research has shown that ADHD has been caused by brain trauma and so as the candidate has two different causes so two marks out of two are awarded. The candidate then considers the effects such as a child being unable to sit still, unable to pay attention and changing from one incomplete activity to another, interfering during lessons. Whilst more description is expected in answers like this, this candidate does make four points and although there is no expansion, the full two marks have to be given, so four marks out of four are scored for this answer.

Note that part (b) wants both causes and effects and if one of these components is addressed without the other then only half marks can be awarded. This answer is also not typical because more than one thing is mentioned, when usually one thing is mentioned in much more detail.

Mark awarded = 5 out of 6
Example candidate response – average

1. (a) Inability to learn in normal surrounding due to socio-emotional, physical and intellectual disability or giftedness.

(b) ADHD is a genetic disorder which causes the victim to be hyperactive and hard to remain in one place.

Examiner comment – average

(a) This answer is no more than a single sentence, but it does have the words ‘inability to learn’ and then a range of possible causes such as emotional, physical, intellectual and at the opposite end of the spectrum, giftedness. Although not very much is written the candidate shows awareness of the range of features requiring special needs and this is just enough for two marks out of two to be awarded.

(b) There is a mention of a cause ‘ADHD is a genetic disorder’ and this is worth something rather than nothing (or no marks) and so a mark has to be awarded despite its being so brief and lacking detail. The candidate also mentions ‘causes hyperactivity’ which gets no marks because that is a word from the disorder and appears in the question. However, the words ‘hard to remain in one place’ is a correct effect and so this answer to this question part scores one mark. The candidate does address causes and effects and there is a brief mention of each.

Mark awarded = 4 out of 6
Psychology and Education

Section B Question 2

2 (a) Describe what psychologists have found out about learning and teaching styles. [8]

(b) We know that students have different learning styles and that teachers have different teaching styles, but there are different ways to measure these styles. Evaluate what psychologists have found out about learning and teaching styles including a discussion of the methods used to gather data. [12]

Mark scheme

<table>
<thead>
<tr>
<th>Section B: Essay question: (a) = 8 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>No answer or incorrect answer.</td>
</tr>
<tr>
<td>Definition of terms and use of psychological terminology is sparse or absent. Description is mainly inaccurate, lacks coherence and lacks detail. Understanding is poor. The answer is unstructured and lacks organisation.</td>
</tr>
<tr>
<td>Definition of terms is basic and use of psychological terminology is adequate. Description is often accurate, generally coherent but lacks detail. Understanding is reasonable. The answer is lacking structure or organisation.</td>
</tr>
<tr>
<td>Definition of terms is mainly accurate and use of psychological terminology is competent Description is mainly accurate, coherent and reasonably detailed. Understanding is good. The answer has some structure and organisation.</td>
</tr>
<tr>
<td>Definition of terms is accurate and use of psychological terminology is comprehensive. Description is accurate, coherent and detailed. Understanding is very good. The answer is competently structured and organised.</td>
</tr>
</tbody>
</table>
### Section B: Essay question: (b) = 12 marks

| Evaluation (positive and negative points) | Range of points is sparse and may be only positive or negative. | Points are not organised into issues/debate, methods or approaches. | Sparse or no use of appropriate supporting examples which are peripherally related to the question. | Analysis (key points and valid generalisations) is very limited or not present. | Evaluation is severely lacking in detail and understanding is weak. | There is no mention of the issue stated in the question. | 0 |
|------------------------------------------|---------------------------------------------------------------|------------------------------------------------------------------|---------------------------------------------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------------|-----------------------------------------------------------------| 1–3 |
| Evaluation (positive and negative points) | limited.                                                     | Range of points is limited. Points hint at issues/debates, methods or approaches. | Poor use of supporting examples.                                                | Analysis (key points and valid generalisations) is sparse.        | Evaluation is lacking in detail and understanding is sparse.   | The issue stated in the question is addressed according to mark scheme requirements for this band. | 4–6 |
| Evaluation (positive and negative points) | good.                                                       | Range of issues/debates, methods or approaches is good and is balanced with some organisation. | Good use of appropriate supporting examples which are related to the question. | Analysis (key points and valid generalisations) is often evident. | Evaluation has good detail and understanding is good.         | The issue stated in the question is addressed according to mark scheme requirements for this band. | 7–9 |
| Evaluation (positive and negative points) | comprehensive.                                             | Selection and range of issues/debates, methods or approaches is very good and which are competency organised. | Effective use of appropriate supporting examples which are explicitly related to the question. | Analysis (valid conclusions that effectively summarise issues and arguments) is evident throughout. | Evaluation is detailed and understanding is thorough.         | The issue stated in the question is addressed according to mark scheme requirements for this band. | 10–12 |
2 (a) Describe what psychologists have found out about learning and teaching styles. [8]

Syllabus:
- learning styles and teaching styles: teaching styles: The onion model (Curry, 1983); Grasha’s (1996) six styles of learning. Teaching styles: formal and informal styles (Bennett, 1976); high-initiative and low-initiative (Fontana, 1995)
- improving learning effectiveness (study skills): the 4-mat system (McCarthy, 1990); PQRST method: learning from textbooks; Strategies for effective learning and thinking (SPELT) Mulcahy et al (1986)

(b) We know that students have different learning styles and that teachers have different teaching styles, but there are different ways to measure these styles. Evaluate what psychologists have found out about learning and teaching styles including a discussion of the methods used to gather data. [12]

NOTE: any evaluative point can receive credit; the hints are for guidance only.

Evaluation of theory:
- Internal strengths and weaknesses.
- Theoretical issues: reductionism, determinism, ethnocentrism.
- Supporting/contradicting evidence.
- Comparisons and contrasts with alternative theory.

Evaluation of research:
- Strengths and weaknesses of methods, sample, controls, procedure.
- Evaluation of and comparisons and/or contrasts with alternative methodologies.

Evaluation of issues and debates: Any relevant debate can be raised, such as qualitative versus quantitative data, snapshot versus longitudinal studies, extent of ecological validity, nature versus nurture; freedom versus determinism; reductionism versus holism. Issues can be raised such as ethics, validity, ethnocentrism, effectiveness, application to real life.

Named issue: methods. Candidates should include discussion of one or more methods and their strengths or limitations in relation to teaching and learning styles. For example, most measures use a questionnaire to assess styles.
Learning style is a process which transforms information and experiences into knowledge, skills, and attitudes and attitudes. It is characterized by the way learners wish to learn.

There are 2 learning styles. Curley’s onion model and Gartlan’s 6 learning styles. Curley’s onion model consists of 3 layers. Outer layer is known as motivational preference. This layer is not stable at all. It is influenced by external environmental factors such as teachers, parents, and friends. This is the way students prefer to learn.

The diagram shows Curley’s onion model. The middle layer is known as information processing style. This stage involves some thinking. This is the way how students process information they gain. The third layer is the most stable layer. It is known as cognitive personality style. This divides students into lateral and vertical thinkers. Lateral thinkers tend to discover more information while vertical thinkers think in one perspective only.

Myers & Briggs indicator is used to identify learning style of students. For example, whether they are introverted or extroverted, they are sensing or judging.

Introvert means that they prefer to be alone and extroverts love group work.

Next, Gartlan’s 6 teams learning styles include independent, dependent, participative, collaborative, competitive, and avoidant learners. For example, independent learners tend to work alone, they don’t like group work, while dependent learners depend on information given. They also tend to discover information themselves. While, dependent learners rely highly on teachers and they like to follow to teacher’s instruction. Gartlan used used psychometric tests to
Identify a student's learning style. Gafha also mentioned that if it is good to have more than 1 learning style so that they can easily adapt to different situations.

Teaching style is the way a teacher teaches his/her students. Basically, a teacher is a guide who needs to give in all the knowledge and experience he has to his students and make them better students. Here are 2 different teaching styles:

- **Formal and Informal teaching.** Formal teaching is the traditional approach. Teacher sets the class room layout, teacher decides the seating arrangements and they decide what to teach their students. Informal teaching is similar to animal teaching. Teacher will provide all the information, student just have to receive it.

  While informal teaching is where students and teachers can have negotiation on what to be taught, how and when the teachers should teach. Teacher act as a guide. This is also known as student-centred approach. Bruner’s discovery learning is something similar to informal teaching. Student must have high problem-solving skills and be right level of arousal to be discover new information.

Next, Fontana came up with high and low initiative teaching style. A high initiative teacher is someone who is willing to learn from students, has high level of motivation and energy to teach and also to guide and encourage students. Fontana mentioned that a high initiative teacher’s teaching style would be effective whether it is formal or informal.
Learning style can be improved by Atkinson’s PQRT method and Mcalchiy’s SPELT approach. P (Previews), Q (Question), R (Read), S (Self self-recitation) and T (Test). A student has to follow these methods while reading an article or a chapter from textbook to improve his learning and make learning efficient.

While, SPELT approach approach is where teachers must train students to think independently. They must train students to organize themselves, plan future activities and also how to solve problem solving skills. This method is very effective especially for gifted students.
There are different ways to measure learning style and teaching style. Learning style can be measured using the Entwistle ASI (Approaches to Studying Inventory). This is a self-report questionnaire where students have to rate themselves. They are then divided into 4 categories: meaning orientation, reproducing orientation, non-academic orientation, and achievement orientation. For example, students who are categorised under meaning orientation are students who love to ask questions and discover information themselves. While students who are categorised under reproducing orientation tend to be dependent on teachers. They rely on the instructor to plan and present lessons. According to PAM this approach is effective in making statistical analysis. Students rate themselves with numbers (quantitative data). Quantitative data is objectively measured so comparison can be done easily. However, since this is a self-report measure, there is a tendency for students to cheat. They may just choose whichever option they think will get the best result. So, this method is not very reliable and valid. To test the reliability, the test can be done twice. This is known as test-retest reliability. This method cannot be generalised as well because there might be individual differences between students.

Williams did a research on measuring teaching styles. He studied whether teaching style has changed when the national curriculum changed in 1989. He just observed these changes for a few months and came up with a concrete conclusion that most teachers changed their teaching style from teacher-centred to student-centred. This study was based purely on observation. So, there are no quantitative data involved in the results.
so the results can't be generalised to all the schools in UPS. It can't be also generalised to other countries due to cultural differences. For example, in Malaysia most teachers followed informal teaching styles up to secondary schools.

Cunny came up with his own model. In the third layer he mentioned about lateral and vertical thinkers. As we know, cognitive processes (thinking process) in a very complex process. A student won't be thinking the same way all the time. So, it is unfair to categorise students as lateral and vertical thinkers. They TUV depends on situational factors as much as it is related to dispositional factors. For example, a student might change his thinking style according to situation. A vertical thinker might think 'out of the box', while a in certain critical situations.

Next, Myers Briggs indicator is used to identify learning styles of students. This is an effective indicator to find out learning style of students. For example, they are introvert or extrovert. It would be easier for teachers to know the students' preferred learning style. But this could make interaction between learner and teacher more effective. However, there is individual difference. A classroom consist of many different type of students. It is impossible for a teacher to use different teaching styles according to students needs. For example, a student might be an introvert now but might change himself to be an extrovert in a few years. Again, it would make interaction between learner and teacher more effective.

Giuse used psychometric tests to find out information about IEP of students. Psychometric tests include
Self esteem questionnaires, IQ tests, personality inventories and so on. These tests are standardised and reliable. It has predictive validity. It means that if children who score well on IQ tests tend to have brighter future and tend to enjoy learning. It is also reliable and very useful. However, this is time consuming and expensive to invest questionnaires to measure LS of each and every student. The results can't be generalised due to individual and cultural differences.

SPELT approach is used by Muncalay to improve LS. Teachers would just act as a guide and students must be motivated to learn themselves. In order for the teachers to train students that way, the teachers should be trained first. They must be highly motivated and must have high initiative to teach students (Fontana).

PQRST method by Atkinson can't be applied to all students. Some this is due to individual differences. Some students prefer visual and some prefer audio. Meaning only some students love to read while some love to listen. So they can capture what is right by teacher in class. Self re-teaching and test is very important element. These two can be applied to all students.

In conclusion, LS and TS have their own advantages and disadvantages. This can't be generalised due to individual, situational and cultural differences.
Examiner comment – good

(a) The candidate begins well with an introduction and quickly moves on to consider both Curry’s onion model and Grasha’s styles of learning. These are well described and a sketch is included. There is quite a lot of detail and description of just these two models covering a whole side of paper. The candidate goes on to consider teaching styles, mentioning formal and informal and the candidate throws in a few relevant names along the way, such as Ausubel and Bruner. The teaching styles outlined by Fontana are included and onto the third side the candidate brings in learning effectiveness mentioning PQRST and SPLET. This answer is detailed, thorough, mentions everything on the syllabus and is fully deserving of a maximum mark of eight out of eight.

(b) The candidate begins by outlining ways in which learning styles can be measured and a description of the ASI follows. However, in the second paragraph the candidate begins to evaluate and a number of different points are made. The candidate refers to reliability, specifically to test-retest which is relevant to a questionnaire. A mention is also made of individual differences and generalisations. The candidate then moves on to evaluate the work of Williams and a number of evaluation points are raised, such as a mention of cultural differences. Evaluative points are made in relation to Curry’s onion model and the same is applied in the next paragraph to the Myers-Briggs inventory. What this candidate is doing is taking a study or piece of research described in part (a) making evaluative comments about it, then moving to another study and doing the same. This format is then repeated for everything that is described in part (a). This is a good strategy but it is not ideal because the same evaluative point is made each time and none of the evaluative points have any discussion about the advantages and disadvantages of the evaluation issues. For example, the very last sentence of the answer shows the candidate is just writing the same words about the same issues yet again. If the answer was turned around and the structure of the answer was based on issues, then a much more effective structure could be followed. This answer is good and issues are included. It has many examples and what is written is accurate. Evaluation is quite good, but not high enough for a top mark. This answer would achieve eight marks out of 12.

Mark awarded = 16 out of 20
Example candidate response – average

2(a) Learning style can be defined as the way or methods adopted by a student on how to learn. This gives guidance to the teachers to pick their teaching styles so that it matches with the student’s preference. There are two theories to explain learning styles, which is Curry’s “Onion Model”, and Grasha’s Six Types of Learners.

In Curry’s “Onion Model”, three types of learning is assumed. The first one is cognitive processing method, and it focuses on the way one processes and perceives information. It is the most stable. Another the second method is the information processing method, which focuses on the choice of preference of learning environment and presentation. It is a mediator between cognitive processing and instructional performance. The third method is instructional performance, where the emphasis is on learning environment. It is the least stable.

Grasha also identified six different types of learners, the first type being independent. Independent learners prefer to work alone on coursework projects and prefer self-paced studying. Another type of learner identified is dependent. Dependent learners look to fellow students and teachers for guidance and structure, and prefers to be told what to do by an authority. Also, the next type of learner identified by Grasha is competitive learners. This type of learners are motivated by the desire to outperform fellow students, and they like recognition for their achievements. Collaborative learners are another type that was identified. This type of learners work well with fellow students and teachers, and prefer small group projects. Besides that, Grasha also identified participative learners. This type of learners are enthusiastic about learning and eager to participate, also they are well aware of expectations by the teachers and work hard to fulfill them. The sixth and final type of learner is avoidance type. This type is uninterested and unenthusiastic about learning, and may find some learning activities overwhelming, hence they are always absent.

On the other hand, teaching styles are methods that teachers adopt to present materials to the students in a classroom setting. Various types of teaching styles exists, and can be explained through formal and informal, high-achievement vs low-achievement teaching, and Grasha’s five teaching styles.
The concept of formal vs. informal teaching styles was first developed by Bennett. Formal teaching style is a teacher-centered learning method, where the teacher decides what to learn, how to learn, the layout of the classroom, and the seating arrangement of the students. The students' movements are also restricted. This type of teaching is more of the traditional type teaching, and is focused on tests and achievements. On the other hand, informal teaching is a student-centered learning method, whereby the students can make negotiations with the teachers. Students have a say in what to learn, form and nature of the assessments, and can discuss with the teachers. Its focus is on the process of learning, and not so much on the outcome of tests and such. It emphasizes on the humanistic theory of learning.

Another concept is the high initiative vs. low initiative teaching styles, first explored by Fontana. Teachers with high initiative of the takes the time to understand the student's needs, and come up with appropriate ways to teach them to keep them interested. They also try to develop a good relationship with their students, thus creating students with high curiosity who are not afraid to ask questions. Not only that, the teachers also prepare tasks or classroom activities that are of an appropriate difficulty level or challenge for the students. In other words, these teachers are those who really take the time to understand each student's needs and teach them using the appropriate method. In contrast, low initiative teachers are just that. But the exact opposite.

Furthermore, Grasha also identified five types of teaching styles, the first of which is expert. These types of teachers possess the expertise that the students need, but can, however, intimidate the students. Another type of teaching style identified is formal authority. These types of teachers adopt the formal teaching style and acts as the role of an authority, but in an approachable manner. Next, Grasha also identified the personal model teaching style, whereby the teacher is a role model to the students and believes in the social learning theory by Bandura. Facilitator is another type of teaching style identified by Grasha. Facilitators are teachers who adopt the informal learning style, and prefers to let children develop on their own but are there for those who seek help. The fifth and final type of teaching style identified is delegator.
2. One type of method identified to measure a student's learning style is theapproaches to studying inventory (ASI) by Ramsden and Entwistle. ASI consists of 84 items
grouped into subscales, grouped into four general headings. The first heading is orientationlearning. The learner here uses a deep approach, knows interrelating ideas, knows how
to connect to conclusions, and is intrinsically motivated. The second heading is the
reproducing learning, where the learner is extrinsically motivated, uses surface
approach, and focuses on rote learning/memorization. The third heading is
achieving learning, where the learner is extrinsically motivated, doesn't study
consistently and effectively, dislikes school, but is confident, etc. The last
heading is styles and pathologies, where the learner is intrinsically motivated and
wants to achieve self-actualization.

Another method used to identify learning styles is the Myer-Briggs Type
Indicator. It is a psychometric questionnaire and enables the students to be
grouped into four groups.

The next method used is Kolb's Inventory to Learning.

On the other hand, some methods used to measure teaching styles include
the Teaching Style Inventory. This is a psychometric questionnaire that classifies
teachers into a few categories, including formal authority, expert, formal authority/
expert, personal model, expert/ facilitator, personal model, and expert/ facilitator/ delega-
tor.

Another method that can be used is the Teaching Preferences Inventory
by Dan Pratt.

The last method that can be used to measure learning style is the
Teaching Goals Inventory. Under this method, it believes that teachers have different
learning objectives, different teaching methods, and different teaching activities.
Examiner comment – average

(a) The candidate begins with a definition of teaching styles and then moves on to the second paragraph where the ‘onion model’ is described with accuracy and in good detail. The next paragraph sees the model proposed by Grasha introduced and this is also accurate and has good detail. There is then an introduction to teaching styles. This is a good strategy because it shows an obvious distinction between learning and teaching styles. The idea of ‘formal’ and ‘informal’ styles is considered and again what is written here is accurate and detailed. The next paragraph sees another model described, which distinguishes between ‘high-initiative’ and ‘low-initiative’ teaching styles. In the final paragraph the candidate returns to the work of Grasha but this time in relation to teaching styles. This answer has both teaching and learning styles, it has definitions, five different models and it has detail, accuracy and everything that is needed to achieve a maximum eight marks out of eight.

(b) This answer is significantly shorter than part (a) when it should generally be longer because it carries four more marks. It is apparent from the first sentence that the candidate is continuing to describe rather than to evaluate what was written in part (a). In this paragraph the measurement of learning is considered with the ASI being described. Once that has been done, the candidate begins to struggle with two sentences on Myers-Briggs and one sentence on Kolb. The answer ends with a few more general descriptive comments. The candidate can describe very well indeed, but the candidate has shown no evidence at all that he or she can evaluate, because there are no issues or even basic comment that can be credited. This question part receives no marks.

It may be the case that the candidate misread the question. Perhaps part (b) was read as ‘describe… methods used to gather data’ with the crucial words of ‘Evaluate’ and ‘include a discussion’ not being understood. Whatever the reason, the distinction between description and evaluation is a crucial one and the following example illustrates another way in which evaluation is misunderstood.

Mark awarded = 8 out of 20
Example candidate response – weak

2a) Psychologists have argued over time that for students to go through the proper educational system, it is necessary to introduce certain teaching and learning techniques. Different kinds of students tend to learn in different ways and not all students are likely to fit in to a class or adjust to or understand how teacher teaches. Similarly, a teacher’s way of teaching doesn’t always satisfy each and every student’s educational needs. To overcome the barriers, teaching and learning styles have been introduced by many different psychologists like Koh, Gresha, Dweck et al. They have contributed to how a particular student should be taught and what are higher achievement levels are all according to his Intelligence level, Adaptation, understanding to higher surrounding and other important factors which play a vital role in a student’s educational needs.

2b) There are different ways

Psychologists have found out different kinds of learning and teaching styles.

Two kinds of teaching styles introduced by fonts are high-initiative and low initiative. The high initiative teacher is willing to listen from students, appreciates students and encourages them while the low initiative teacher prefers a syllabus and sticks to it. Stretches a student’s ability and concentrates more on a certain topic. The high-initiative teacher is more likely to have high-initiative students.

Also, there’s formal and informal teaching style. In the formal style, the teacher is responsible for the who set-up, the class environment, seating arrangement, curriculum etc. While in the informal style, the teacher tries to give her student the freedom as to what they want to learn and goes beyond the certain syllabus. Allows imaginative learning and for the students to experiment.

According to a student’s capability, there are different learning styles. Gresha’s learning styles include independent student – the one who prefers doing the tasks by himself and requires very less assistance from the teacher. Dependent student – who needs help and is likely to get frustrated if he can’t do it himself. Competitive students – they’re always competitive and keep an eye on their peers so no one does better than them in
Examiner comment – weak

(a) The candidate begins with a general introduction and makes the point that different students learn in different ways and that different teachers teach in different ways. There is then an introduction to some learning styles and the names of Grasha and Dweck are mentioned who proposed appropriate models. The answer then ends. This is a reasonably good introduction which has no expansion whatsoever over the basic points. For this very short essay answer, no more than two marks can be awarded.

(b) At the start the candidate begins by describing the ‘high-initiative’ and ‘low-initiative’ styles by Fontana. In the next paragraph the candidate describes formal and informal teaching styles. In the third paragraph the work of Grasha is described and in the final paragraph there is a mention of the ways in which learning can be measured, typically through the use of the ASI. If this answer were included in part (a) then clearly quite a high mark would be scored. But it is not. This information is clearly part (b). The candidate makes the distinction between and clearly labels part (a) and part (b). If a candidate does not know the difference between description in part (a) and evaluation in part (b) that is a weakness. This answer uses part (a) as an introduction and part (b) as the bulk of the descriptive answer. There is no evaluation at all in this part (b) answer and so the candidate scores no marks.

Mark awarded = 2 out of 20
Psychology and Education

Section C Question 3

3 You are meeting your friend Eric for the first time in several years. You know he believes in the humanistic approach to education and you are looking forward to hearing all about it.

(a) Outline the main features of the humanistic approach to education. [6]

(b) Suggest how Eric can use the humanistic approach to prepare students for examinations. [8]

Mark scheme

<table>
<thead>
<tr>
<th>Section C: Short answer question: (a) = 6 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>No answer or incorrect answer.</td>
</tr>
<tr>
<td>Vague attempt to relate anecdotal evidence to question. Understanding limited.</td>
</tr>
<tr>
<td>Brief description of range of appropriate evidence with some understanding.</td>
</tr>
<tr>
<td>Appropriate description of good range of appropriate evidence with clear understanding.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>No answer or incorrect answer.</td>
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<tr>
<td>Suggestion is mainly inappropriate to the question and vaguely based on psychological knowledge. Description of explanation is mainly inaccurate, lacks coherence and lacks detail. Understanding is poor.</td>
</tr>
<tr>
<td>Suggestion is largely appropriate to the question and based largely on psychological knowledge. Description of explanation is often accurate, generally coherent but lacks detail. Understanding is limited.</td>
</tr>
<tr>
<td>Suggestion is appropriate to the question and based on psychological knowledge. Description of explanation is mainly accurate, coherent and reasonably detailed. Understanding is good.</td>
</tr>
<tr>
<td>Suggestion is appropriate to the question and based explicitly on psychological knowledge. Description of explanation is accurate, coherent and detailed. Understanding is very good.</td>
</tr>
</tbody>
</table>
3 (a) Outline the main features of the humanistic approach to education. [6]

Syllabus:
- humanistic applications to learning: underlying theory (Rogers, 1951); applications such as co-operative learning, learning circles and the open classroom. Summerhill School

Expansion:
For the humanistic approach (e.g. Rogers, 1951) every individual is the centre of a continually changing world of experience. Four features are at the heart: affect (emphasis on thinking and feeling, not just information acquisition); self concept (children to be positive about themselves); communication (attention to positive human relationships) and personal values (recognition and development of positive values).
- Dennison (1989) advocates the open classroom.
- Dunn & Griggs (1988) propose that each child has a personal and unique learning style and so traditional education should change radically providing a ‘staggering range of options’.
- Johnson et al (1984) believe students see education to be competitive when it should be co-operative, involving circles of knowledge, learning together and student team learning.

(b) Suggest how Eric can use the humanistic approach to prepare students for examinations. [8]

In this question part candidates are free to suggest any way in which the assessment request could be investigated. This may be in the form of a number of suggestions for research, application or development of a theoretical approach, or it may be that candidates design their own study to investigate the assessment request. Such an approach can include any appropriate method. Each answer should be considered individually as it applies to the mark scheme.
3a) Outline the main features of the humanistic approach to education.

Humanistic approach is by Carl Rogers, where each and every human being has their own ways of learning and own perspective on learning. Humanistic approach uses student-centered teaching, cooperative learning and open classroom method.

Student-centered learning is that teacher as the facilitator and student is given a question and start finding all the information by themselves and understand the information. After that, convey the knowledge to other classmates in the form of presentation and all.

According to Carl Rogers, it is better for students to understand all the things they are trying to say because they know their ability and their developing skills.

Besides that, humanistic approach uses cooperative learning, where students are in a small group and a task is given to complete in the form of small group discussion can be made and can use various styles of way that the task is completed. Students can convey their thoughts, knowledge and all to the given task and form a good presentation. Students can voice out their abilities and knowledge for a better presentation.

Lastly, humanistic approach uses open classroom method, where there is only one teacher as facilitator and students can be in any form using their place in the classroom and complete their work or task given. The teacher can discuss with each other to complete the task and if there is any question, the teacher is there to help them.

Therefore, humanistic approach is more on helping oneself with a minimum help from the teacher.
3b) Suggest how Eric can use the humanistic approach to prepare students for examinations.

Eric can use the humanistic approach to prepare students for examination by putting them into small groups, something like cooperative learning. Then give them a series of questions to be answered. The students can discuss among themselves and get the answer. If at all the students cannot answer the question, then the teacher is there to help them by discussing with them the correct answer and for which part they did wrong and award them by giving an explanation so that they understand where they had made a mistake and learn from the mistake. Besides that, the students had already tried the question before the teacher divulged so that they are more clear on what the teacher is explaining or, if they did not try, they might just sit down and wait for the teacher to give an answer. This is not the correct way of learning because the students don’t learn their weaknesses. Therefore, by splitting them into small groups, it is easier for the teacher to control them and the smaller students in the group can help one another on the small simple question. Therefore, during the examinations more, students are prepared.

Besides that, Eric can also use something like a classroom method, it can be say as seminar type of teaching, where the teacher is in the front of the wall and students is listening. It can be like formal type of teaching, but this method is for bigger amount of students and it is conducted in a lecture hall, where students is given a short note and listen to the teacher explanation. This method, useful to help students to revise before the examination. The short notes contain all the useful and important points that need to be focus for exam, so that the students can take note of it. Moreover, the students can discuss with the other students or their friends if they have any difficulties.

Therefore, the above way is how Eric can use the humanistic approach to prepare students for examinations.
Examiner comment – good

(a) The candidate begins a good opening paragraph by mentioning Rogers and a few of the principles underlying the humanistic approach. In the second paragraph the candidate goes into much more detail regarding student-centred learning and what is written is accurate and a good conclusion to the paragraph is the link back to Rogers. In the third paragraph the focus is on co-operative learning and here the candidate describes it very well and all that is written is accurate. In the fourth paragraph the focus is on the teacher being a facilitator to help the students with their individual learning. The answer has a lot of detail, the main features of the humanistic approach are included, and that the candidate understands this perspective is in no doubt. This is an excellent answer which scores the full six marks.

(b) The candidate begins by suggesting that the students can be split into small groups, using ‘something like co-operative learning’ and already the suggestion is based unambiguously on humanistic principles. There is then a very full and detailed expansion of how this would work, what benefits it would bring for students, and there is even an awareness of some of the weaknesses. This answer so far is very impressive. In the next paragraph the idea of the open classroom is introduced and the same detailed, thoughtful and relevant suggestion is developed. Overall this is an excellent answer and scores the full eight marks.

Mark awarded = 14 out of 14

Example candidate response – average

(a) The basic humanistic approach is the student knows the best. In humanist education the teacher's job is to answer any doubts the students might have, while the student decide what to study, where to study, when to study and how to study. There is not exam, test or assessment. The humanist believes everyone has the wish to excell, so there is no need to motivate the students through extrinsic ways such as rewards or praises, the feeling of desire to excell and satisfaction from achievements alone is enough motivation for the students to study learn.

(b) The most important thing is that the students like the subject they are appearing for. Eric could let the students prepare for the examination in their own way, with their own schedule time table. He should be available any time to answer any question the students may have. This follows humanist principal of loose control and intrinsic motivation.
Examiner comment – average

(a) This candidate knows the general idea behind the humanistic perspective, but does not know any specific details. It is correct that the job of the teacher is as facilitator and that the focus is on what the student wants to do. It is correct that the belief is not to work for examinations and that extrinsic praise has no value. Everything that is written here is appropriate, but it lacks focus, precision and the relevant terminology that would take it into the top band of marks. If this answer is compared to that above, the difference in quality is immediately apparent. However, this answer should not be dismissed because there are many things mentioned that do give an overall flavour of the humanist approach. This answer would score three marks out of the six marks available.

(b) This answer is quite brief because for eight marks there should be at least a full side of writing if not more. The style of the answer is similar to that of part (a) with general comments rather than specific details and suggestions. The candidate does understand the features of the humanistic approach, and again what is written is appropriate, but there is not enough of an answer to take it beyond a bottom mark. This answer scores two marks out of the available eight.

Mark awarded = 5 out of 14

Example candidate response – weak

| 3(a) | Humanistic approach to education is where all students have their own uniqueness in learning & being taught. |
|      | Humanistic uses open classroom as one of its method to teach students. Students have the freedom of movement and able to share thoughts and skills. However, it is very noisy as the teacher has no control over the classroom. |
|      | The PQRST Method is defined as Question, Read, Self-Recitation, Test and Preparation. You prepare the thoughts and subchapters. Then the student process the information to make questions. Thirdly, the student recalls the information and then recites it as practice. Lastly, test to verify the practice of recalling the information and encodes, award as achievement. |
|      | McCarthy’s 4MAT System where Motivation, Decision making, Attitude towards outside world and Perception. One could either perceive the world or judge it. As for decision making, a person may make a decision through feeling or thinking. |
Examiner comment – weak

(a) The candidate begins this answer well, when making the comment about the uniqueness of each student. The open classroom is an appropriate humanistic feature as is the mention of students having freedom of movement. The answer about the humanistic approach ends here, because in the second paragraph the candidate moves on to consider ways in which learning effectiveness can be improved. What the candidate writes about the PQRST and the 4-MAT are correct, but they are not relevant to this question on the humanistic approach. The opening sentences score two marks, but the second, and largest part of the answer, scores no marks at all. Two marks out of six are awarded for this answer.

(b) The candidate continues to use learning effectiveness (study skills) to answer the question and what is written here does not address the question that has been set and has nothing to do with the humanistic perspective on education.

Mark awarded = 2 out of 14
Psychology and Health

Section A Question 5

5 (a) Explain, in your own words, what is meant by ‘accident proneness’.

(b) Using an example, describe the ‘illusion of invulnerability’ explanation of human error.

Mark scheme

<table>
<thead>
<tr>
<th>Section A: Short answer question: (a) = 2 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>No answer or incorrect answer.</td>
</tr>
<tr>
<td>Basic or muddled explanation. Some understanding but brief and lack clarity.</td>
</tr>
<tr>
<td>Clear and accurate and explicit explanation of term.</td>
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<table>
<thead>
<tr>
<th>Section A: Short answer question: (b) = 4 marks</th>
</tr>
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<tbody>
<tr>
<td>No answer or incorrect answer.</td>
</tr>
<tr>
<td>Anecdotal answer with little understanding of question area and no reference to specific study.</td>
</tr>
<tr>
<td>Basic answer with some understanding. Reference to named study/area only. Minimal detail.</td>
</tr>
<tr>
<td>Good answer with good understanding. Study/area included with good description.</td>
</tr>
<tr>
<td>Very good answer with clear understanding of study/area with detailed and accurate description.</td>
</tr>
</tbody>
</table>

5 (a) Explain, in your own words, what is meant by ‘accident proneness’.

Typically: a personal idiosyncrasy predisposing the individual who possesses it to a relatively high accident rate. Greenwood and Woods (1919) found a small number of people were having a disproportionately large number of accidents.

(b) Using an example, describe the ‘illusion of invulnerability’ explanation of human error.

Syllabus:
- accident proneness and personality: Accident prone personality; personality factors e.g. age, personality type human error (e.g. Riggio, 1990), illusion of invulnerability (e.g. The Titanic), cognitive overload (e.g. Barber, 1988)

Expansion:
- Accidents are often caused by errors of judgement – those concerned took a risk and should not have done. We take a risk when we believe we can ‘get away with it’. This belief is often based on experience and we do often ‘get away with it’. But, successful risk taking may lead to the illusion of invulnerability, i.e. the belief that ‘it will not happen to me!’ The Titanic sank because the captain had the illusion of invulnerability.
Example candidate response – good

5a. Accidental proneness refers to a person or a group being prone to mishaps and unexpected incidents due to many factors such as age, workplace, and personality type. Personality types are major causes of accidents as discussed by Ellis et al. in 1998 about individuals being ambitious and perfectionist or easy-going and relaxed can help to determine the frequency and severity of accidents that might occur with people.

5b. Human error occurs when a person overestimates the control he has over a situation. The best example to describe "illusion of invulnerability" is of Titanic in 1912 and a ship, Titanic, went on a voyage to New York and due to the captain E J Smith’s belief that ship enhancements have gone beyond the vulnerabilities he ordered to increase the speed of ship. He ignored seven ice Berg warnings and unfortunately hit an ice Berg. The workers tried their best to turn the ship. Ship other way but failed as the ice Berg torn a rip in water started getting on the ship and it started sinking. Many passengers reported to feel some sort of swaying in the ship but did not attribute it to any potential problem and went on about their business. The warning for a slight delay was given but nothing dangerous the details were not given. However, the passengers who were located at the strategic parts were aware of what was sent. The ship sent out an SOS distress call which was received by Carpathia but when they arrived it was too late and a handful of shocked survivors was all that left of Titanic, which was once titled to be unsinkable. This explains the illusion of invulnerability precisely.
Examiner comment – good

(a) This is a very good answer. The candidate has a really good opening sentence including ‘more prone
to mishaps and unexpected incidents’ and then mentions factors likely to be associated with accident
proneness such as age and personality type. There is then a mention of Suls (1988) and although what
is written is not perfect there is certainly enough detail and understanding in this answer for two marks
out of two to be awarded.

(b) The candidate begins by stating that the illusion of invulnerability is when a person over-estimates the
amount of control he has over a situation. This is largely true but it needs to be a little more precise
than this. The candidate then moves straight to an example, which is that of the sinking of the Titanic
in 1912. The crucial element needed for marks is to show how this is an example of the illusion of
invulnerability. The candidate begins to tell the story of the Titanic and does so in quite a lot of detail.
There is even a mention of the Carpathia (a ship in the vicinity) and the passengers. However, whilst
this is the story of the Titanic there is not sufficient focus to show that the candidate fully understands
what the illusion of invulnerability is and so three marks are awarded out of four.

Mark awarded = 5 out of 6
Example candidate response – weak

(a) The correct answer is provided in the opening few words: ‘it means that some people are more likely to have accidents than others’. The candidate then states that the reason for this is unknown, and although it is known that people are more prone to accidents because of their age for example, there is still not much known about the ‘accident prone personality’. The final sentence of the answer repeats the opening sentence, but despite this, there is enough accuracy in this answer for two marks to be awarded.

(b) This answer scores no marks because it is incorrect as it is not an example of the illusion of invulnerability. The candidate even states [the accident] ‘was due to…cognition overload’. However much detail is provided in an answer and however accurate an answer might be, if it does not answer the question it cannot score any marks. Cognitive overload is a cause of accidents, as in the example provided by Barber, but it is not the illusion of invulnerability.

Mark awarded = 2 out of 6
Example candidate response – weak

(a) Accident proneness means being prone to accidents, a person who is likely to have accidents. For example, old people can trip or fall, children can slip more than adults so older people and children are more prone to accidents.

(b) Human error is a human error made by humans. For example, if a machine needs to be reloaded, you forget to do it then it's a human error and if the machine's error it's called manufacturing error, for example in the case of Herald of Enterprise, the CPO's ship was loaded and the door was not locked properly. It sank after an hour of travel. 

Examiner comment – weak

(a) The candidate begins by stating the obvious: ‘accident proneness means being prone to accidents’ and this is followed by an equally obvious but slightly better comment ‘a person who is likely to have accidents’. There are then some examples of people having accidents such as ‘old people can trip or fall’ with a concluding comment that old people and children are more prone. This is true and overall this answer scores one mark out of two. It is not worth any more because there is no evidence in the answer of any psychological knowledge particularly with the general examples of tripping and the vagueness of definitions.

(b) Just like part (a) the candidate begins by stating that ‘human error is error made by humans’ which scores no marks. The candidate then gives an example of a manufacturing error, which is not an example of the illusion of invulnerability. The candidate then describes the tragic error that caused the Herald of Free Enterprise to sink. However, the cause of this accident was not due to the illusion of invulnerability and so this sentence is not worth any marks either. In sum, there is nothing here that is relevant to the question that was asked, and so no marks can be awarded.

Mark awarded = 1 out of 6
Psychology and Health

Section B Question 6

6  (a) Describe what psychologists have discovered about pain. [8]

(b) “How can I get the doctor to understand how much pain I’m in?” Evaluate what psychologists have discovered about pain and include a discussion of the usefulness of self reports. [12]

Mark scheme

<table>
<thead>
<tr>
<th>Section B: Essay question: (a) = 8 marks</th>
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</thead>
<tbody>
<tr>
<td>No answer or incorrect answer.</td>
</tr>
<tr>
<td>Definition of terms and use of psychological terminology is sparse or absent. Description is mainly inaccurate, lacks coherence and lacks detail. Understanding is poor. The answer is unstructured and lacks organisation.</td>
</tr>
<tr>
<td>Definition of terms is basic and use of psychological terminology is adequate. Description is often accurate, generally coherent but lacks detail. Understanding is reasonable. The answer is lacking structure or organisation.</td>
</tr>
<tr>
<td>Definition of terms is mainly accurate and use of psychological terminology is competent. Description is mainly accurate, coherent and reasonably detailed. Understanding is good. The answer has some structure and organisation.</td>
</tr>
<tr>
<td>Definition of terms is accurate and use of psychological terminology is comprehensive. Description is accurate, coherent and detailed. Understanding is very good. The answer is competently structured and organised.</td>
</tr>
</tbody>
</table>
**Section B: Essay question: (b) = 12 marks**

<table>
<thead>
<tr>
<th>No answer or incorrect answer.</th>
<th>0</th>
</tr>
</thead>
</table>
| **Evaluation (positive and negative points) is basic.**  
  Range of points is sparse and may be only positive or negative.  
  Points are not organised into issues/debate, methods or approaches.  
  Sparse or no use of appropriate supporting examples which are peripherally related to the question.  
  Analysis (key points and valid generalisations) is very limited or not present.  
  Evaluation is severely lacking in detail and understanding is weak.  
  There is no mention of the issue stated in the question. | 1–3 |
| **Evaluation (positive and negative points) is limited.**  
  Range of points is limited. Points hint at issues/debates, methods or approaches.  
  Poor use of supporting examples.  
  Analysis (key points and valid generalisations) is sparse.  
  Evaluation is lacking in detail and understanding is sparse.  
  The issue stated in the question is addressed according to mark scheme requirements for this band.  
  If the issue stated in the question is not addressed, maximum 6 marks | 4–6 |
| **Evaluation (positive and negative points) is good.**  
  Range of issues/debates, methods or approaches is good and is balanced with some organisation.  
  Good use of appropriate supporting examples which are related to the question.  
  Analysis (key points and valid generalisations) is often evident.  
  Evaluation has good detail and understanding is good.  
  The issue stated in the question is addressed according to mark scheme requirements for this band. | 7–9 |
| **Evaluation (positive and negative points) is comprehensive.**  
  Selection and range of issues/debates, methods or approaches is very good and which are competently organised.  
  Effective use of appropriate supporting examples which are explicitly related to the question.  
  Analysis (valid conclusions that effectively summarise issues and arguments) is evident throughout.  
  Evaluation is detailed and understanding is thorough.  
  The issue stated in the question is addressed according to mark scheme requirements for this band. | 10–12 |
(a) Describe what psychologists have discovered about pain. [8]

Syllabus:
- types and theories of pain: Definitions of pain. Acute and chronic organic pain; psychogenic pain (e.g. phantom limb pain). Theories of pain: specificity theory, gate control theory (Melzack, 1965)
- measuring pain: Self report measures (e.g. clinical interview); psychometric measures and visual rating scales (e.g. MPQ, visual analogue scale), behavioural/observational (e.g. UAB). Pain measures for children (e.g. paediatric pain questionnaire, Varni and Thompson, 1976)
- managing and controlling pain: Medical techniques (e.g. surgical; chemical). Psychological techniques: cognitive strategies (e.g. attention diversion, non-pain imagery and cognitive redefinition); alternative techniques (e.g. acupuncture, stimulation therapy/tens)

(b) “How can I get the doctor to understand how much pain I’m in?” Evaluate what psychologists have discovered about pain and include a discussion of the usefulness of self reports. [12]

NOTE: any evaluative point can receive credit; the hints are for guidance only.

Evaluation of theory:
Internal strengths and weaknesses.
Theoretical issues: reductionism, determinism, ethnocentrism.
Supporting/contradicting evidence.
Comparisons and contrasts with alternative theory.

Evaluation of research:
Strengths and weaknesses of methods, sample, controls, procedure.
Evaluation of and comparisons and/or contrasts with alternative methodologies.

Evaluation of issues and debates: Any relevant debate can be raised, such as qualitative versus quantitative data, snapshot versus longitudinal studies, extent of ecological validity, nature versus nurture; freedom versus determinism; reductionism versus holism. Issues can be raised such as ethics, validity, ethnocentrism, effectiveness, application to real life.

Named issue: self reports. A self report can be a questionnaire or a subjective verbal response to a question. Pain has been measured using both these and so candidates should consider the strengths and weaknesses of either or both forms of self reports in relation to pain.
(b) Evaluation:

Over the years, psychologists have discovered various aspects about pain which have failed to go with in the thinking of people's and evaluate the pain completely and are unable to clearly explain this experience.

1) Usefulness of Self Reports:

Self report measures involve asking a patient directly in a sample of a clinical interview or using pain rating scales to devise physiology of pain - in clinical measurements and interviews patient is not only asked but also his family members.

The advantage of clinical interviews that the practitioner is able to discover and diagnose the effect of pain effectively. This has been very useful for treating acute and chronic among patients. It has high reliability and generalizability as patients are able to add in any extra information they require to evaluate their pain experience.

The disadvantage of this method is that patients may lie which has been seen in Munchausen syndrome and hypochondrosis. Patients may exaggerate their condition which may lead to the doctor making wrong diagnosis about the patients condition.
Another method used for evaluating pain is using MPQ questionnaire which assess several aspects about the pain experience.

The advantage of MPQ is that it can be used to characterize and carefully diagnose pain experiences among patients. It is highly reliable and have shown consistent results. Patients cannot only add in how the pain feels like biologically but also its psychological effects. It can be used again and again to discover effectiveness of pain experience with course treatment.

The disadvantage of this scale is that the use of language cannot be generalized overall the patients for example children or people who are illiterate. Children are unable to describe their experience of pain and suffer a great disadvantage by the use of MPQ as they cannot explain their experience in words.

Overall, it can be evaluated that the self-report measures are quite useful in evaluating pain. However, until now, no method has been developed that can accurately define experience of pain in both adults and children as well as for phantom limb pain.
2) **Reliability** -

Reliability refers to the fact that when a study or a method works well for all individuals.

If we look at the studies we can determine it for being high unreliable as no method works well for all individuals.

For instance, surgical methods of medical treatments for pain, which destroy the brain nerve carrying impulses of pain. This also causes numbness in areas. However this method is highly unreliable as it relieves only temporary pain and temporarily and pain comes back.

This can also been in the fact of chemical treatments of pain. The chemical treatments for pain work well for relieving pain for short period of time. However, long-term pain such as chronic pain and phantom limbs relieves and the methods can be deemed unreliable.

The method of acupuncture, however, has shown some higher reliabilities among many members of society which is used in China. Although it is a traditional technique it has proved to relieve pain almost all the time. However the patients may need to repeat method of acupuncture for long term.
3) **Empirical Issues:**

**Empirical Issues** are those issues which are set by British Psychology Department and must be followed by every Psychologist and Practitioner before diagnosing or conducting studies.

If we look towards the studies on pain there are rarely some ethical issues which have been quite violated.

For example, when using the MPQ questionnaire, patients don’t directly need to speak towards the doctor and violate its privacy. This can also cause their mental distress if the pain occurs in some genital organs. (Composed by these, in clinical interviews, other family members of the patient, they might cause him/her distress as they may not intend to share their information towards their family members.

Physical harm can also be seen with some methods of pain relief which include Acupuncture and intake of medicines which can cause addiction and damage nerves over prolonged uses such as opium. Acupuncture may release pain but it may also cause physical harm leaving marks on faces of people. Opium can also damage nerve cells and prolonged usage can affect brain normal workings.
4) **Validity** -

Validity is defined as whether we are measuring what we are supposed to measure. For example, if we look back at the studies on pain, some methods of measuring pain are quite valid.

For example, the pain questionnaire which measures pain also measures both the biological and psychological aspects of pain so it is highly reliable and also valid as it measures the overall effect of pain not just its one factor.

Compared to this, the visual-analogue scale is not valid as it only measures the biological aspect of pain and does not bring any psychological experience of pain into account.

The clinical interview is also a valid method for measuring pain in which patient gets to add in various aspects of their pain experience and this helps practitioners to develop the hypothesis of their pain experience.

In conclusion, it can be seen that methods to measure pain are more valid than reliable however, they are greatly used today and help for development in pain resilience therapy is seen over the years.
Examiner comment – average

(a) There is no part (a) answer.

(b) The candidate begins with an introductory sentence but this adds nothing to the answer. The candidate then organises the answer around a number of evaluation issues and these are made explicit through the use of headings, underlining and missing out lines before beginning a different one. As can be seen there are the issues of ‘usefulness of self-reports’, ‘reliability’, ‘ethical issues’ and ‘validity’ and the amount written on each is extensive. Crucially the issue of usefulness of self-reports has been included as requested by the question. The first issue begins with a consideration of self-report interviews and after an introduction the candidate goes on to consider advantages and disadvantages and throws in additional terms such as reliability and ‘generalisability’. A consideration is then made of questionnaires used to measure pain and the MPQ is used to illustrate the advantages and disadvantages. Without a doubt this is a full and thorough evaluation of the usefulness of self-report measures and the candidate is both confident and comfortable with the high levels of skills being shown.

The second issue to be considered is that of reliability and the candidate treats this in the same way as the first issue: what it is, advantages and disadvantages with examples to illustrate points thrown in throughout. There is even more when the candidate considers ethical issues, and it is now becoming clear that this answer is quite exceptional. A fourth issue is validity and there is no sign of slowing or easing off. Validity is understood, examples are used and a full analysis is provided. This answer is awarded maximum marks as it includes a number of issues (including the named issue) each is described, debated with advantages and disadvantages and supported throughout with relevant examples.

This response illustrates how consistency across questions throughout the question paper is important. Missing out questions is something that should be definitely avoided.

Mark awarded = 12 out of 20
Describe what psychologists have discovered about pain.

Pain can be described as the sensation after some kind of nerve damage occurs. Psychologists explain pain in four steps. First is nociception, where some nerve or tissue damage by flame occurs. Second is perception, where that tissue nerve damage is perceived into the injury or realization. Third is sensation, where sensory pain is felt like burning or tingling etc to show the damage. Third is perception, where the pain is perceived into the injury or realization and last step is behaviours that's how we act in pain to show our discomfort e.g. moans, twitching, crying etc.

Pain consists of many different types such as episodic analgesia, e.g. numbness after injury etc. Causalgia, sensation of pain after healing from any tissue nerve damage or even burns. Neuralgia is the type of pain a patient feels after healing from any disease such as herpes - Phrenicum limb pain, chronic, internal, external pain etc. Psychologists have put forward different types of theories to explain the phenomenon of pain. Specifically, Theory explained by Von Frey suggests that body consists different sensors that act upon specific behaviours e.g. touch, tissue pain, nerve pain, burn etc.
Another important theory is gate control theory which explains some factors that were ignored in specificity theory. It explains that our sensory area contains gates that let the sensation of pain or discomfort move to the brain. That can some what explain episodic analgesia where temporary numbness occurs.

Psychologists are always looking for ways to remove pain or at least lessen the sensation. One of the many psychological ways to deal with pain have been discovered. The important one is imaging technique where patients are asked to imagine themselves in some calm and peaceful place e.g. beautiful beach mountain etc. This technique works for people with good imagination only though. Many other techniques like cognitive behavioural therapies where dealing with pain is taught, distraction etc are used.

Pain clinics are also gaining fame.

Measuring pain is a very difficult phenomenon as it cannot be shown and is felt only by the patient. Self reports, questionnaires, dialy method, interviews, pain scales such as VAS, Thompson pediatric pain scale for children, McGill pain questionnaire, non-verbal behaviours etc are used to measure pain.
“How can I get the doctor to understand how much I'm in?” Evaluate what psychologists have discovered about pain & include a discussion of the usefulness of self-report.

Pain is a very controversial phenomenon as there is no hard and fast rule to measure it and explain the intensity of it. Measuring specially is a very difficult task because there are so many confounding variables as well as individual differences, personality, type of pain & disease etc. As pain cannot be seen, practitioners need to be very careful in interpreting the symptoms & pain levels. Psychologists are trying hard to measure pain reliably. One of the most commonly used ways of measuring pain is through self-report measures. Patient himself tries to explain the type of pain he is feeling. This can be done through interviews where patient answers doctors questions face to face. Doctors can also observe patients body language, gestures and behaviour. This increase its reliability. Questionnaires can also be answered by the patients but these can be affected by social desirability factor - self report measures are subjective measures so they’re considered unreliable as they’re affected by many confounding variables. They’re also affected by social desirability.
Examiner comment – average

(a) The candidate begins with a definition of pain, ‘the sensation after some kind of nerve damage occurs’. This definition is acceptable but not perfect because this would not cover all types of pain. The candidate then spends time explaining pain in four steps. The next paragraph sees the introduction of different types of pain and then a description follows of episodic analgesia, neuralgia and phantom limb pain. The candidate then moves on to consider theories of pain. The specificity theory is mentioned followed by the gate control theory.

The next section focuses on ways to remove pain and the main technique mentioned is non-pain imagery with a brief mention of cognitive behavioural techniques. The final paragraph lists different ways in which pain can be measured and at least six different measures are identified. The weakness of this answer is that everything is mentioned very briefly and sometimes just named without any description as illustrated by the last paragraph on measures. The depth of description is lacking and there could be more detail in places. The strength of the answer is the range of different things included because every aspect on the syllabus is referred to in this answer. The candidate impresses with his or her knowledge and brief references that are made are correct. For example, in the last paragraph the paediatric pain scale and the McGill Pain Questionnaire are thrown in. This answer is top band but as more detail could be included, it misses the top mark and scores a very creditable seven marks out of eight.

(b) This part requires a consideration of a number of evaluation issues including the usefulness of self-reports. The candidate begins by re-writing the question which scores no marks and wastes time. The introductory sentences are rather general, but they are evaluative. For example, ‘there is no hard and fast way to measure it’ and ‘there are individual differences’. Both of these comments are true, along with others that are mentioned but they are very general and there is no specific evaluation issue that is discussed or debated. Half way through the answer the candidate begins to write about self-report measures. There is then a comment about how self-report information can be gathered, such as through interviews. This small section is descriptive but not evaluative.

The candidate then moves on to mention observation and again the candidate mentions reliability. This could be a really good evaluation issue to debate but the candidate just throws the word in without defining it, explaining what it is or relating it to the evidence being presented. Finally the candidate mentions questionnaires but targets no specific one and makes a few general evaluative comments that could apply to anything rather than pain. The candidate writes ‘inter-rater reliability is very low in self-report measures’, when these could never go together and finally there is a comment about a patient never explaining the pain they are in. This answer has many comments without any structure to them, without any focus on evaluative issues and without fully understanding many of the terms that are written. This answer scores four marks.

Mark awarded = 11 out of 20
Example candidate response – weak

(a) Pain is an unpleasant feeling after a tissue damage or injury. There are 2 types of pain: pain without injury and injury-induced pain. Pain without injury is neuropathic and casaulgia. In neuropathic pain, a person feels pain after a tissue damaging disease has ended, for e.g. herpes, and casaulgia is when a wound or cut has healed. The pain in that area is casaulgia, for e.g. phantom limb pain.

Injury without pain are episodic analgesia in which a person does not feel pain for sometimes, it could be minutes to hours.

And congenital analgesia, it is a condition in which people are born without the ability to feel pain.

Pain has many more types for e.g. acute pain, chronic pain, migraine pain etc.

Psychologists have found techniques to measure pain. Pain can be measured by self-reporting. A person can describe it and explain about the pain he/she is feeling.

Psychologists have found accurate pain measurement cannot be suitable for children because they would not be able to correctly identify the pain or describe it.

(b) Pain can be measured by many techniques but it cannot be accurate because no machine can give the correct response of how much pain a person is feeling. But the person himself, self-report measurement can be useful because a person can describe what they feel and detail the symptoms and nature of the pain can be best described by the person who is experiencing it. The data can be detailed and subjective and it cannot be reliably because the person might be exaggerating or taking that behavior to seek medical help (Marchesani syndrome). Also, patients have inadequate knowledge of the disease so what he is feeling so
Examiner comment – weak

(a) The candidate begins with a definition of pain which is a good place to start and then moves on to mention two types of pain. Logically this would be acute and chronic pain, but the candidate mentions ‘pain without injury’ and ‘injury without pain’. There is then some expansion of the former and a mention is made of neuralgia and causalgia. The candidate then goes on to outline episodic analgesia and congenital analgesia. In the next paragraph the candidate outlines more types of pain, ‘acute pain, chronic pain and migraine pain, etc.’ All pain is either chronic or acute so there is some ambiguity in the answer here. Next is a mention of measures of pain and a comment is made about self-reports, ending with the comment that these are not suitable for children. The answer includes some things that are relevant to a description of pain such as types and measures, but there is nothing else. The candidate does not include any theories of pain and other than self-report there is no mention of any other way in which pain can be measured. It is also appropriate to include a mention of ways in which pain can be managed or reduced and there is no mention of this either. These things do not have to be included, but a wider range of aspects of pain than appears in this answer is desirable. The answer is also quite short for an essay-type answer. A length of 1.5 sides of average size writing is common and this answer is just under half that amount. There are some basics here, but with little expansion. There are some errors and ambiguities and this answer scores three marks out of eight.

(b) The candidate begins by writing about ways in which pain can be measured. There is an evaluative comment because the point is made that a machine cannot measure pain and so a self-report is more useful. There is a further evaluative comment that the measure is not reliable because the person may exaggerate or fake the extent of the pain. The final sentence is rather ambiguous. This answer is very brief, less than half a side when 25 minutes should be allocated to it. The amount of evaluation is restricted to two sentences, but at least the candidate addresses the required issue of self-reports. Overall this is a basic answer that is placed in the bottom band of the mark scheme and would score no more than one mark.

Mark awarded = 4 out of 20
Psychology and Health

Section C Question 7

7 Münchhausen syndrome derives from Baron Münchhausen (1720–1797) who apparently told many exaggerated anecdotes about himself. Asher applied the name to people who misuse health services.

(a) Describe the main features of Münchhausen syndrome. [6]

(b) Suggest how data can be gathered on the behaviour of a person with Münchhausen syndrome. [8]

Mark scheme

Section C: Short answer question: (a) = 6 marks

| No answer or incorrect answer. | 0 |
| Vague attempt to relate anecdotal evidence to question. Understanding limited. | 1–2 |
| Brief description of range of appropriate evidence with some understanding. | 3–4 |
| Appropriate description of good range of appropriate evidence with clear understanding. | 5–6 |

Section C: Short answer question: (b) = 8 marks

| No answer or incorrect answer. | 0 |
| Suggestion is mainly inappropriate to the question and vaguely based on psychological knowledge. Description of explanation is mainly inaccurate, lacks coherence and lacks detail. Understanding is poor. | 1–2 |
| Suggestion is largely appropriate to the question and based largely on psychological knowledge. Description of explanation is often accurate, generally coherent but lacks detail. Understanding is limited. | 3–4 |
| Suggestion is appropriate to the question and based on psychological knowledge. Description of explanation is mainly accurate, coherent and reasonably detailed. Understanding is good. | 5–6 |
| Suggestion is appropriate to the question and based explicitly on psychological knowledge. Description of explanation is accurate, coherent and detailed. Understanding is very good. | 7–8 |
Münchausen syndrome derives from Baron Münchausen (1720–1797) who apparently told many exaggerated anecdotes about himself. Asher applied the name to people who misuse health services.

7 (a) Describe the main features of Münchausen syndrome. [6]

Syllabus:
- mis-using health services: Delay in seeking treatment (e.g. Safer, 1979). Misuse: hypochondriasis (e.g. Barlow and Durand, 1995), Münchausen syndrome (e.g. Aleem and Ajarim, 1995)

Expansion:
- according to Aleem and Ajarim, (1995) Münchausen syndrome has the following.
- essential features: Pathologic lying (pseudologia fantastica); peregrination (traveling or wandering); recurrent, feigned or simulated illness
- supporting features: borderline and/or antisocial personality traits; deprivation in childhood; equanimity for diagnostic procedures; equanimity for treatments or operations; evidence of self-induced physical signs; knowledge of or experience in a medical field; most likely to be male; multiple hospitalizations; multiple scars; (usually abdominal); a police record; unusual or dramatic presentation.

(b) Suggest how data can be gathered on the behaviour of a person with Münchausen syndrome. [8]

In this question part candidates are free to suggest any way in which the assessment request could be investigated. This may be in the form of a number of suggestions for research, application or development of a theoretical approach, or it may be that candidates design their own study to investigate the assessment request. Such an approach can include any appropriate method. Each answer should be considered individually as it applies to the mark scheme.
Example candidate response – good

7a) Munchausen Syndrome is a factitious disorder in
which a person experiences symptoms and injuries that are either self-inflicted or are done deliberately. The symptoms present in a person suffering from Munchausen are actually present, as opposed to hypochondriacs who worry excessively about their health and who interpret mild symptoms as severe ones. In Munchausen syndrome, the person deliberately harms himself so that the can receive medical attention. Seem and Aiginin (1995) discovered Munchausen Syndrome in a 22-year-old university student and they discovered that most of the injuries were self-inflicted.

Another form of this disorder is Munchausen by proxy. In this disorder, disorder a person harms another person as they can get medical care for them. Surprisingly, this behavior is found in mothers for their children and among paramedic staff. In the Melt inquiry, a nurse was found to have Munchausen by proxy for harming the children in her ward.

b) There are many methods for measuring the behavior of a person with Munchausen Syndrome. Data can be gathered in the form of self-report methods and questionnaires, in which the person can answer open-ended questions, or maybe why he likes to harm himself. Although it may provide us with detailed data, it can be affected by demand characteristics such as “attention-seeking” behavior.

Perhaps one of the best ways to gather data on the behavior of a person with Munchausen is through observational methods. This can be done by psychologists as well as health workers. Although it will provide with in-depth data, it may be subjective and open to bias as the health workers will already know that the person is suffering from Munchausen and most of the interpretations will be based on that (this is known as representational heuristic: judging according to the available information about a particular person). Moreover, it can also be whether to observe a person without consent.

Hence, these methods can be used efficiently and maybe if combined together, can be give a satisfactory amount of data.
Examiner comment – good

(a) This candidate begins by mentioning that Münchausen syndrome is a factitious disorder and that injuries are either self-inflicted or caused deliberately. Particularly impressive is that there is a contrast with hypochondriasis which helps to clarify what Münchausen syndrome is and what it is not. There is then a mention of the case study by Aleem and Ajarim and although it is only mentioned briefly it has been included and what is written is correct. The candidate moves on to consider Münchausen syndrome by proxy and again what is written is correct. To complete the answer there is a mention of Beverley Allitt, a British nurse who killed four children and attempted to kill three others because she was suffering from Münchausen syndrome by proxy. The answer overall is concise, but it has all the relevant aspects. The candidate clearly understands what Münchausen syndrome is and has given two supporting examples. The answer scores six marks out of six.

(b) As the candidate writes, there are many methods that could be used. One possibility is to use a self-report questionnaire and this could be open-ended. Using this terminology is correct and shows the student understands what it is. If there were to be a little more detail to clarify the term then it would be even better. The candidate writes that ‘this would give detailed data (which it would, but compared with?) though it can be affected by demand characteristics’ (which it could, but what are they?). In these few lines the candidate has shown good use of terminology and understanding about self-reports, however, the candidate hasn’t gone into very much detail about anything and just a little more explanation would make the answer a perfect one. Another possibility mentioned by the candidate is to conduct an observation. The candidate does not say anything more about what type of observation this will be, but does add that it may be subjective and open to bias, which is true of certain types of observations. A reason for the bias is stated. There is also a comment about ethics but again this is a single sentence without elaboration. Overall the candidate is competent and knows lots of relevant terms, but there is not very much development of anything to take it to a top mark. This answer scores six marks out of eight.

Mark awarded = 12 out of 14
Example candidate response – average

7. (a) Describe the main features of Münchausen Syndrome.

Münchausen Syndrome is a disorder where a person constantly visit hospitals due to some pain, injuries, diseases that are not actually present. Even after doctors explain to them that there is nothing wrong with them they still fail to believe it. They're convinced that they're suffering from the non-existent problem. They're constantly worried about their health - sometimes they even resort to hurling themselves physically in order to get medical help. This is described as a factitious disorder. Psychologists have put forward many explanations as to why they do that. Some patients crave attention and social support and so they try to gain sympathy by inflicting pains on themselves.

Another type of Münchausen Syndrome is Münchausen by Proxy. Here the person suffering from this disorder tries to take extra care of their loved ones e.g. by fussing over them and claiming they're sick and sometimes even deliberately hurling them. This happens mostly to parents, nannies, guardians, nurses etc.
(b) Suggest how data can be gathered on the behaviour of a person with Münchausen syndrome.

Münchausen syndrome is a disorder where mostly the patient suffering is not aware of his condition. So self-report measures are out of question. Data on the behaviour of patients suffering from Münchausen syndrome can only be gathered through observational methods. The person can be observed discreetly to see how he behaves in day to day life. Close relatives and friends can be asked questions on how they can also act as a stooge to notice the person's behaviour. Reports from his previous doctors etc can also be gathered to study the extent of his condition. In extreme cases they can also be put on suicide watch. They can be hospitalized & given the required therapy & treatment.

Even though observational method can be considered unethical if the patient is observed without him knowing as his privacy is invaded. But it can be said that this breach to his privacy is for his good, to save his mental as well as physical health. This method is also unreliable as there is no objective method to help in gathering data.
Examiner comment – average

(a) This is generally a very good answer where the candidate understands what Münchausen syndrome is all about. The opening sentence provides a definition along with some description of what the disorder is and involves. At the end of the opening paragraph the candidate adds correctly that this is a factitious disorder. In the second paragraph the candidate hints at explanations of Münchausen syndrome. To do this is really good, but the explanations offered are rather vague and lacking detail. In the final paragraph the candidate mentions Münchausen syndrome by proxy and what is said here is generally true. Everything that has been included in this answer is correct, however, it could have some examples, and it could refer to the case study by Aleem and Ajarim. Despite minor weaknesses this answer still scores five marks out of the available six.

(b) The candidate begins with the statement that the patient is unaware of his condition (which is not true) and then dismisses the possibility of conducting a self-report. Observation is then a possibility. The candidate suggests the ‘observation could be done by family and friends who can be asked questions’ suggesting that the candidate is not clear whether this is an observation or a self-report, after dismissing self-report earlier in the answer. The last paragraph has a comment about an observation invading ethics, but if this is done by family and friends, they will be ‘observing’ the normal, everyday behaviour of this person as part of everyday life. Overall this answer has many ambiguities and does not show very much methodological knowledge at all. It can also be said that this candidate does not fully understand what Münchausen syndrome is because of what they have written about it. Overall this is a vague answer and scores three marks out of eight.

Mark awarded = 8 out of 14
Example candidate response – weak

7a) The individuals suffering from Munchausen Syndrome misuse health services. They inject themselves some sort of drugs so that they could get ill and gain attention of people around them. They remain hospitalized for most of the time of the year. They overstate the symptoms and the pain they experience. Physicians are unable to diagnose these patients with a single type of disease. Their complaints of pain & distress have no relation and thus it is difficult to reach a conclusion.

3

3

b) Individuals who have Munchausen Syndrome are some sort of hypochondriacs. They inject themselves certain fluids that cause them to suffer both mentally & physically. These individuals need to be observed closely. There should be a friendly atmosphere. Both parents & physician should keep friendly gestures towards the patient and observe the behaviour. There should be a person with the patient all the time who records behaviors of the patient to certain stimulus and judge whether the behavior changed or not. As the friendly bond strengthens self-report & interviews can be carried out. The whereabouts of the patient should be observed.
Examiner comment – weak

(a) The opening sentence is true and relates to Münchausen syndrome, but the second sentence is not. It was only in the case study by Aleem and Ajarim that involved an injection and it wasn’t of drugs. The sentence that ‘they remain hospitalised for most of the time of the year’ is not true either. The remainder of the answer continues in the same vague style. The candidate has an idea of what Münchausen syndrome is but does not know very much about any of the specifics of it. This answer has some of the basics and would score two marks out of the six marks available.

(b) The candidate begins this answer by suggesting that Münchausen syndrome is ‘some sort of hypochondriasis, when it is not. The second comment that they inject themselves with fluids is just repeating what was written in part (a) rather than answering this part. The comment ‘they need to be observed closely’ is the beginnings of a suggestion on how data can be gathered, with the comment that someone stays with them all the time. As it is mentioned twice, the candidate obviously believes that friendly gestures by the physician will help. Finally the candidate mentions ‘self-reports and interviews can be carried out’ in a single sentence with no elaboration regarding how this could be done or what it would involve. Overall there is a brief mention of gathering data via observation or by interview and because of these suggestions two marks out of eight can be awarded. However, no more marks can be given because there is no further detail to expand on these suggestions.

Mark awarded = 5 out of 14
Psychology and Environment

Section A Question 9

9 (a) Explain, in your own words, what is meant by ‘personal space invasion’. [2]

(b) Describe a study that has used the simulation method of measuring personal space. [4]

Mark scheme

<table>
<thead>
<tr>
<th>Section A: Short answer question: (a) = 2 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>No answer or incorrect answer.</td>
</tr>
<tr>
<td>Basic or muddled explanation. Some understanding but brief and lack clarity.</td>
</tr>
<tr>
<td>Clear and accurate and explicit explanation of term.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Section A: Short answer question: (b) = 4 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>No answer or incorrect answer.</td>
</tr>
<tr>
<td>Anecdotal answer with little understanding of question area and no reference to specific study.</td>
</tr>
<tr>
<td>Basic answer with some understanding. Reference to named study/area only. Minimal detail.</td>
</tr>
<tr>
<td>Good answer with good understanding. Study/area included with good description.</td>
</tr>
<tr>
<td>Very good answer with clear understanding of study/area with detailed and accurate description.</td>
</tr>
</tbody>
</table>

9 (a) Explain, in your own words, what is meant by ‘personal space invasion’. [2]

Typically: According to Hall (1966) Personal space is “the region surrounding a person which they regard as psychologically theirs.” Invasion of personal space often leads to discomfort, anger, or anxiety on the part of the victim.

(b) Describe a study that has used the simulation method of measuring personal space. [4]

Syllabus:
- definitions, types and measures: Defining space (e.g. Hall, 1966) and territory (e.g. Altman, 1975). Alpha space and beta space. Measuring space: simulation (e.g. Little, 1968); stop-distance; space invasions

Expansion:
- the simulation method (as used by Little) involved use of grey plastic dolls placed at an appropriate distance from each other on a piece of newsprint (paper). Little measured the distance between the dolls and assumed that .5 inch equated to 1 inch in real life. Little compared 5 national groups: Greeks, Scottish, Swedish, Southern Italian and USA.
9 (a) Personal space is the area surrounding a person's body, with invisible boundaries which an intruder may or may not come. It is sort of a portable territory that varies according to the situation as reported by Robert Sommer 1969. Personal space invasion is when an intruder who is not welcome enters the personal space of an individual. This can be a stranger or even a person that the individual knows and does not want too close to him. There are four categories of personal space reported by Hall 1966:

- **Nest:** very close to the individual and can be invaded by different people in various ways. Fisher and Byrne (1975) studied the effects of personal space invasion when a confederate was assigned to invade the personal space of students sitting in a library. This was done by sitting on the chair front or across from the student.
Examiner comment – good

(a) This candidate begins by explaining the term ‘personal space’ and then explains what is meant by personal space invasion. The answer continues with relevant description and terminology, and by the end of the sentence ‘and does not want too close to him.’ the answer should end because there is sufficient for two marks out of two to be awarded by this point. However, the candidate then adds extra detail about Hall’s personal space zones and a study by Fisher and Byrne. The inclusion of these two studies is both impressive and correct. On the negative side the candidate writes too much for two marks and could ‘run out of time’ losing marks for other questions.

(b) This candidate begins with a definition of what the simulation method is and as this is correct, it is a good beginning to the answer. The Little (1968) study is a logical choice because that is the study mentioned in the syllabus. The description of the study which follows is clear, accurate and detailed. It has description of the participants, procedure and results. There is even an evaluative comment even though this is not needed for the full four marks to be awarded.

Mark awarded = 6 out of 6
Example candidate response – average

(a) Firstly this candidate explains what is meant by the term ‘personal space’, the invisible boundary, and then the candidate goes on to explain what is meant by the term personal space invasion: ‘when someone gets too close and you feel uncomfortable’. This is a really good way to answer this question because the two components of the question, ‘personal space’ and ‘invasion’ are clearly and unambiguously addressed. However, the candidate has written out the question and this is not needed and wasted time.

(b) This candidate knows some vague details about the Little study. The study involved dolls and the study was about the closeness in relation to a specific situation as the candidate states. However, the answer reads as though the dolls were placed near a real person (when they were not) and ‘the effects were observed’ (when there was no observation) and ‘how comfortable a person was about the closeness’ when no self-report data was gathered. Despite these ambiguities there is enough in this answer for two marks out of four to be awarded.

Mark awarded = 4 out of 6
Example candidate response – weak

(a) “Personal space invasion” means the space or specific area which belongs to a person, such as house, chair, etc., but sometimes they extend to public places such as in buses. People start to believe as the seat to be their personal space but for a shorter duration.

(b) A study was conducted on a group of children (students) and observed their behaviours and body gestures as how they reacted when another person (his class fellow) took over or sat on his chair. This study was conducted in 1960’s.

Examiner comment – weak

(a) This answer scores no marks because the candidate is writing about territory rather than personal space. There is a mention of a house, which is primary territory and there is a mention of a ‘seat on a bus’ and ‘which is for a shorter duration’ which is an example of public territory.

(b) It is unclear from this answer exactly what the candidate is writing about. It might be a study involving sitting on someone else’s chair, in which case it is an example of invading territory. It might be about the Fisher and Byrne ‘library study’ which is also incorrect because that study was about real people invading the space of real people rather than a simulation. In either case there is nothing in this answer about the simulation method or an example of it.

Mark awarded = 0 out of 6
Psychology and Environment

Section B Question 10

10 (a) Describe what psychologists have found out about architecture and behaviour. [8]

(b) Environmental determinism, biological determinism and now architectural determinism! Evaluate what psychologists have found out about architecture and include a discussion of the issue of determinism. [12]

Mark scheme

Section B: Essay question: (a) = 8 marks

<table>
<thead>
<tr>
<th>Definition of terms and use of psychological terminology is sparse or absent. Description is mainly inaccurate, lacks coherence and lacks detail. Understanding is poor. The answer is unstructured and lacks organisation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No answer or incorrect answer.</td>
</tr>
<tr>
<td>Definition of terms is basic and use of psychological terminology is adequate. Description is often accurate, generally coherent but lacks detail. Understanding is reasonable. The answer is lacking structure or organisation.</td>
</tr>
<tr>
<td>1–2</td>
</tr>
<tr>
<td>Definition of terms is mainly accurate and use of psychological terminology is competent. Description is mainly accurate, coherent and reasonably detailed. Understanding is good. The answer has some structure and organisation.</td>
</tr>
<tr>
<td>3–4</td>
</tr>
<tr>
<td>Definition of terms is accurate and use of psychological terminology is comprehensive. Description is accurate, coherent and detailed. Understanding is very good. The answer is competently structured and organised.</td>
</tr>
<tr>
<td>5–6</td>
</tr>
<tr>
<td>Definition of terms is accurate and use of psychological terminology is comprehensive. Description is accurate, coherent and detailed. Understanding is very good. The answer is competently structured and organised.</td>
</tr>
<tr>
<td>7–8</td>
</tr>
</tbody>
</table>
### Section B: Essay question: (b) = 12 marks

<table>
<thead>
<tr>
<th>No answer or incorrect answer.</th>
<th>0</th>
</tr>
</thead>
</table>
| Evaluation (positive and negative points) is **basic**.  
Range of points is sparse and may be only positive or negative.  
Points are not organised into issues/debate, methods or approaches.  
Sparse or no use of appropriate supporting examples which are peripherally related to the question.  
Analysis (key points and valid generalisations) is very limited or not present.  
Evaluation is severely lacking in detail and understanding is weak.  
There is no mention of the issue stated in the question. | 1–3 |
| Evaluation (positive and negative points) is **limited**.  
Range of points is limited. Points hint at issues/debates, methods or approaches.  
Poor use of supporting examples.  
Analysis (key points and valid generalisations) is sparse.  
Evaluation is lacking in detail and understanding is sparse.  
The issue stated in the question is addressed according to mark scheme requirements for this band.  
If the issue stated in the question is **not** addressed, maximum 6 marks | 4–6 |
| Evaluation (positive and negative points) is **good**.  
Range of issues/debates, methods or approaches is good and is balanced with some organisation.  
Good use of appropriate supporting examples which are related to the question.  
Analysis (key points and valid generalisations) is often evident.  
Evaluation has good detail and understanding is good.  
The issue stated in the question is addressed according to mark scheme requirements for this band. | 7–9 |
| Evaluation (positive and negative points) is **comprehensive**.  
Selection and range of issues/debates, methods or approaches is very good and which are competently organised.  
Effective use of appropriate supporting examples which are explicitly related to the question.  
Analysis (valid conclusions that effectively summarise issues and arguments) is evident throughout.  
Evaluation is detailed and understanding is thorough.  
The issue stated in the question is addressed according to mark scheme requirements for this band. | 10–12 |
10 (a) Describe what psychologists have found out about architecture and behaviour. [8]

Syllabus:
- theories and effects of urban living on health and social behaviour: Theories: adaptation level, behaviour constraint, environmental stress and overload. Effects on health (e.g. Soderberg et al, 1994) and social behaviour (e.g. Amato, 1983)
- urban renewal and housing design: Renewal and building design: (e.g. Pruitt-Igoe, 1954-1972); Newman (e.g. Clason Point and Five Oaks, 1994)
- community environmental design: Shopping mall atmospherics (e.g. Michon et al, 2003); casino environments (Finlay et al, 2006); public places (e.g. Whyte, 1980 or Brower, 1983)

(b) Environmental determinism, biological determinism and now architectural determinism! Evaluate what psychologists have found out about architecture and include a discussion of the issue of determinism. [12]

NOTE: any evaluative point can receive credit; the hints are for guidance only.

Evaluation of theory:
Internal strengths and weaknesses.
Theoretical issues: reductionism, determinism, ethnocentrism.
Supporting/contradicting evidence.
Comparisons and contrasts with alternative theory.

Evaluation of research:
Strengths and weaknesses of methods, sample, controls, procedure.
Evaluation of and comparisons and/or contrasts with alternative methodologies.

Evaluation of issues and debates: Any relevant debate can be raised, such as qualitative versus quantitative data, snapshot versus longitudinal studies, extent of ecological validity, nature versus nurture; freedom versus determinism; reductionism versus holism. Issues can be raised such as ethics, validity, ethnocentrism, effectiveness, application to real life.

Named issue: determinism. Determinism represents the view that all behaviours, all mental acts (thoughts, judgements, decisions etc), are determined by factors out of our control. For this question candidates should consider the extent to which architectural determinism applies.
Architecture and behaviour basically mean, how people respond to the environment and the building around them. Many theories have been discovered by psychologists about urban living. The Adaptation level theory discovered by Wohlwill (1976) states that people respond to the stimuli present in their environment which can be either complex or novel, but depending on the past experiences of the individual, but with time people adapt to their environment. Secondly, the liberation constraint theory (Pezhankly et al, 1970) states that people in urban areas feel that their behaviour is constrained in some way and so they try to reassert their freedom, which may in the long run have negative consequences. On the other hand, the overload theory refers to numerous stimuli, rather than specific ones, and so it differs from the environment’s stress theory. Broadbent (1958) said that we have limited information processing capacity. Hence, all these theories combined give us the idea of urban living.
Urban living has effects on both our health as well as our social behaviour. Doderberg (1994) discovered the effects of HIV-1 infection in Tanzania, Africa. He divided people into groups such as married, non-married, farmers and non-farmers. Doderberg found that the people living in the urban areas of Tanzania had high levels of HIV-1 infection in their blood groups, with the non-farmers having the highest. Urban living also has effects on social behaviour, as discovered by Milgram (1974) who found that 75% of rural dwellers opened their doors for people who needed help, whereas 75% of urban dwellers showed their through closed doors when help was needed.

Another important aspect of urban living is urban renewal, which is basically to rejuvenate the society when it has become run down (Foster, 1977). After the failure of Pruitt-Igoe, reputational, Newman’s (1972) ideas put into practice in two new housing projects ensuring that the Pruitt-Igoe mistakes of defensible space, vandalism, open areas were not repeated. These new housing projects included Greenpoint in New York and the Five Oaks in Ohio. Greenpoint Project ensured...
in urban areas, because individual differences may allow them to respond differently and situational factors may also affect their responses. Furthermore, both the overload and environmental stress theory refer to stimuli having negative consequences, but this is not always true because some people can adapt to the environment or maybe their biology allows to cope with the stresses of urban life. Thus, a better explanation would be to use the ‘elicite model’ by Bell et al. (1996) to explain the theories.

It is true that urban living effects one’s health and social behaviour, but Soderberg’s (9) study can not be generalised to the whole world and it can be argued that prevalence of HIV+ infection was perhaps already present in third world countries such as Africa, hence ignoring environmental factors. That is furthermore, the reason why Milgram’s behaviour in Milgram’s study can be due to security concerns.

The theory of ‘defensible space’ says that crime in general will decrease when ‘defensible space’ increases. However, this theory overlooks the social factors, for example, the reputation of the neighbourhood. As reported by Brauer et al. (1993) that people with high problem neighbourhood had more chances of crime and McDonald and Clifford says that more decorative houses present a challenge to burglars that properties have something to say. Whyte study is useful because it refers to all factors affecting the area and is also an ecologically valid.

Therefore, it can be said that architecture does affect behaviour along with social and biological factors.
Examiner comment – good

(a) As can be seen just by scanning through this answer the candidate has included a significant number of names (dates) and they all look appropriate. There is also a significant amount of detail, so this answer is looking to be quite promising indeed. The answer begins with a definition and the candidate then considers a number of different theories including the adaptation level, the behaviour constraint and the environmental stress theories. Each has an appropriate author with it and each is well described with good understanding. The next paragraph considers the effect of urban living on health and the work by Soderberg is described. This is followed by Milgram’s work on urban environments. Another paragraph considers urban renewal and the work of Newman is mentioned and the Pruitt-Igoe project. The strategy adopted by the candidate is to mention everything on the syllabus so the final paragraph mentions the work of Michon et al on shopping mall design and then moves on to consider the work of Whyte. This is an impressive answer in terms of the range of evidence presented, the amount of detail and the accuracy and understanding shown by the candidate.

(b) The way the candidate begins is evaluative. There is a mention of reductionism and individual differences and this is related to adaptation level theory. The candidate then brings in other theories to widen the debate. The issue of generalisations is mentioned in relation to the work of Soderberg and Milgram is brought in. Another paragraph considers ‘social factors’ and the work of Brower and McDonald and Gifford are brought in. This answer is very good, but it does have a number of weaknesses. Much more could be made of the different evaluation issues, by describing them, considering their advantages and disadvantages and then using examples. This candidate uses examples extremely well but does not have the essential elements of issues to achieve a top mark. This is a very good, well written and competent answer with significant amounts of evaluation.

Mark awarded = 18 out of 20
Describe what psychologists have found out about architecture & behaviour.

Architecture of any building is closely inter-related to the behaviour of people as some psychologists believe. A housing project built was made in 1960s where many customer facilities were provided e.g. lightening in corridors, one entrance, no defensive space, etc. This housing project was a failure. Because after a while thefts, vandalism was observed. The conditions got so bad that ladies & children moved around in groups due to fear. Psychologists said that this project gave them wrong idea to people & presented itself as a challenge. Another housing project where all these mistakes were not repeated. Defensible space was given, people that said they felt safer as they had a right to question any stranger. This was a success. So psychologists gave few factors that should be kept in mind while designing any building (housing project) some of them were providing defensible space, lightening, parks, security etc.

A street life project was done by a psychologist who placed cameras on main 12 shopping complexes to observe the behaviours of people to see what attracted them to certain
complexes. It was found that shopping complexes
were more attractive with fountains,
parks, benches to relax, outer structure etc
attracted more people towards them.

A study was conducted where burglars were
shown pictures of different types of houses
and were asked their preference for theft.
It was found that almost 80% chose
houses with big front, lots of decorative
ornaments and high level of security. As that
made them curious to what was hidden inside.

(b) Environmental ... issue of determinism.
City life project was criticized as being
unethical as people were observed in every
day life without their consent. Behaviour
cannot be put down to one factor. As so
many other conforming variables are present.
So there can be no direct relationship between
architecture and behaviour. As other factors cannot
be ignored because then it'll be a reductionist
approach. The ecological validity can also be
questioned. E.g. Maybe the area of Pruitt-Igoe
was unsafe to begin with and that's why they had
so many problems...
Examiner comment – average

(a) The candidate does not define any terms but begins to describe the Pruitt-Igoe housing project. There are no specific details but the candidate is aware that the project was a failure. Next there is a consideration of a more successful project and the key word that is mentioned here is defensible space. The answer has a few terms and there is knowledge of housing design failures and successes, but the answer is very vague and lacking more specific explanation. In the next paragraph the candidate moves on to consider the design of shopping ‘complexes’ and again a few general comments are made. Finally the candidate mentions studies of burglars but there is no mention of who conducted the research or any specifics. The candidate is referring to appropriate information throughout but is just not giving sufficient detail to take the answer beyond the basics category. Despite its vagueness, there is still enough to award this answer a mark of four out of eight.

(b) It is not clear what ‘City life project’ the candidate is referring to, but if people are observed as part of their everyday life then it is not unethical. A few other evaluative points are mentioned such as reductionism and ecological validity but there is no explanation of what the terms mean, no advantages and disadvantages and no detailed evaluation beyond a basic single sentence. This answer scored three marks.

Mark awarded = 7 out of 20

Example candidate response – weak

10a) Architecture and behaviour - it is said that the architecture of a particular structure building affects the behaviour of the people. A building structure does not only have to be built to provide a roof top but also in such a way that behaviours are controlled. The behaviour of the people living in urban areas are more rigid, aloof etc than people in rural areas. They are friendlier than the urban lives due to reduced stress levels, calm environment, less crime rate hence, more faith, trust in people. Moreover, the health of the urban people is affected due to pollution which causes stress and which further causes bronchitis and/or coronary heart disease. Architecture should determine the tranquility, pleasant, separated space, low density to help the beha.
10b) Some people think that architecture doesn't determine behaviour whereas others think the opposite. Many researchers have researched that a building is not to provide a roof on the top or to just satisfy a need, a basic structural architecture. Building determines behaviour. It links to the concept of personal space which is evaded: crowding causing discomfort then that should be made big and far.

Crowding - If too many flats are made together the density will increase, & the spatial density will alter along with the social density & thus a feeling of crowding could cause high levels of stress etc.

Density - Too many flats cause the population and people move in which could lead to high arousal levels / increased stress levels. The concepts are interlinked and thus, more than 70% believe that architecture does affect the way people behave.

Examiner comment – weak

(a) The candidate begins with a very general overview, and as the answer progresses it continues with the same general style and it becomes clear that the answer has been written by a person who has not studied any architecture and behaviour from the environmental psychology option. The answer could really have been written by anyone because there is no definition of terms, no quoting of any psychological knowledge (theories, studies or evidence) and no mention of anything that appears on the syllabus.

(b) The candidate continues in the same general way. As nothing is being mentioned about architecture the candidate moves on to write about density and crowding. There is some psychological knowledge here but it is about types of density rather than about architecture. There is no evaluation here at all and this part scores no marks.

Mark awarded = 0 out of 20
Psychology and Environment

Section C Question 12

12 There have been a number of studies investigating crowding in animals. You decide to conduct a study of your own using an animal of your choice.

(a) Describe one laboratory study and one non-laboratory study of animal crowding done by psychologists.

(b) Suggest how you would investigate the effect of spatial density on animals in a laboratory.

Mark scheme

<table>
<thead>
<tr>
<th>Section C: Short answer question: (a) = 6 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>No answer or incorrect answer.</td>
</tr>
<tr>
<td>Vague attempt to relate anecdotal evidence to question. Understanding limited.</td>
</tr>
<tr>
<td>Brief description of range of appropriate evidence with some understanding.</td>
</tr>
<tr>
<td>Appropriate description of good range of appropriate evidence with clear understanding.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section C: Short answer question: (b) = 8 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>No answer or incorrect answer.</td>
</tr>
<tr>
<td>Suggestion is mainly inappropriate to the question and vaguely based on psychological knowledge. Description of explanation is mainly inaccurate, lacks coherence and lacks detail. Understanding is poor.</td>
</tr>
<tr>
<td>Suggestion is largely appropriate to the question and based largely on psychological knowledge. Description of explanation is often accurate, generally coherent but lacks detail. Understanding is limited.</td>
</tr>
<tr>
<td>Suggestion is appropriate to the question and based on psychological knowledge. Description of explanation is mainly accurate, coherent and reasonably detailed. Understanding is good.</td>
</tr>
<tr>
<td>Suggestion is appropriate to the question and based explicitly on psychological knowledge. Description of explanation is accurate, coherent and detailed. Understanding is very good.</td>
</tr>
</tbody>
</table>
12 (a) Describe one laboratory study and one non-laboratory study of animal crowding done by psychologists.  

**Syllabus:**
- definitions, measurements and animal studies: Social and spatial density; crowding.
  Animal studies (e.g. Dubos, 1965 lemmings; Christian, 1960 deer; Calhoun, 1962 rats)

**Expansion:**
Dubos (1965) (field expt) claimed that lemmings jumped of cliff to reduce high social density.  
Christian (1960) (field expt) deer put on James Island. Years later social density too high, so 
half herd died of stress.  
Calhoun (1962) rats in a behavioural sink. Much abnormal behaviour due to high social 
density.

**Marks:** 2 marks for description of each study.

(b) Suggest how you would investigate the effect of spatial density on animals in a laboratory.  

In this question part candidates are free to suggest any way in which the assessment request 
could be investigated. This may be in the form of a number of suggestions for research, 
application or development of a theoretical approach, or it may be that candidates design 
their own study to investigate the assessment request. Such an approach can include any 
appropriate method. Each answer should be considered individually as it applies to the mark 
scheme.

**Comment:**
Candidates cannot use Calhoun because he investigated high social density. Spatial density 
involves keeping number of animals the same and changing the physical space.
Colahan (1962) conducted a laboratory experiment to investigate the effects of animal crowding on their behavior. He made a rat cage which was a large box (10 x 14 feet in size) having 4 cells, namely A, B, C, and D. Both the cells A and D were defensible space. Cells B and C were called "behavioural sink". Twelve rats were introduced into each chamber cell and were all provided with food, water, and as such conditions probabi that enabled the rats to reproduce. As time passed, it was observed that rats in both cells B and C showed abnormal behaviors for eg: males were more aggressive, females unable to take sufficient care of infants so infant mortality rate in these cells were 96% as compared to 50% in cells A and D.

Psychologists also investigated the natural charges of animal crowding on their behaviors in natural situations. Christian et al. (1960) investigated the population of sika deers on James Island in USA. Records show that initially in 1916, there were 40 sika deers present. By 1955, numbers had increased to 300. By 1958, numbers had fallen to half (150) and by 1960, there were only 80 sika deers left. Christian et al. found out that the size of adrenal glands of surviving sika deers were larger than average, reaching up to 10 times larger than average in some deers. This supported the idea that high density of sika deers caused autonomic arousal and resulted in malfunctioning of the adrenal glands.

From both studies, it can be concluded that every species of organism have an ideal
size pack size and when density increased and
caused more crowding, it lead to abnormal
behaviour e.g. being exhibited by that species.
And may also cause death.

(2b) Spatial density can be manipulated for density in
which the number of people/organisms remains the same but the size of space changes. It can be manipulated by changing person to space ratio resulting in high spatial density (less space available for each person) or low spatial density (more space available for each person).

Since animals tend to
To investigate the effect of spatial density on animals in a laboratory, make four cells/bars and place them at a distance from. Separate the areas where 4 different cells of different sizes, i.e. cell 1 with size 4x4 feet, cell 2 with size 6x6 feet, cell 3 with size 8x10 feet and cell 4 with the size 10x12 feet. Place the cells at a distance from the other cells and separate the areas with wired fence. Each cell is to have only one entrance. Introduce 10 rats to each cell (or area of the cell separated by wired fence). Keep the environmental condition same for each cell. Provide each the rats in all cells with same amount of food, water and crease equal number of plants in each area.
Cell A has the highest spatial density and Cell B has the next highest spatial density. Observe the rabbit’s behaviour every day and note any changes in their routine etc. Also look for the increase in the density of rats i.e. how much or at what rate they are reproducing. Record the mortality rate of adult rats and infants separately for each cell/spatial condition. Record the behaviours of the rats too for e.g. whether or not they show aggression (towards males, females and infants, or to all other rats).

Compare the recorded data of each cell with the other cells’ data of other cells to establish a relationship between the spatial density (high or low) and the changes in behaviour and health of the rats. Draw a graph. Then draw a conclusion how spatial density affects the behaviour and health which according to previous studies conducted, is likely to show that in the more higher the spatial density, the more abnormalities rats will show in their behavioural and health aspects.
Examiner comment – good

(a) The candidate begins by identifying the Calhoun laboratory study and then proceeds to describe this study in clear and accurate detail which shows very good understanding. This answer is awarded the full three marks. This is the type of answer that every candidate should be aiming to write. For the non-laboratory study the candidate chooses that by Christian et al and again the events on James Island and described very well and very accurately. At the end of the description the candidate even provides a commentary about the importance of density for the well-being of animals.

(b) A good start is to explain what spatial density is. A candidate who suggests a study on social density would score no marks at all, so clarification at the outset is a good strategy. This candidate then describes the construction of cells but the answer is appearing to be rather like the Calhoun study. If it becomes that the answer scores no marks because (i) that study is on social density and (ii) this is a suggest question not a describe question, and the Calhoun study has already been described in part (a). Crucially, the answer describes the rat cells as being of different sizes, so spatial density is being studied. Ten rats are then introduced to each cell, and so it is confirmed that this spatial rather than social density. Now the study has been set up, the candidate describes how data will be gathered. This will be done though daily observations (notice the rats have become rabbits; this slight error can be ignored) and records taken of reproduction, mortality and aggression. Data from each cell can be compared and a conclusion can be drawn. This answer takes the reader through the entire details of a study, from the design of the cells, the participants (rats/rabbits), the procedure, the gathering of data and to the conclusions that can be drawn at the end.

Overall, a thoroughly impressive answer which shows the candidate is thinking for him/herself and rather than suggesting a ‘random’ study, is basing the suggestion on the work of Calhoun but adapting it to spatial rather than social density. This shows quite high level skills and the answer thoroughly deserves the maximum eight marks.

Mark awarded = 14 out of 14
Example candidate response – average

1(a) Describe one laboratory study and one non-laboratory study of animal crowding done by psychologists.

One laboratory study was done on rats to study the effects of crowding on animals. A structure was made with 4 pens containing equal number of rats. The structure was shaped this way: B & C pen acted as thoroughfares for A & D. After a time when the population increased, rats of B & C pen became violent and aggressive. They started fighting even involving children & females. Infant death rate increased. Some even went crazy. B & C pen was effected badly because it was a thoroughfare and so defensible space was not present for B & C.

A naturalistic experiment was done by Dubos (1965) on lemmings. For years it was assumed that when they became overcrowded the lemmings committed suicide during migrations but on close observation it was seen that the disoriented way that lemmings fell into rivers & died while crossing them was actually due to overcrowding because their adrenaline level increased & they stopped thinking & acting rationally & thus fell in the river and drowned because they weren’t being careful.
Examiner comment – average

(a) The candidate begins with the opening sentence that this ‘is a laboratory study done on rats’ and by the drawing it is evident, that the candidate is going to describe the study by Calhoun. Drawings are recommended if helps to clarify or explain and sometimes a drawing can be easier than a long description. The drawing shows the different pens into which the rats were placed and the description of the study is accurate. There is sufficient detail and understanding in this answer for this component to be given three marks out of three. For the non-laboratory study the candidate begins with ‘a naturalistic experiment was done by Dubos’ and this opening sentence shows that the candidate understands without any doubt what the question is requiring. The description of the work by Dubos is reasonably accurate but there are more general statements here, such as ‘drowned because they were not being careful’ and there is the assumption that their behaviour was ‘due to overcrowding because of their adrenaline levels and they stopped thinking and acting rationally’ when this was not actually known. Despite these weaknesses, this answer is largely correct and scores two marks out of three.

(b) The suggestion made by the candidate is that white rats would be used, placed in a large area and adrenaline levels recorded. The same rats would then be placed in a smaller area and observed. The candidate then moves on to suggest a control group where half stay in a larger area and half stay in a smaller area and this can become a longitudinal study to assess long-term effects. What is good about this answer is that the candidate is making a suggestion about how he or she would investigate spatial density (which is exactly the way to answer questions like this) and there is appropriate use of methodological jargon, such as control groups and longitudinal studies. However, the answer says little beyond that and it does not consider how any data could be gathered for example. This answer has the basics of something that has the potential to be very good, and it just needs another half page or so of further explanation.

Mark awarded = 9 out of 14
Crowding is an individual psychological subjective concept. It varies from individual to individual depending on their perception, that's why some people feel more crowded than others.

**Laboratory Study:**

i) Researchers studied lemmings which stay on the Scandinavia mountain regions. Every year the lemmings go to the edge of the sea and some of them would drown and die. This was known as a biologically programmed event. However, on closer research it was found that the number of them. However, on closer research it was found that the event was hierarchical and many of the lemmings were accidentally dying. This was due to increased levels in the population of lemmings. Another study done by researchers on animal crowding:

ii) James et al. researched on deer staying on an island whose population at first was only 8 deer and gradually increased to 280-300 deer albeit, after five years it decreased to 15-20 years. Researchers did post-mortem of the deer and found that the skin coat still remained but the intestines were ten times longer than before due to crowding which lead to increased stress levels.

**b)** Density is the amount of space prescribed, eg: one square kilometer. Spatial density is when the number of people remain the same whereas the space alters. Animals in a laboratory study should be
Examiner comment – weak

(a) The candidate begins with a definition of crowding but this is not asked for in the question so it scores no marks. The candidate then labels (i) and (ii) which is a sensible thing to do because this makes the two components of the answer clearly identifiable. For the first the candidate describes the observation by Dubos on lemmings. This is a non-laboratory study and so can be credited for the non-laboratory part of the question. However, when looking at the second, number (ii), this must be laboratory and the candidate describes the natural event of deer on James Island. This is also non-laboratory. This means that because the candidate has not answered the question of one laboratory and one non-laboratory a maximum mark of three out of six can be awarded. Both answers are marked (i) on lemmings and (ii) on deer, and the answer achieving the highest mark will be credited. In this case both answers are reasonably accurate and either can score three marks. Mark for part (a) is given three out of six.

(b) The candidate begins this answer by defining density and more importantly provides a definition of spatial density. If the answer were to be on social density then no marks would be awarded. The answer begins with the suggestion that animals should be placed in a box, and that their stress levels be measured. Kindly the candidate suggests that they should be given food, but not very much. The answer ends after a few more ambiguous sentences. Credit can be given for the definition of spatial density and the vague idea that the animals can be placed in a small box, but this is a very basic answer.

Mark awarded = 4 out of 14
Psychology and Abnormality

Section A Question 13

13  (a)  Explain, in your own words, what is meant by the term ‘treating phobias’.  [2]

(b)  Describe two ways in which phobias can be treated.  [4]

Mark scheme

13  (a)  Explain, in your own words, what is meant by the term ‘treating phobias’.  [2]

Typically: a phobia is an irrational, intense and persistent fear of ‘things’. Things can be objects (such as buttons), animals, etc but phobias can also be fear of open spaces (agoraphobia). A mention of the word treatment is needed for both marks.

(b)  Describe two ways in which phobias can be treated.  [4]

Syllabus:

- treating phobias: Systematic desensitisation (Wolpe, 1958); flooding; applied tension (Ost et al, 1989); cognitive-behaviour therapy (Ost and Westling, 1995)

Expansion: (most likely)

- Ost and Westling (1995) investigated the effectiveness of cognitive behavior therapy (CBT), in the treatment of panic disorder. The out-patients in their sample were treated over 12 weekly sessions. The results revealed a significant reduction in the number of panic attacks in the patients, who were also panic free at the follow-up. They also found that the treatment led to reductions in generalized anxiety, depression and cognitive misinterpretations.
- Systematic desensitisation is a therapy based on the principles of classical conditioning. It was developed by Wolpe in 1958, specifically for the counter-conditioning fears, phobias and anxieties. The idea behind systematic desensitisation is to replace the conditioned fear which is maladaptive, with one of relaxation, which is an adaptive and desirable response. The pairing of the feared stimulus with relaxation induces the desensitisation.
- Applied tension (Ost et al, 1989).
- Flooding.

Marks: 2 marks for description of each treatment.
13. 

(a) Treating phobias refers to the various treatment mechanisms associated with specific paradigms that help alleviate the anxiety and stress of phobia, an example would such as medication.

(b) There are a number of ways in which phobias can be treated. One of the oldest and the most influential treatment procedures include systematic desensitisation. Developed by the South African Psychiatrist Joseph Wolpe, systematic desensitisation involves three stages including relaxation, hierarchy construction and counter conditioning. For Wolpe, believed that emotions required rigidity of the muscles therefore be relaxed through relaxation, the person would not be able to experience fear anymore. During this time, therapist starts to neutralise fear starting from the least-fear arousing stimuli. Then allows counter conditioning.

Another method of treating phobias would be applied tension, developed by Ost along the lines of systematic desensitisation, this applies a slightly different logic. According to Ost, blood phobias induces the opposite reaction than that experienced in other phobias. There is a drop in blood pressure causing patients to faint. Therefore, Ost argued that by making the muscles rigid there is no drop in blood pressure and therefore no physiological arousal.
Examiner comment – good

(a) Any answer to this question requires a mention of two things: ‘phobia’ and ‘treatment’. The candidate includes the ‘treatment’ part when writing ‘mechanisms that help alleviate the anxiety such as medication’, but other than writing ‘fear of phobia’ there is nothing to say that the candidate understands what a phobia actually is. Just one mark out of two scored for this answer.

(b) The candidate’s first chosen treatment to write about is systematic desensitisation. There is elaboration beyond the term itself and the candidate outlines the treatment in good detail, showing awareness of the use of relaxation and the construction of an anxiety hierarchy. There is also detail about how the hierarchy works with the comment about neutralising the anxiety starting with the least fear arousing stimulus. There is sufficient accurate detail in this answer for two marks out of two to be awarded. The second treatment described by the candidate is that of applied tension. This answer describes what applied tension is accurately and unambiguously and the candidate understands not only what it is, but also how this phobia is different from most other phobias. There is no doubt that this answer is worth full marks.

Mark awarded = 5 out of 6

Example candidate response – average

Examiner comment – average

(a) This answer begins very well with the candidate stating clearly that ‘treating phobias is the process of a practitioner helping a patient’ and the awarding of full marks is confirmed when the candidate relates it to phobias by adding ‘the irrational and often extreme response that is automatically produced in response to single, specific stimuli, using either medicine or psychotherapy’.

(b) Phobias may be treated using either implosive therapy, which requires the use of systematic desensitisation, or anti-anxiety drugs such as Valium and Prozac (John and Jones, 1972).

Mark awarded = 4 out of 6
Examiner candidate response – weak

Examiner comment – weak

(a) The candidate begins by stating ‘phobia means fear of anything’ which is rather vague. The candidate then writes ‘which generates in a person by itself, genetically’ which implies that phobias are caused by genetics. Whether this is true or not is not important because this does not say what a phobia actually is, or how it can be treated, as the question requires. The next sentence ‘during the grooming of their childhood’ is in the same category as the former comment and is not relevant. Finally the candidate writes ‘phobias which can be treated, that is treating phobias’ firstly does not mean anything and secondly it is just re-writing the words of the question. This candidate knows that a phobia is a fear and so a single mark can be awarded.

(b) The first treatment to be considered is psychotherapy but there is no more detail after the term has been identified. The second treatment is ‘by asking questions’ but there is nothing which can be identified as any treatment. The question can again be asked about whether this answer is worth any marks. Following the same reasoning as part (a) the candidate does identify an appropriate treatment, that of psychotherapy. This is an appropriate treatment. One mark was awarded for this part of the question.

Mark awarded = 2 out of 6
Psychology and Abnormality

Section B Question 14

14 (a) Describe what psychologists have discovered about addiction and impulse control disorders. [8]

(b) “No single explanation of impulse control disorders is adequate.” Evaluate what psychologists have discovered about addiction and impulse control disorders and include a discussion about competing explanations. [12]

Mark scheme

<table>
<thead>
<tr>
<th>Section B: Essay question: (a) = 8 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>No answer or incorrect answer.</td>
</tr>
<tr>
<td>Definition of terms and use of psychological terminology is sparse or absent. Description is mainly inaccurate, lacks coherence and lacks detail. Understanding is poor. The answer is unstructured and lacks organisation.</td>
</tr>
<tr>
<td>Definition of terms is basic and use of psychological terminology is adequate. Description is often accurate, generally coherent but lacks detail. Understanding is reasonable. The answer is lacking structure or organisation.</td>
</tr>
<tr>
<td>Definition of terms is mainly accurate and use of psychological terminology is competent. Description is mainly accurate, coherent and reasonably detailed. Understanding is good. The answer has some structure and organisation.</td>
</tr>
<tr>
<td>Definition of terms is accurate and use of psychological terminology is comprehensive. Description is accurate, coherent and detailed. Understanding is very good. The answer is competently structured and organised.</td>
</tr>
</tbody>
</table>
### Section B: Essay question: (b) = 12 marks

<table>
<thead>
<tr>
<th>Evaluation (positive and negative points)</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
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<td>0</td>
</tr>
<tr>
<td><strong>Evaluation (positive and negative points) is basic.</strong></td>
<td>1–3</td>
</tr>
<tr>
<td>Range of points is sparse and may be only positive or negative.</td>
<td></td>
</tr>
<tr>
<td>Points are not organised into issues/debate, methods or approaches.</td>
<td></td>
</tr>
<tr>
<td>Sparse or no use of appropriate supporting examples which are peripherally related to the question.</td>
<td></td>
</tr>
<tr>
<td>Analysis (key points and valid generalisations) is very limited or not present.</td>
<td></td>
</tr>
<tr>
<td>Evaluation is severely lacking in detail and understanding is weak.</td>
<td></td>
</tr>
<tr>
<td>There is no mention of the issue stated in the question.</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation (positive and negative points) is limited.</strong></td>
<td>4–6</td>
</tr>
<tr>
<td>Range of points is limited. Points hint at issues/debates, methods or approaches.</td>
<td></td>
</tr>
<tr>
<td>Poor use of supporting examples.</td>
<td></td>
</tr>
<tr>
<td>Analysis (key points and valid generalisations) is sparse.</td>
<td></td>
</tr>
<tr>
<td>Evaluation is lacking in detail and understanding is sparse.</td>
<td></td>
</tr>
<tr>
<td>The issue stated in the question is addressed according to mark scheme requirements for this band.</td>
<td></td>
</tr>
<tr>
<td>If the issue stated in the question is not addressed, maximum 6 marks</td>
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</tr>
<tr>
<td><strong>Evaluation (positive and negative points) is good.</strong></td>
<td>7–9</td>
</tr>
<tr>
<td>Range of issues/debates, methods or approaches is good and is balanced with some organisation.</td>
<td></td>
</tr>
<tr>
<td>Good use of appropriate supporting examples which are related to the question.</td>
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</tr>
<tr>
<td>Analysis (key points and valid generalisations) is often evident.</td>
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</tr>
<tr>
<td>Evaluation has good detail and understanding is good.</td>
<td></td>
</tr>
<tr>
<td>The issue stated in the question is addressed according to mark scheme requirements for this band.</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation (positive and negative points) is comprehensive.</strong></td>
<td>10–12</td>
</tr>
<tr>
<td>Selection and range of issues/debates, methods or approaches is very good and which are competently organised.</td>
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</tr>
<tr>
<td>Effective use of appropriate supporting examples which are explicitly related to the question.</td>
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<tr>
<td>Analysis (valid conclusions that effectively summarise issues and arguments) is evident throughout.</td>
<td></td>
</tr>
<tr>
<td>Evaluation is detailed and understanding is thorough.</td>
<td></td>
</tr>
<tr>
<td>The issue stated in the question is addressed according to mark scheme requirements for this band.</td>
<td></td>
</tr>
</tbody>
</table>
14 (a) Describe what psychologists have discovered about addiction and impulse control disorders. [8]

Syllabus:
- definitions, types and characteristics of addictions: Definitions (e.g. Griffiths, 1995); types e.g. alcoholism; impulse control (e.g. kleptomania, pyromania, compulsive gambling); physical and psychological dependence
- causes of addiction and impulse control disorders: Genetic (alcohol): Schuckit, 1985; Peters and Freedy, 2002; Biochemical: dopamine; behavioural; positive reinforcement; cognitive/personality
- coping with and reducing addiction and impulse control disorders: Behavioural e.g. token economy; aversion therapy (for alcoholism). Cognitive behaviour therapy (e.g. Kohn, 2000) for kleptomania

(b) “No single explanation of impulse control disorders is adequate”. Evaluate what psychologists have discovered about addiction and impulse control disorders and include a discussion about competing explanations. [12]

NOTE: any evaluative point can receive credit; the hints are for guidance only.

Evaluation of theory:
Internal strengths and weaknesses.
Theoretical issues: reductionism, determinism, ethnocentrism.
Supporting/contradicting evidence.
Comparisons and contrasts with alternative theory.

Evaluation of research:
Strengths and weaknesses of methods, sample, controls, procedure.
Evaluation of and comparisons and/or contrasts with alternative methodologies.

Evaluation of issues and debates: Any relevant debate can be raised, such as qualitative versus quantitative data, snapshot versus longitudinal studies, extent of ecological validity, nature versus nurture; freedom versus determinism; reductionism versus holism. Issues can be raised such as ethics, validity, ethnocentrism, effectiveness, application to real life.

Named issue: competing explanations. Candidates should compare and/or contrast the different explanations of addiction and impulse control disorders.
19.

(20)

Addiction, according to Griffiths (1995), is a repetitive habit pattern that usually increases the risk of disease and personal/social problems due to lack of control. It is often associated with immediate gratification and delayed deleterious effects. Impulse control disorder is often characterized by compulsive, irresistible urge to carry out unacceptable behaviour to relieve tension. Alcoholism is the physical and psychological dependence resulting in compulsive use of alcohol, to which the compulsive behaviour to take alcohol, which Kleptomania is an irresistible urge to steal things that are sometimes not of much significant value from others. Pyromania is a condition which involves deliberately setting up fires to relieve tension. Compulsive gambling is an impulsive urge to gamble in order to gain a thrill or ‘pleasure’ sensation.

The genetic model shows how genes could play a role in addiction. For eg. Schuckit (2006) found relatively less body sway in participants with a family history of alcoholism after taking alcohol shows that there is some adaptation in body due to genetic influence. Peters & Preedy (2009) also show the difference in organ structure & metabolism in alcoholics compared to non-alcoholics.

The biochemical explanation states that excessive dopamine levels present result in thrill-seeking & the ‘pleasure’ sensation. → P.T.O.
The behavioural model shows how positive reinforcement could bring about impulse control disorders. For example, winning once after gambling will result in compulsive gambling as the person has been rewarded once, so tend to repeat the behaviour more.

The cognitive model states that several personality types are more likely to be addictive. For example, anti-social, person-in-thrill-seeking personalities & extraverts are more likely to be addictive.

Token economy could be used to treat addictions & impulse control disorders. For example, the person can be positively reinforced by a reward whenever the person shows a desirable behaviour or doesn’t show any compulsive behaviour.

Aversion therapy is where an unpleasant substance is paired with the undesirable behaviour. It is used mainly to treat addictions such as alcoholism. For example, emetic is given whenever an alcoholic drink is taken, which will make him throw up.

Cognitive-behavioural therapy is another option. For example, Kohn (2000) focuses on replacing the irrational, false, unhealthy beliefs in people with more healthy, rational ones, in people with kleptomania. This is more effective as they may suffer from trauma/depression as well.

Also, covert sensitisation is used in combination with CBT, where the person imagines stealing, getting & the negative consequences he has to face.
There are various implications regarding the different definitions & treatment.

A question arises as to whether to what extent a person should perform an impulsive behaviour to be called abnormal. For e.g., certain people when caught stealing claim to be NGRI’s, claiming for kleptomania. The problem arises as to how to properly identify whether it is an impulse control disorder or it was an intentional act, which is a drawback of most of these explanations. Furthermore, is gambling going to be considered an abnormal all the time or to what extent? For e.g., it would lead to labelling even or 'Stigma', resulting in self-fulfilling prophecy in a gambler.

Many treatment for addiction & impulse control disorders are found to be effective as it involves combinations. For e.g., CBT by Kohn (2000) is accompanied by covert sensitisation, restructuring & also includes homework, which improves its effectiveness & usefulness.

However, certain treatments may have ethical implications. For e.g., aversion therapy for alcoholics causes significant distress & harm to participants, as it is uncomfortable to throw up. So it should be ensured that informed consent is obtained when carrying this out.

When focusing on the explanations, they could be evaluated using the nature–nurture debate.

Nature view explains the genetic model as it shows how these addictions & impulse control disorders could be inherited. For e.g., Shurin (1985) shows how alcoholism could run in families. However, there is a problem in generalisability. Furthermore, a question would arise about the environmental issue as to what if alcoholism arises due to peer pressure.
Examiner comment – good

(a) The candidate begins this answer with a mention of Griffiths (1995) who has six features to explain all addictions, but the candidate does not refer to these. Instead the candidate outlines some general features and ends the paragraph with the names of a few impulse disorders. The second paragraph is devoted to explaining the genetic model of alcoholism and the appropriate work of Schukitt is mentioned. The next paragraphs provide an outline of the biochemical, behavioural and cognitive models. This is good because most candidates tend to simply describe various problems without addressing the causes at all. This candidate then goes on to focus on which various problems can
be treated and there are paragraphs on token economy, aversion therapy and cognitive-behaviour therapy. The details of each of these are generally correct. There could be more detail about everything mentioned; each explanation could have more examples and each treatment could be more closely related. However, there is reasonably good detail here and the candidate has covered types, explanations and treatments; an appropriate range. The answer does have good use of terminology used throughout and relevant studies are quoted. This answer scores seven marks out of eight.

(b) The candidate begins this evaluation section by raising the question about what should and what should not be labelled as abnormal. Some good points are made. The candidate then evaluates treatments, first suggesting that they are useful, but then moving to mention the underlying ethics of them. In another paragraph the candidate opens debate related to nature and nurture and in one paragraph brings in the biochemical model and reductionism. This issue is well done because in the following paragraphs the personality type and behavioural explanations are considered. What the candidate is doing here is answering the question. One of the issues to be discussed in this question is ‘competing explanations’ and that is exactly what the candidate does in the latter half of the answer. However, the answer starts with other issues too, and this is exactly what a good evaluation should do. The answer is entirely evaluative and a lot of understanding is shown. This answer could have given more advantages and disadvantages of various issues considered. The answer is worth nine marks out of 12.

Mark awarded = 17 out of 20

Example candidate response – weak

14 a) Psychologists have discovered various things about addiction and impulse control disorder. There are various kinds of addiction and impulse control disorder. Examples include kleptomania, compulsive gambling, alcohol consumption.

Kleptomania is a non-controllable tendency to steal. Kleptomanic patients can’t help themselves and are even if they too can afford the things they want the will still steal.

Compulsive gambling includes an uncontrollable tendency to gamble even if they don’t want to. Compulsive gambling makes people think about it day and night. Even when other say that it is, despite taking the are having such uncontrollable urge, they deny it.

Alcohol consumption is sometimes hereditary. Children of alcoholic parents tend to tend to be less intoxicated when consumed a lot of alcohol, compared to those children with non-alcoholic parents.
Examiner comment – weak

(a) The approach taken by the candidate is to simply describe the different types of addiction/impulse control disorders. What follows this is a sentence on kleptomania, a sentence on gambling and two sentences on alcohol consumption. In each description there is the view that the behaviour is out of the control of the person and in relation to alcohol consumption only a hereditary view is mentioned. There is very little expansion on anything in this answer: no characteristics of addiction, and no theories beyond a brief reference to alcohol addiction. This basic answer scores three marks out of eight.

(b) The candidate begins this evaluative section with a repetition of what was written in part (a) regarding alcohol consumption and children. This scores no marks. The candidate then begins to describe ways of managing addictions and mentions rehabilitation for alcoholics and cognitive behaviour therapy for kleptomania and compulsive gambling. There is just one instance of evaluation in this answer and it is where the candidate begins a sentence with ‘however, it depends’ and this is adding a basic comment about the quality of rehabilitation.

Mark awarded = 5 out of 20
Example candidate response – weak

(a) Addiction and impulse control disorder both come from either either a genetic and strain of the substance part to abuse our abuse of the substances themselves. Impulse control disorder can be related to OCD in the sense that with addiction and impulse control disorder it's hard to stop yourself doing what you may be doing. Not all addictions are bad, but due to the fact that substance abuse can become addiction it is the need for people to feel what they get from the addiction to soothe themselves. The addiction through substance abuse would come from chemicals as such realized when the substance is taken. This would increase the need for such an substances so as to continue taking it to make yourself better and feeling much comfortable.

Mark awarded = 2 out of 8

(b) Different theories and addiction and impulse control disorder can be debated as there are many factors that could affect behavior and addiction, especially to what extent the social situation of the person would be a factor as different socioeconomic classes may be more prone to such abnormality. The person’s culture as well as upbringing may contribute too as they may be less prone to dealing with certain addiction.

Mark awarded = 3 out of 20

Examiner comment – weak

(a) The candidate begins by suggesting that addiction and impulse control disorder are genetic or ‘abuse of the substances themselves’. There is the claim that impulse control disorder (ICD) is related to OCD in that both are hard to stop. The candidate then claims that not all addictions are bad, but the evidence for this claim is unclear. Next the candidate claims that addiction to substances may come from the chemicals within substances, and this is correct but no example, such as nicotine and smoking, is given. The answer makes some relevant points, but overall is very basic and lacking in range, depth and detail. For this answer a mark of two out of eight is awarded.

(b) The candidate is quite right when he or she states that different theories can be debated and many factors should be considered. The candidate goes on to say what these factors are, namely socioeconomic class, culture and upbringing.

Mark awarded = 3 out of 20
Psychology and Abnormality

Section C Question 15

15 You are a practising psychotherapist and you know how to treat patients and the underlying causes of disorders. One of your patients is a male who has a fear of women.

(a) Describe the main features of psychotherapy. [6]

(b) Suggest how you would use psychotherapy to help your patient to resolve his fear of women. [8]

Mark scheme

15 (a) Describe the main features of psychotherapy. [6]

Syllabus:
- treatments of abnormality: Treatments derived from models: biological/medical; psychotherapies; cognitive-behavioural. Effectiveness and appropriateness of treatments.

Expansion:
- psychoanalytic psychotherapy encourages the verbalization of all the patient's thoughts, including free associations, fantasies, and dreams, from which the analyst formulates the nature of the unconscious conflicts which are causing the patient's symptoms and character problems.

(b) Suggest how you would use psychotherapy to help your patient to resolve his fear of women. [8]

In this question part candidates are free to suggest any way in which the assessment request could be investigated. This may be in the form of a number of suggestions for research, application or development of a theoretical approach, or it may be that candidates design their own study to investigate the assessment request. Such an approach can include any appropriate method. Each answer should be considered individually as it applies to the mark scheme.
Example candidate response – good

Freud is said to be the father of “psychotherapy”, as it is derived from the “psychodynamic model”. This model argues that phobias are a result of a neurotic conflict, conflict between the ID, Ego and Superego, or a result of being fixated at a psychosocial stage, anal, phallic, latency, genital, in their childhood due to a conflict.

The main features of psychotherapy are identifying issues, seeing the conflict in us, by bringing the unconscious into the conscious. There are beliefs that sometimes conflict are too painful to deal with in real life and so an individual is able to escape by repressing their thoughts and fears into the unconscious to cope with them, though they are sometimes expressed in different forms or the individual’s behavior, or dreams or perhaps even a phobia.

Another feature is that it involves only the therapists’ interpretation, but the participation of the individual, their ability to express and open up is very crucial. Moreover, it may take many months before the individual feels comfortable opening up.

Therefore in recap the main features are, the belief that the conflict is either due to the internal forces or a conflict faced in childhood. That the conflict remains repressed into the unconscious but with effort can be
b) Psychotherapy was I predominant treatments; Hypnosis, Dream interpretation and Free association. Therefore I'd use all 3, and start with Hypnosis.

By the using Hypnosis, I'd first be able to bring the individuals' repressed conscious thoughts/concerns and fears into the conscious, so as to identify the root of the conflict itself. This may require many sessions, and I would take this long, as even Freud abandoned it, because the patients denied the accuracy of what they revealed during these sessions, and that the revelations were too "precarious" and "painful." Therefore, I'd also use more dream interpretation.

According to Freud, things which happened during the day were repressed childhood memories, and because the individual is too afraid to face the conflict, they are expressed symbolically in the form of dreams. The actual content of the dream is known as "manifest content" and the symbolic or interpreted form is known as latent content. Each and everything, even a small part of the dream revealed concerning the individual's situations was trying to present.

Therefore by using Hypnosis, I'd try and identify the root cause of the patient's which may have taken place in the individual's childhood. Then, I'd use dream interpretation to understand what the individual's mind was trying to signify in the present.

Lastly, I'd use free association. This is when my patient would lie on a couch, and I would ask them to think of everything which came to mind, regardless
If I feel there is deeper meaning, I may interpret an avenue for new associations to discuss. This would be most effective as Freud believed that every individual has a defence mechanism. With time and practice, his issues could be bypassed. Once the patient begins to work on their issues, I'd be certain that we were near the cause of the fear of women, so the ego does not wish to give it up.

In this way, I'd have 3 different ways to look into the individual's fear of women and by exploring the original, set them free.

A great example of this is little Hans, his fear of horses was displacement of his desire for his father, but in fear of punishment, he projected it to a less threatening figure, in the same way my patient could be displacing and projecting a fear onto the horse, because an association he made in childhood to women, just as he also found the "blackbird" on the horses' mouth was associated with his father's moustache.

Likely, it could be a case of intra-psychic conflict and simply recent formation. Perhaps my patient only thinks he fears women when actually this could be reaction formation time taking this chance because his ego in strong and superego is very strong, and so the experience of guilt and shame when looking at women, merely suppressing it, sexuality, to return his scriptures.

Either way, the treatment and explanations all put together would mean a very effective treatment to help my patient understanding why the fear women
Examiner comment – good

(a) This answer is excellent. It is detailed, shows understanding and has all the right terms and concepts. It answers the question specifically and scores the maximum six marks.

(b) The candidate begins part (b) with three treatments used by psychotherapists: hypnosis, dream interpretation and free association and already the candidate has impressed with this knowledge. The candidate then suggests how hypnosis could be used. This could be related more to the question. The next paragraph moves on to a consideration of dream interpretation and again what is written here is really good, it just needs relating more to the question, mentioned only briefly in the last sentence of the paragraph. The third paragraph sees the introduction of free association, followed by the next paragraph where defence mechanisms are brought in. The case study of Little Hans gets a mention next and in the final paragraph intra-psychic conflict and reaction formation are introduced. In so many ways this is an excellent answer and for an A Level candidate the knowledge and understanding shown are very impressive indeed. However, to what extent is the candidate describing and to what extent is the candidate suggesting how all the different ‘therapies’ can be applied to the situation presented in the question? Information does have to be used to answer the question and as this is not done all that often except for a brief mention, the candidate scores seven marks out of eight.

Mark awarded = 13 out of 14
Psychotherapy refers to treating patients psychologically. Doing some form of therapy to remove one's fear. A therapy can either be in the form of experiments or doing an experiment on a person to show him that the particular thing will not harm him/her. Psychotherapy can also be in the form that forcing someone to believe that the particular thing or situation will not harm. Making him to see the man who are living with a woman are not harming themselves and both are happy together.

Psychotherapy aims to remove one's negative thinking patterns and structures and he should be learned to behave normally.

Psychotherapy can be in a form of 'medication'. A person may have inherited his fear of women from his blood relation. It could be his genetics which may be difficult to remove as it is a natural way of disease. Secondly, it could take the form of 'cognitive', which refers to thinking patterns, thinking behavior and thinking structures. The negative though can be removed by forcing him to believe that there are skills many men who choose to live with a woman and they are indeed positively affected.

Third way in which a person can be treated refers to in a 'behavioral way'. This refers to learning behavior associated with disease. A person should be made to live with a woman or he should be made to interact with her to make him see himself that he will not be affected in a negative way. He should do this to make him behave normally. Another way is defined as 'humanistic', a person
Examiner comment – weak

(a) The candidate does not start the answer all that well because ‘treating patients psychologically’ is vague and so is the comment ‘removing one’s fear’. Even more vagueness is introduced when writing ‘the therapy can be in the form of an experiment’ because psychotherapy is not based on experimentation. The candidate writes some logic in the statement ‘the particular thing not harm him/her’ but this is written twice and there is still nothing that indicates that the candidate knows what psychotherapy is. The last paragraph is very ambiguous. It is unclear what ‘making him to see the man who are living with a woman are not harming themselves and both are happy together’ actually means. Finally the candidate makes a point about removing negative thinking patterns which is true of cognitive based therapy rather than psychotherapy. This answer has no evidence at all that the candidate knows what psychotherapy is and so scores no marks.

(b) The opening paragraph appears to be suggesting that the fear of women is transferred genetically but then there is the realisation that this could not be treated. No marks so far. The next suggestion made is that the cause is ‘cognitive’ and therefore a ‘cognitive’ treatment is needed. There is still nothing to suggest knowledge of psychotherapy here. The third suggestion is that the fear could be learned in a ‘behavioural way’, followed by a ‘humanistic’ suggestion. Overall the candidate knows a little about a number of different approaches but the candidate shows no knowledge of psychotherapy and so scores no marks.

Mark awarded = 0 out of 14
Psychology and Organisations

Section A Question 17

17 (a) Explain, in your own words, what is meant by the term ‘behavioural theory of leadership’. [2]

(b) Describe two behavioural theories of leadership. [4]

Mark scheme

17 (a) Explain, in your own words, what is meant by the term ‘behavioural theory of leadership’.

Typically: this is as its name suggests and involves theories which looked at the actual behaviour shown by leaders to determine what behaviours were successful and what behaviours were not.

(b) Describe two behavioural theories of leadership.

Syllabus:
- theories of leadership: Universalist: great person theory, charismatic and transformational leaders. Behavioural: Ohio state studies (initiating structure and consideration), University of Michigan studies (task and relationship oriented behaviours).

Expansion:
- researchers at Ohio State University Halpin and Winer (1957) suggested initiating structure and consideration
- researchers at the University of Michigan identified task-oriented behaviours and relationship-oriented behaviours. This extended into Blake and Mouton’s (1964) Managerial Grid.

Marks: 2 marks for description of each theory.
Example candidate response – good

(a) The question asks for behavioural theory of leadership and the candidate has broken this down into parts. The first part provided by the candidate is a definition of ‘theory’ followed by a definition of leadership and then there is a concluding sentence with brings both of these components together to provide a very good answer that is worth full marks without any doubt.

(b) The candidate organises the answer into the relevant parts and this is useful because it is a reminder that the answer must include two parts. The first part in this answer is a description of the Ohio University theory and the candidate correctly describes ‘initiating structure’ and ‘consideration’. This answer scores two marks out of the two available. The second part sees the candidate describing the Michigan leadership study where the behaviours are broken down into those which are task-oriented and those which are relationship-oriented. Like the first, this answer has all the relevant components, has good detail, shows understanding and is unambiguously worth two marks.

Mark awarded = 6 out of 6
Example candidate response – weak

17. (a) Be based on the psychological definition. We know that behavioural theory assumed that the behaviours can be learned when people were simply shown to them or learned by conditioning operating, with the help of reinforcers and punishments.

Behavioural theory of leadership means that the behaviours of the leaders can be learned by the subordinates. Therefore the image and the behaviour of the leadership is crucial to establish the whole morale and appearance of the team.

(b) The leader could lead the team with the help of the reinforcers and punishments.

With the help of the reinforcers, the leader could lead the team towards the direction that he/she wanted the team to be aiming for by giving the team members rewards. When some team members did something that the leader would want to do, the members will be rewarded. This will motivate the members to do more things that the leader want them to do. The punishment will be given when the members performed wrongly as what the leader show them to do.
Examiner comment – weak

(a) This answer begins ambiguously because it appears that the candidate is writing about learning behaviours and indeed writes about ‘conditioning [classical?] and operating [operant conditioning?]’. The answer improves and starts to become relevant to organisations in the next paragraph, but here the candidate assumes that if the behaviour of the leader is learned by subordinates then this will improve the image, morale and appearance of the team. This is not quite what is meant by behavioural theory of leadership, but at least the candidate understands what a behavioural theory is and so this answer scores one mark.

(b) The answer to this question appears to be more of a suggestion than a description of the required two theories. In fact it is being suggested that one ‘theory’ is rewards and another is ‘punishment’ and all the candidate is doing is using knowledge of operant conditioning and applying it to organisations. There is nothing in this answer to suggest the candidate knows anything about behavioural theories of leadership or indeed anything about organisations at all. No marks can be awarded for this part.

Mark awarded = 1 out of 6
Psychology and Organisations

Section B Question 18

18 (a) Describe what psychologists have found out about motivation to work. [8]

(b) We can motivate ourselves or the job can motivate us. Evaluate what psychologists have found out about motivation to work and include a discussion of the issue of individual versus situational explanations. [12]

Mark scheme

<table>
<thead>
<tr>
<th>Section B: Essay question: (a) = 8 marks</th>
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<tbody>
<tr>
<td>No answer or incorrect answer.</td>
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<tr>
<td>Definition of terms and use of psychological terminology is sparse or absent. Description is mainly inaccurate, lacks coherence and lacks detail. Understanding is poor. The answer is unstructured and lacks organisation.</td>
</tr>
<tr>
<td>Definition of terms is basic and use of psychological terminology is adequate. Description is often accurate, generally coherent but lacks detail. Understanding is reasonable. The answer is lacking structure or organisation.</td>
</tr>
<tr>
<td>Definition of terms is mainly accurate and use of psychological terminology is competent. Description is mainly accurate, coherent and reasonably detailed. Understanding is good. The answer has some structure and organisation.</td>
</tr>
<tr>
<td>Definition of terms is accurate and use of psychological terminology is comprehensive. Description is accurate, coherent and detailed. Understanding is very good. The answer is competently structured and organised.</td>
</tr>
</tbody>
</table>
### Section B: Essay question: (b) = 12 marks

<table>
<thead>
<tr>
<th>Evaluation (positive and negative points)</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>No answer or incorrect answer.</td>
<td>0</td>
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</table>
| Evaluation (positive and negative points) is **basic**.  
Range of points is sparse and may be only positive or negative.  
Points are not organised into issues/debate, methods or approaches.  
Sparse or no use of appropriate supporting examples which are peripherally related to the question.  
Analysis (key points and valid generalisations) is very limited or not present.  
Evaluation is severely lacking in detail and understanding is weak.  
There is no mention of the issue stated in the question. | 1–3   |
| Evaluation (positive and negative points) is **limited**.  
Range of points is limited. Points hint at issues/debates, methods or approaches.  
Poor use of supporting examples.  
Analysis (key points and valid generalisations) is sparse.  
Evaluation is lacking in detail and understanding is sparse.  
The issue stated in the question is addressed according to mark scheme requirements for this band.  
If the issue stated in the question is **not** addressed, maximum 6 marks | 4–6   |
| Evaluation (positive and negative points) is **good**.  
Range of issues/debates, methods or approaches is good and is balanced with some organisation.  
Good use of appropriate supporting examples which are related to the question.  
Analysis (key points and valid generalisations) is often evident.  
Evaluation has good detail and understanding is good.  
The issue stated in the question is addressed according to mark scheme requirements for this band. | 7–9   |
| Evaluation (positive and negative points) is **comprehensive**.  
Selection and range of issues/debates, methods or approaches is very good and which are competently organised.  
Effective use of appropriate supporting examples which are explicitly related to the question.  
Analysis (valid conclusions that effectively summarise issues and arguments) is evident throughout.  
Evaluation is detailed and understanding is thorough.  
The issue stated in the question is addressed according to mark scheme requirements for this band. | 10–12 |
18 (a) Describe what psychologists have found out about motivation to work. [8]

Syllabus:

(b) We can motivate ourselves or the job can motivate us. Evaluate what psychologists have found out about motivation to work and include a discussion of the issue of individual versus situational explanations. [12]

NOTE: any evaluative point can receive credit; the hints are for guidance only.

Evaluation of theory:
Internal strengths and weaknesses.
Theoretical issues: reductionism, determinism, ethnocentrism.
Supporting/contradicting evidence.
Comparisons and contrasts with alternative theory.

Evaluation of research:
Strengths and weaknesses of methods, sample, controls, procedure.
Evaluation of and comparisons and/or contrasts with alternative methodologies.

Evaluation of issues and debates: Any relevant debate can be raised, such as qualitative versus quantitative data, snapshot versus longitudinal studies, extent of ecological validity, nature versus nurture; freedom versus determinism; reductionism versus holism. Issues can be raised such as ethics, validity, ethnocentrism, effectiveness, application to real life.

Named issue: individual versus situational explanations. An individual (dispositional) explanation for an event will look to some feature or characteristic of the person. A situational explanation will look at the wider context – the social group, the physical environment.
Psychologists have found various information about motivation to work.

First and foremost, they derived several motivation theories. Psychologists have come up with three needs theory of motivation, which explains that people are motivated to satisfy these needs. The needs theory are like Maslow’s needs of hierarchy, Alderfer’s ERG theory and McClelland’s achievement-motivation theory.

Maslow’s 5-tier needs of hierarchy states that there are 5 aspects that people need, which is physiological, safety, social, esteem and self-achievement. Physiological factors are like basic survival needs (food, water, air), safety needs (salary), social needs (interpersonal relationships), esteem (receiving recognition) and self-achievement (achieving one’s personal goals). Maslow stated that once the lower tier is achieved, there is no regressing. Alderfer’s ERG theory is about existence (Maslow’s physiological and safety needs), relatedness (Maslow’s social needs) and growth (esteem and self-actualization). The only difference in Alderfer’s theory is that he states that these 3 states: existence, relatedness and growth can co-exist, and there is regression and progression in these states.

McClelland’s achievement-motivation states that people are motivated for either achievement, position and affiliation. For example, a task-oriented person will work hard to achieve his goals (achievement) and status-oriented person will be motivated for achievement of high status to be looked up (position) and some people are motivated for interpersonal relationships (affiliation). To assess the type of motivation a person has, the Thematic Apperception Test (TAT) is used. This requires an individual to look at an ambiguous picture and then relate a story that it suggests.

Apart from the needs theory, psychologists have also discovered motivation theories to achieve goals. For example, the Latham and
Locke's goal-setting theory. This theory states that a goal has to be specific and clear before one is motivated. Also, the worker's commitment towards a goal must be high before they are motivated.

Another theory of motivation explains that people think rationally before they are motivated. The Vroom's VIE (Expectancy) theory is an example of this. 'V' stands for 'valence', which is the desirability of an outcome to an individual. 'I' stands for 'instrumentality', which is the perceived relationship between the performance and outcome. 'E' stands for 'expectancy', which is the perceived relationship between the effort and performance of a person. For example, a person is motivated to perform a job when the reward is valent, like a promotion. If he knows that putting a certain amount of effort allows him to complete his job (Expectancy), he will be motivated to achieve 'instrumentality'.

In conclusion, many people are motivated by different ways hence various theories of motivation exist.
b) The theories of motivation to work discovered by psychologists are useful, but to a certain extent, the theories were mainly created by Westerners based on the Western culture, so they might not be applicable to the Asians. Cultural differences exist, as Asians may be motivated by different factors, such as maintaining peace. Therefore, Asians may not be motivated by VIE theory, hence this theory is inapplicable to them, limiting the generalisability of this theory.

Besides that, some theories are reductionist. For example, the VIE theory of motivation by Vroom, suggests that people think cognitively, weighing the pros and cons of an action before they are motivated. However, some people do not care to think. They may make rash decisions, especially in a haste. Therefore this theory is not true based on these cases.

The TAT of McClelland's achievement-motivation theory has not questionable validity too. How does a relation of an ambiguous picture relate to the type of motivation a person has? There are many factors that result in motivation, not merely by evaluating a picture. This method has low validity, making its usefulness limited.

However, the rest of the motivation theories are useful. For example, a manager can apply Latham and Locke's goal setting theory in his company to motivate his workers. He can breakdown large challenging goals into smaller, achievable ones. For example, instead of a complex 4-month project, he can make it a simpler 16-week mini project breakdown. But how? Also, he must be clear and specific in his goals, and not just say "Do Your Best!" This theory is bound to increase motivation in his workers, making them achieve success. Hence the theories of motivation are relatable in everyday situations.
The individual versus situational explanations of motivation to work is pretty interesting.

This revolves around the individual differences in people. For instance, some people may be motivated by individual explanations. He might have been brought up to always target achievement, so intrinsic motivation such as success, praise and acknowledgement may work best to motivate him.

Also, people have individual differences in the job. Some may think job variety is interesting, because they get to deal with more challenges. However, some people may think it is a burden. Hence, some people are motivated by job expansion whereas some are not.

Situational explanations are also valid in explaining motivation. For example, the leader’s treatment towards his staff. If the leader is compassionate and some his workers have respect towards him, they are more likely to be motivated.

Extrinsic awards also have motivational factors. Pay increment, bonuses and profit sharing may increase motivation in people who engage of work.

However, sometimes individual and situational explanations of motivation come hand-in-hand. For example, someone may be motivated because of both intrinsic rewards (praise) and extrinsic rewards (salary). These cannot be. It is reductionist?
Examiner comment – good

(a) This candidate introduces what is to be included in the answer and it can be seen immediately from what is written that this answer has the potential to be a good one. The first theory to be considered is that of Maslow and the candidate describes this very well using accurate terminology. Half way through this paragraph Alderfer’s ‘ERG’ theory is introduced. The second paragraph brings in the work of McClelland and again, this is well written and shows good understanding. The third paragraph sees a mention of the work of Latham and Locke and in the fourth paragraph, rather than a need theory, the cognitive or rational theory proposed by Vroom is described. There are some complexities in this theory, but the candidate explains ‘V’, ‘I’ and ‘E’ very well. The answer has five different theories, it has good detail and the candidate understands what they have written. There could be more in the answer, but at this level, in 20 minutes, this answer is worth full marks.

(b) The candidate begins with comments about theories of motivation being ‘westernised’ and not applying universally, which is a good point. Reductionism is introduced in the second paragraph although it is not stated what reductionism is. In the third paragraph validity is brought in, and already the candidate is relating motivation to a third different issue. In the fourth paragraph the candidate is debating the usefulness or application of theories before going on in the second half of the answer to consider individual differences, situational explanations and at the end of the answer mentioning individual and situational explanations alongside reductionism. This candidate has engaged with a number of different issues and although there could be more about the actual issue and the advantages and disadvantages of issues, the candidate does relate the issues to motivation and uses examples very well. There is competence here with a candidate who can use issues flexibly and there is good detail in the answer. Overall this question part is worth eight marks out of twelve.

Mark awarded = 16 out of 20
Example candidate response – average

18. (a)

Psychologists have found out the types of rewards about motivation to work. The types of rewards are extrinsic rewards, intrinsic rewards, monetary rewards and non-monetary rewards. Monetary rewards are rewards in the form of material like extra bonus for the worker with the best achievement, a free trip to China for the best employee, pay, promotion and etc. Non-monetary rewards are rewards that are not in material form, such as promotion to a higher position in the company, giving more important responsibilities to workers with good performance, praise, recognition, appreciation (by praising him during the meeting), etc. Intrinsic rewards are like providing training to the workers so that they can develop to their full potential and giving them more control over their tasks or flexible hours to work etc. Extrinsic rewards are praises and awards like Best Employee Award.

Psychologists found out the need theories about motivation to work. The need theory is Maslow’s need hierarchy. There are 5 needs in this theory: physiological needs, safety needs, social needs, esteem needs and self-actualization needs. The needs are satisfied stage by stage starting from the basic need, that is physiological needs. Physiological needs means the survival needs like food, air and water for survival. The company should provide a suitable environment to work that provides food such as the cafeteria. The next stage is the safety needs, in which the workers have the need for protection from the threats and dangers. The company should provide medical insurance and health insurance to assure the workers that they are well protected. The next stage is social needs, in which the workers have a need for affection and a sense of belonging. They need to store for friendship. Thus, company trips and company dinners should be held to let the workers bond with each other and build up their good relationships. The next stage is self-esteem needs, in which the workers have the need to be respected, appreciated and recognized. Awards like Best Employee of the year should be awarded to employees with good performance as recognition of their effort. The last stage is self-actualization needs, in which the workers have the need to develop to their fullest potential. Trainings should be provided to let the workers improve and giving them a sense of control.
Examiner comment – average

(a) This candidate begins with a description about types of reward and links these to intrinsic and extrinsic motivators. There is a good use of examples and the candidate understands what he/she is writing. The second paragraph considers theories of motivation but then the candidate chooses to describe just one theory in significant detail and the theory is the need theory proposed by Maslow. This approach is quite common, and the assumption is that the only theory ever published is that by Maslow. Credit for this answer can be given for depth and detail, but there is no awareness at all that there are other theories which are just as valid, so there are very few marks for range in this answer. Reference to the syllabus will reveal all the other things which could have been included. Despite the detail, an answer which considers no more than one theory will never achieve the top mark bands and this answer, because of the opening paragraph on types of motivation scores four marks out of eight.

(b) The candidate begins with a mention of individual differences and this is related quite well to achievement and task orientation. In the second paragraph the candidate brings in situational factors but there are two problems here: (i) the ‘situation’ paragraph is largely descriptive rather than evaluative and (ii) it is written in total isolation from the first paragraph. This means that there is no understanding of the individual and situational explanations. The final paragraph returns to Maslow and a comment is made that ‘all workers have the same needs’ and later ‘that there are individual differences in needs’, which is just about evaluative. Overall, there is not very much evaluation here and the candidate hasn’t really engaged with the named issue or indeed with any other evaluation issue that could have been applied. This is a basic answer which scores three marks out of twelve.

Mark awarded = 7 out of 20
Example candidate response – weak

<table>
<thead>
<tr>
<th>18(a)</th>
<th>Psychologists have found out that motivation can be brought up in a person when they/they is completely satisfied with the job and they/they knows the work. Or the person wants to learn the work and they/they is mentally ready for that.</th>
</tr>
</thead>
<tbody>
<tr>
<td>18(b)</td>
<td>Work always motivate a person but the first and main thing is the person should be motivated to that work as well. If there is not a will of person to work and not mentally ready that person can never be motivated quickly to do that particular work. In some cases a beginner on a work place when sees the seniors working around him and people on top and obviously the money provided by work motivates that person. But again the person was motivated before and the work gave a boost to his/her motivation.</td>
</tr>
</tbody>
</table>

Examiner comment – weak

(a) As can be seen from the answer, this candidate does not have very much to say about motivation at all. For anyone studying Organisations the topic area is fundamental and is one of just eight essays that might appear on an examination. In the answer there is a hint of job satisfaction and a comment about learning work and being mentally ready, but really there is nothing here that could be attributed to motivation. No marks can be given for this part (a) answer.

(b) The candidate begins with the statement that ‘work always motivates a person’ and then goes on to say that a person might not be motivated if they are not mentally prepared. There is a comment about a beginner seeing seniors working and money providing motivation. These comments can be attributed to the topic of motivation, but they are descriptive and belong in part (a) rather than being evaluative. The candidate seems not to know much about motivation at all and also does not know the difference between description and evaluation. This question part also scores no marks.

Mark awarded = 0 out of 20
Psychology and Organisations

Section C Question 20

20 As the manager of a large organisation you are concerned that there may be bias in the personnel selection procedure.

(a) Suggest how bias might be avoided in personnel selection decisions. [8]

(b) Describe two personnel selection decision-making models. [6]

Mark scheme

20 (a) Suggest how biases might be avoided in personnel selection decisions. [8]

In this question part candidates are free to suggest any way in which the assessment request could be investigated. This may be in the form of a number of suggestions for research, application or development of a theoretical approach, or it may be that candidates design their own study to investigate the assessment request. Such an approach can include any appropriate method. Each answer should be considered individually as it applies to the mark scheme.

Most likely:
Riggio (1990) suggests six possibilities:
• use structured (formal) interviews;
• make sure that the interview and questions are job related;
• ensure there is a rating or scoring system for applicant responses;
• use trained interviewers;
• use a team of interviewers rather than just one;
• use the interview time efficiently.

Added to this, adherence to equal opportunities should be evident throughout.

(b) Describe two personnel selection decision-making models. [6]

Syllabus:
• personnel selection decisions and job analysis: The selection of personnel: decision-making (e.g. multiple regression, multiple hurdle and multiple cut-off models). Biases in selection decisions and equal opportunities. Job descriptions and specifications. Job analysis techniques (e.g. FJA and PAQ).

Expansion:
• multiple regression model: combines each factor statistically
• multiple cut-off model: applicants must obtain a minimum score on each factor to be successful
• multiple hurdle model: decisions made at various stages (e.g. end of day 1 if interview is two day or even short-listing for interview.

Marks: 3 marks for description of each model.
Example candidate response – good

20(a) There is bias in personnel selection is supported by the studies of Grawe and Powell who showed that female selectors preferred selecting female applicants than males and that male selectors did not show much biasness. Another work by Amabile and Doyle (2001) showed that black selectors preferred selecting black applicants and white selectors preferred selecting white applicants even though their qualities and experiences matched.

There are many ways through which bias in personnel selection decisions can be avoided. One way is to use psychometric tests to assess the knowledge, skills, and abilities of applicants. Psychometric tests reduce bias greatly because they test the same skills and ask the same questions from all the applicants and so the results are very fair. Then those who scored high on tests can be selected or short-listed without any personal bias of the selectors. Although gender difference and looks or attitudes of people have no effect on psychometric tests, these tests can be a bit biased in the sense that usually people with better language skills score high on these tests and where language is not a pre-requisite, these tests are biased. Also minority ethnic groups are also a bit disadvantaged so care must be taken while using these tests. Biasness also occurs during selection interviews. Interviewers get impressed by the applicants' good looks and superior language skills and where these things are not necessary for the job, this is very unfair.
To reduce bias, Riggio (1990) suggested that interviewers must be trained to reduce personal bias and focus on the requirement of the job and whether the applicant meets the criteria or not. He also suggested that a panel of judges/interviewers is better in the sense that extreme views are neutralised and ethnic bias, gender bias and racial biasness can be reduced.

Riggio (1990) also suggested that we should make use of structured interviews in which questions are job related and pre-set so that every applicant is asked the same question and questions don't vary and interviewers don't "shift" away. This way results can be compared and fair selections made. A scoring system can also be employed in which answers to questions can be marked and interviewers can earlier decide which answers will be considered as adequate and which as a poor one. This is fair to all applicants and biasness can be avoided.

Employing all these methods together will collectively reduce bias greatly and selection decisions made will be very just and unbiased.

20. (b) One personnel selection decision-making model is the use of multiple cut-off points. In this model, various methods are employed to screen applicants, reviews of the curriculum vitae and academic qualifications, and using psychometric tests to assess different skill and attitudes of applicants. Selectors then set a minimum mark or minimum requirement which the applicant must score or possess in order to move onto the next stage of selection. For example, selectors can decide that applicants must have this much particular grade in academic grades and those who fulfill the requirement move onto next stage, rest are
Examiner comment – good

(a) This answer begins with a paragraph describing two types of bias and the candidate even provides the names of two studies to support what is described. There is no requirement in the question to do this, and it scores no marks at all. What is does do is that it creates a positive impression and in the context of the whole answer it does not take too much time or take away from the answer. In the second paragraph the candidate begins to go through a long list of the ways in which possible biases can be avoided. Psychometric tests are considered first and the crucial comment here is that they ‘ask the same questions from all the applicants’. Good understanding is shown with the comment that ‘people with good language skills do better on these tests’. Comments are made about minority ethnic groups, good looks and superior language skills. Again the candidate is describing biases, but then in the next paragraph introduces some of the suggestions made by Riggio (from the recommended reading list for Organisations). The candidate then describes having trained judges (or interviewers) having structured interviews and scoring systems so each applicant is treated fairly. This is a very thorough answer and scores eight marks out of eight.

(b) This question part requires a description of two selection decision-making models (three marks per model) and the candidate begins with the multiple cut-off model. This is described very well and in detail and scores three marks out of three. However, the multiple regression model is described in less detail and so is only awarded one mark out of three.

Mark awarded = 12 out of 14
Example candidate response – average

To avoid bias in personnel selection decisions, a “devil’s advocate” must be present to critically judge the decision made. This will reduce the illusion of invulnerability (groupthink) as people in a group may always think their decision is flawless.

Also, the interviewers must be aware of personal biases such as the halo effect (an entire good entity assessment just based on one good event) or recency effect (the priority of recent events, which place less priority on past events). When they are aware, they will be less likely to be bias.

Besides that, the interviewers must be trained. This will reduce interpreter bias in personnel selection decisions. For example, interviewers should prioritize a same factor in an applicant. A few interviewers should interview an applicant to reduce interpreter bias too.

Also, groupthink, which is the concurrent seeking tendency in a cohesive group which overrides the ability to make critical decisions should also be combatted. This can be done by separating the groups, and asking them to make individual decisions. This can reduce the illusion of unanimity.

Group polarisation should also be avoided in personnel selection. Group polarisation is the tendency of a group to make extreme decisions. To avoid this, the interviewers should critically state the reasons why he chooses an applicant.
Besides that, second chance meetings should be held, so that the interviewers can critically assess their decision on personnel selection decisions, avoiding previous biases that have been made. In second chance meetings, the interviewers may voice through out their more rational opinions.

All in all, there are many ways to avoid bias in personnel selection decisions.
Decision making models can be divided into two: one subjective method and one objective method.

Subjective methods used that commonly used is where supervisors collect all possible information of an applicant from interviews and then form a general impression of it.

There are 3 objective methods, which are multiple regression model, multiple cut-off model and multiple hurdle model. Multiple regression model is a compensatory model which combined all predictors of job success into a statistically procedure. In this model, high mark can compensate for the low mark in job predictors. For example, people who have low experienced of job may compensate with the high ability in mastering the job.

In multiple cut-off model, applicants are required to score above the cut-off point in order to be qualified. For example, a teacher may need to score above the cut-off point of transferring information clearly in order to become a qualified teacher. For multiple hurdle model, decisions are made by acceptance or rejection decision. If an applicant is rejected, then he or she would be automatically disqualified. For example, a police should pass their physical test in order to get into the next test. If they failed physical test, then he or she would be automatically disqualified.
Examiner comment – average

(a) After the opening paragraph the candidate mentions the halo effect and the recency effect and then comments on the training of interviewers to reduce ‘interpreter’ bias. To avoid groupthink the candidate suggests that individual decisions should be made. Group polarisation is also mentioned and here it is looking more like a ‘group decision-making’ answer (a different part of the syllabus) than a ‘personnel selection’ answer. There is nothing wrong with bringing in evidence from other areas, and indeed in many respects it shows higher-level skills. However it should only be done to add to or enhance the knowledge on the topic area already provided rather than replace it. In the final paragraph the candidate writes about ‘second chance meetings’ and it is unclear from this how it would actually relate to the selection of a candidate for a job. There are some relevant parts to this answer, but there is quite a lot that needs explanation to make it directly relevant to the question. It is unclear exactly what biases are being addressed. This response scores four marks out of the eight available.

(b) This candidate makes some general comments before moving on to consider ‘three objective methods’. The candidate then describes all three models and even though only two receive credit, there is sufficient knowledge, detail and understanding for the candidate to be awarded six marks out of six.

Mark awarded = 10 out of 14
Example candidate response – weak

(a) The candidate begins with the suggestion that the applicant should submit ‘a proper letter’ to show they are suitable for the job. The emphasis of this answer so far is wrong because the question is about bias on the part of the employer. In the second paragraph the answer improves slightly with the mention of a personality test, but this is to select the right job for the person, and again not a bias from the employer. In the third paragraph the candidate suggests that an interview should be done, but even here there is little awareness that bias may be shown by those interviewing. The candidate has a little knowledge that tests and interviews are relevant, but there is no evidence that the candidate has considered a number of biases in the selection process.

(b) The candidate did not attempt this part of the question.

Mark awarded = 2 out of 8
Introduction

The main aim of this booklet is to exemplify standards for those teaching Cambridge International AS and A Level Psychology (9698), and to show how different levels of candidates’ performance relate to the subject’s curriculum and assessment objectives.

In this booklet a range of candidate responses has been chosen as far as possible to exemplify good, average and weak answers. Each response is accompanied by a brief commentary explaining the strengths and weaknesses of the answers.

For ease of reference the following format for each component has been adopted:

Each question is followed by an extract of the mark scheme used by examiners. This, in turn, is followed by examples of marked candidate responses, each with an examiner comment on performance. Comments are given to indicate where and why marks were awarded, and how additional marks could have been obtained. In this way, it is possible to understand what candidates have done to gain their marks and what they still have to do to improve their grades.

Past papers, examiner reports and other teacher support materials are available on Teacher Support at http://teachers.cie.org.uk
Assessment at a glance

For the Advanced Subsidiary Level qualification:
Candidates take Papers 1 and 2. Both papers must be taken at the same exam series.

For the Advanced Level qualification:
Candidates take Papers 1, 2 and 3. Papers 1 and 2 must be taken at the same exam series, but Paper 3 may be taken at a later exam series.

<table>
<thead>
<tr>
<th>Assessment structure</th>
<th>Marks</th>
<th>Weighting %</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>AS</td>
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<tr>
<td><strong>Paper 1</strong></td>
<td></td>
<td>80</td>
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<tr>
<td>1 hour 30 minutes</td>
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<tr>
<td>Short-answer and structured essay questions, based on Core Studies</td>
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<tr>
<td><em>Section A</em>: 15 short-answer questions (60 marks)</td>
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<tr>
<td><em>Section B</em>: 2 structured essay questions (20 marks) with a choice of one core study from a list of three in each question</td>
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<td><strong>Paper 2</strong></td>
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<td>70</td>
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<td>1 hour 30 minutes</td>
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<tr>
<td>Structured essay questions</td>
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<tr>
<td><em>Section A</em>: 1 question on methodology with a named core study (25 marks)</td>
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<tr>
<td>1 question on approaches and perspectives, and issues and debates, with a named core study (25 marks)</td>
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<tr>
<td><em>Section B</em>: 1 question on approaches, issues and debates (20 marks) related to a number of core studies, from a choice of 2 questions</td>
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<tr>
<td><strong>Paper 3</strong></td>
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<td>3 hours</td>
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<td>Short-answer and structured essay questions</td>
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<tr>
<td>Candidates study 2 specialist options from a choice of 5</td>
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<tr>
<td>For each option chosen there are 3 sections:</td>
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<tr>
<td><em>Section A</em>: short-answer questions (6 marks)</td>
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<td><em>Section B</em>: 1 structured essay: topic areas (20 marks)</td>
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<tr>
<td><em>Section C</em>: 1 structured essay: applying psychology (14 marks), from a choice of two questions</td>
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</table>

Teachers are reminded that the full syllabus is available at [www.cie.org.uk](http://www.cie.org.uk)
Example candidate response – weak

Examiner comment – weak

This question asked for a description of two behaviours recorded in the Mann et al. study. The candidate identified only one appropriate behaviour (scratching) and this was only a partial answer. The candidate could have gone on to say scratching... ‘of the head, a self-manipulation’ as elaboration.

Mark awarded = 1 out of 4

Example candidate response – weak

Examiner comment – weak

This question asked for a description of two behaviours recorded in the Mann et al. study. The candidate identified only one appropriate behaviour (eye contact) and this was not elaborated with description, so was a partial answer. The candidate then mentioned fidgeting, but this was not a specific behaviour recorded by the observers.

Mark awarded = 1 out of 4
Example candidate response – good

2) Recall for the true events was very good as they were very detailed and had a high average of words. The clarity was also high roughly a mean of 4, which remained the same during the two interviews.

Examiner comment – good

This question had two parts, (a) (about true events) and (b) (about false events). Each of the candidate’s answers attempted to offer information about both recall and clarity.

In part (a) the comment about the recall of true events, relating to the number of words recalled, was just detailed enough and although the figure for clarity is incorrect, the candidate was correct in commenting that this stayed stable between the two interviews, so two marks were awarded in relation to part (a).

In part (b) the comment about recall was not clear enough and the data offered was not accurate enough. However, the comment about clarity was correct, so 1 mark was earned here.

Mark awarded = 3 out of 4
Example candidate response – average

2. The participants could recall the true events and were confident recalling them. Results on this were shown on a table using quantitative data. One participant even stated that she was looking at puppies at the time.

The participants some were not so sure on the true false memory and when asked to rate how confident they rated close to 1 or if not 1 on a scale of 1-5, 5 being very confident. One participant could not recall the the memory at all.

Examiner comment – average

This question had two parts, (a) (about true events) and (b) (about false events), each answer requiring information about both recall and clarity.

The candidate answered in relation to true events that the participants could recall the events, but then referred to confidence rather than clarity, so only earned one mark for part (a).

In part (b) the candidate referred to confidence, but ended with a useful comment about failure to recall false memories, so again earned one mark.

Mark awarded = 2 out of 4

Example candidate response – weak

2) (a) The recall of true events had the level of participants' confidence, and the clarity.

(b) The recall of false events

Examiner comment – weak

This question had two parts, (a) (about true events) and (b) (about false events), each answer requiring information about both recall and clarity. The candidate began with answer ‘stems’ but did not add content.

Mark awarded = 0 out of 4
Question 3

3 Baron-Cohen et al say that the Eyes Test only involves the first and not the second stage in the attribution of theory of mind. Describe both of these stages. [4]

Mark scheme

Stage 1: attribution
of relevant mental state (e.g. compassion)

Stage 2: inferring / inference
of content of that mental state (e.g. compassion for her mother’s loss)

1 mark for naming stage, 1 mark for describing x 2

NB: responding is the second stage of ToM, not of attribution, so is incorrect for (b), but may be part of the answer for (a)

Example candidate response – weak

3) The first stage of Theory of Mind is being able to tell what emotion that a person is showing by looking at their eyes. The second stage is being able to put yourself into other’s positions and understand what that person should be feeling in their situation.

Examiner comment – weak

This question asked for the two stages of attribution in the theory of mind. The candidate referred to identifying emotion as the first stage, which was correct even though it was not named as the attribution stage, so one mark was awarded here. The description of the second stage of attribution was incorrect, as ‘inference’ is about deciding the content of the emotion, so no marks were awarded for this.

Mark awarded = 1 out of 4
Example candidate response – weak

This question asked for the two stages of attribution in the theory of mind. The candidate did not name either stage, but attempted to describe the identification of emotion in others, so was awarded one mark for a partial description of the attribution stage. Their reference to ‘the second step’ is not taken to mean the second stage (which would be incorrect) but is ignored as there are steps to attribution itself.

Mark awarded = 1 out of 4

Question 4

Held and Hein (kitten carousel) used three main tests to assess visual-spatial discrimination. They also did several additional tests to check the status of peripheral receptors and responses. Describe two of these additional tests. [4]

Mark scheme

“the S. held in a standing position in a neckyoke and body clamp was light-adapted in the normally illuminated lab prior to observation....
visual pursuit of a moving object: elicited by E’s hand moving slowly across S’s visual field. pupillary reflex to light: change in pupillary size was then noted when a beam of light from a penlight was moved across the eye from outer to inner canthus [=corner of the eye]
tactual placing response: the S’s body was held in E’s hands so that its head and forelegs were free [as in the visual paw-placing test]. It was then carried to the edge of the table where the dorsa [tops/backs] of its front paws were brought into contact with the vertical surface of the table [and compared to the response of normals, which place the paws on the horizontal surface].

1 mark for naming / identifying test, 1 mark for describing x 2

NB: Pupils constrict / contract / get smaller to light. They do not dilate.
The incorrect tests are:
- visually guided paw placement to a horizontal surface
- visual cliff
- blink to an approaching object
Example candidate response – good

Two tests of the peripheral receptors were seeing if the pupil got small or not when light was shone into the kittens’ eyes. Another was seeing whether the kitten, when brought to a vertical side of a table, whether they put their paws to the horizontal surface of the table.

Examiner comment – good

This question wanted a description of two additional tests from Held and Hein’s study. The candidate provided a detailed description of the pupillary reflex, earning two marks. A second additional test, paw placement on a vertical surface, was also identified, but the description was not sufficiently detailed so only one mark was awarded for this.

Mark awarded = 3 out of 4

Example candidate response – weak

One of these tests was the response to light. The experimenter checked if a kitten would blink or wouldn’t blink. The normal kitten should blink to the strongest light. Another test was to see if the kitten would blink to an object going straight to their face.

Examiner comment – weak

This question wanted a description of two additional tests from Held and Hein’s study. Although the candidate appears to start well, mentioning “the response to light”, they did not then describe the pupillary reflex. Instead, the candidate provided a description of the blink reflex, one of the main tests so no marks were awarded for this question.

Mark awarded = 0 out of 4
Example candidate response – weak

They tested the kittens by placing them in a cylinder with the passive kitten strapped on to the machine, not able to touch the ground and control his movement and the active kitten strapped on but with flexibility which allowed the kitten to move. This test was to determine whether the passive kitten relies on movement in order to perceive depth and distance.

Examiner comment – weak

This question wanted a description of two additional tests from Held and Hein’s study. Although the candidate does have some knowledge of the correct study, they described the carousel apparatus rather than any additional tests, so earned no marks. The candidate could, for example, have described the pupillary reflex or visual pursuit tests.

Mark awarded = 0 out of 4
Example candidate response – good

5) Participants didn’t follow this aspect as most of them continued until 400 to which they believed they had “killed” the learner.

2

b) Milgram concluded that with a presence of an authority figure, subjects would obey almost all instructions by that authority figure.

Examiner comment – good

Part (a) of this question wanted to know the extent to which Milgram’s participants followed the moral conduct they had learned. The candidate correctly identified that they did not, and offered a good explanation which mentioned what the participants believed (although they could have alternatively mentioned the findings).

In part (b) the question wanted the conclusion Milgram drew from this. Here the candidate identified the role of the authority figure as central and provided just enough elaboration to earn two marks.

Mark awarded = 4 out of 4
Example candidate response – good

5) a) The participants did not show that they followed this aspect, because they did not stop giving shocks even though they thought they were ‘hurting the learner’.
b) Milgram concluded that people are likely to even cause physical harm when obeying an authority figure, even if it involves doing something that is morally wrong.

Examiner comment – good

Part (a) of this question wanted to know the extent to which Milgram’s participants followed the moral conduct they had learned. The candidate correctly identified that they did not, and offered an explanation which mentions what the participants did, and thought they were doing, so is just enough to earn two marks.

In part (b) the question wanted the conclusion Milgram drew from this. Here the candidate identified the role of the authority figure as central and provided just enough elaboration, by referring to obeying even when it causes physical harm. The remainder of their answer is irrelevant and is ignored.

Mark awarded = 4 out of 4

Example candidate response – weak

5) a) Milgram’s participants did learn anything because they were children who were not really interested.
b) Milgram concluded that moral conduct in children is due to what they see around them and that children are able of having morals.

Examiner comment – weak

Part (a) of this question wanted to know the extent to which Milgram’s participants followed the moral conduct they had learned. The candidate incorrectly identifies the participants as children and makes an irrelevant comment about children’s ‘moral conduct’.

In part (b) the question wanted the conclusion Milgram drew. Here the candidate again makes an irrelevant comment about children’s morals.

Mark awarded = 0 out of 4
Question 6

6 The study by Haney, Banks and Zimbardo was stopped early because of the negative effects of pathological prisoner syndrome. Describe two factors contributing to pathological prisoner syndrome. [4]

Mark scheme

Most likely (pp 94, 95-6 also p89):
- perceived loss of identity
  - name
  - dress etc
- arbitrary control of lives
  - invasion of privacy
  - constant surveillance
  - atmosphere of oppression
- dependency/emasculation
  - requirement for permission
  - belittling / punishment

Also:
- learned helplessness
- insulting
- threatening
- humiliating
- dehumanising
- “adopting attitude and behaviour which sanctioned their victimisation”

1 mark partial (statement of factor or example/description which identifies a factor), 2 marks full (description of factor) x 2

Example candidate response – good

6) A factor contributing to pathological prisoner syndrome would be depersonisation, in which was caused by prisoners being called by their 2D numbers. The other factor was the dependency on guards taking away the prisoners human rights. They did this by taking away toilet schedules and using it as a way of punishment by taking away basic human rights.

Examiner comment – good

This question wanted a description of two factors contributing to pathological prisoner syndrome. The candidate provided a good, succinct answer, identifying two factors (depersonalisation and dependency on the guards) and described them appropriately.

Mark awarded = 4 out of 4
Example candidate response – average

6) The “pathological prisoner syndrome” was shown to the dependency of the prisoners (e.g. they hardly ever did anything without guards’ permission) and obedience (e.g. they adhered to the guards’ rules that the toilet, rest and other facilities were not the right but privileges).

Mark awarded = 2 out of 4

Examiner comment – average

This question wanted a description of two factors but the candidate only identified one factor (dependency on the guards) and described this appropriately to earn two marks. The candidate then attempted to describe the arbitrary control the guards imposed (e.g. in relation to toilet privileges) but this is not clearly identified or described.

Example candidate response – weak

b. Pathological prisoner syndrome is when a prisoner is completely dehumanized and lacks self of individuality, they treat themselves as objects and no longer see each other as different people.

Mark awarded = 1 out of 4

Examiner comment – weak

In this answer the candidate appropriately identified one factor (deindividuation) but this was not expanded so only earned one mark. No second factor is suggested. The candidate could have gone on to describe another factor such as the arbitrary control the guards imposed or the dependency on the guards which the prisoners developed.
Question 7

7 From the study by Piliavin et al (subway Samaritans):

(a) Identify one independent variable that was manipulated by the experimenters. [2]

(b) Identify two dependent variables recorded by the observers. [2]

Mark scheme

(a) Identify one independent variable that was manipulated by the experimenters. [2]

IVs: type of victim (drunk / ill)
race of victim (black / white)
model (late / early or critical / adjacent)

1 mark partial, 2 marks full

For 'full' accept either a statement of the IV and a level (eg 'type of victim, eg ill') or both levels of the IV (eg 'black / white')

(b) Identify two dependent variables recorded by the observers. [2]

DVs: speed of responding
frequency of responding (= "level" / "whether" / "amount" "number" .... of)
race of helper

1 mark for each DV x 2

Example candidate response – good

7) One independent variable was the type of victim, he was either drunk or carried a cane.

6) The first dependent variable was the race of the helper. Another DV would be the speed of frequency of help given to the victim.

Examiner comment – good

This question wanted a description of one independent variable in part (a) and identification of two dependent variables in part (b). The candidate gave a very clear answer, correctly stating both the independent variable and its levels: the type of victim (drunk/cane) for part (a) so was awarded two marks.

In part (b) the candidate clearly identified two dependent variables, the race of helpers and the frequency or number of helpers.

Mark awarded = 4 out of 4
Example candidate response – average

1. The participants taking part in the experiment were in the condition as the I.V.

2. The condition the participant was in (weather, drunk or ill) as the D.V.

Examiner comment – average

This question wanted a description of one independent variable in part (a) and identification of two dependent variables in part (b). The candidate gave an irrelevant response about the participants so earned no marks in part (a).

In part (b) the candidate identified two dependent variables, time taken and race of helper, so earned two marks here.

Mark awarded = 2 out of 4

Example candidate response – weak

1. a) The independent variable was the speed of help

2. b) The dependent variables were the condition of the victim (drunk/sober) and the race of the victim.

Examiner comment – weak

This question wanted a description of one independent variable in part (a) and identification of two dependent variables in part (b). The candidate appears to have reversed these two ideas, but is awarded one mark in part (a) for ‘speed of help’ as this was the key to whether or not the model was introduced.

In part (b) the candidate identifies the two levels of the main independent variable, so earns no marks here.

Mark awarded = 1 out of 4
Example candidate response – good

8) It was a case study because all the information came from the person being studied. The other reason would be that the subject has no independent which could not be manipulated or could be but would be very unethical.

7) One disadvantage would be that the subject could conform to demand characteristics. This is shown when Hitte Hans’s father asked leading questions.

Examiner comment – good

Part (a) wanted two features that made this a case study. The answer to part (a) suggested that case studies investigate a single person by saying that ‘all the information came from the person being studied’. A second feature was that the situation couldn’t (or could not ethically) be manipulated, which is also correct.

Part (b) asked for a disadvantage of using the case study method in the context of this study and the candidate gave an appropriate answer about leading questions asked by Hans’s father and the extent to which this would cause demand characteristics. This was an elaborated response.

Mark awarded = 4 out of 4

Example candidate response – good

8) The case study method
7) It is a case study method because a person (Hans) had been observed for a long period of time.

8) The case study method, due to its small sample size (“parents, Hans”), does not represent the whole general population in his result (e.g. Hans was a little boy from Austria).

Examiner comment – good

Part (a) wanted two features that made this a case study. The answer to part (a) stated that case studies investigate one person and added a second point that the observation was conducted over a long time. This elaboration is relevant in this instance but is not, on its own, a defining characteristic of case studies. This answer was therefore awarded two marks.
Part (b) asked for a disadvantage of using the case study method in the context of this study and the candidate gave an appropriate answer about the problem of a small sample (just Hans) and the extent to which he may not have been representative.

Mark awarded = 4 out of 4

Example candidate response – good

Part (a) wanted two features that made this a case study. The answer to part (a) stated that case studies are done on one person and added a second point that they are in depth. These are the two key characteristics of case studies, so two marks were earned here.

Part (b) asked for a disadvantage of using the case study method in the context of this study and the candidate gave an appropriate answer about the problem of researcher bias. However, this was not elaborated in the context of Freud's study.

Mark awarded = 3 out of 4
Question 9

9 Describe two features of the sample in study 1 from Langlois et al (infant facial preference). [4]

Mark scheme

- 110 (reduced to 60: because of fussing/computer or equipment failure/experimenter error/mother looked at slides/1 month premature)
- infants (average age 6 months, 6 days or tested within 3 weeks of being 6 months old, healthy, middle class, full term)
- from Children’s research lab (University of Texas (at Austin))
- 35 boys, 25 girls
- 53 white, 5 Hispanic, 1 Black, 1 Asian (any 2 for 2 marks)

1 mark for naming/identifying feature, 1 mark for describing x 2

Example candidate response – good

9] The sample was originally 110 but became 60 as 50 were removed because they were fussing or were 1 month premature. They were male and female and from different races to see if this had any effect on how the faces were perceived.

Examiner comment – good

This question required two features of the sample in study 1 from Langlois et al. The first point made by the candidate was about sample size, that it was originally 110 but reduced to 60 due to fussing or being more than one month premature. This is ample elaboration for two marks. The second point was that there were both males and females. Since the candidate has already identified that they were infants, this is sufficient for another two marks.

Mark awarded = 4 out of 4
Example candidate response – good

This question required two features of the sample in study 1 from Langlois et al. The first point made by the candidate was that the sample consisted of infants, which was elaborated for two marks with the detail of age (six months old). The second point made was that they were mostly Caucasian. This is an unelaborated point, but is correct, so earns one more mark, making the total for this question three out of the possible four marks.

Mark awarded = 3 out of 4

Examiner comment – weak

This question required two features of the sample in study 1 from Langlois et al. The candidate, however, suggested criticisms of the sample, which is not relevant.

Mark awarded = 0 out of 4
Question 10

10 Describe two factors affecting children’s moral judgments that were investigated by Nelson. [4]

Mark scheme

- motive / outcome: eg good or bad reason for behaviour
- consequence: eg good or bad outcome from action (accept: if / whether it matches the outcome)
- presentation: (verbal only) / (verbal +) explicit / (verbal +) implicit (accept: ‘valence’, ‘why he threw the ball’)

1 mark for naming factor, 1 mark for describing × 2

Example candidate response – good

Children’s moral judgments are affected by both motive and outcome. This both would be what children base on right and wrong to outcome of events whether good or bad.

Examiner comment – good

This question concerned Nelson’s study and wanted a description of two factors affecting moral judgement that were investigated. The candidate’s answer contains a variety of information but is a little confused. However, the candidate identifies two variables, motive and outcome. Later the candidate refers to whether the outcome is good or bad, thus elaborating the outcome variable.

Mark awarded = 3 out of 4
Example candidate response – average

10. One factor was how the story was presented as the children that had the verbal only story didn’t rate the motive as just as okay. The other factor was age as the 3-4 year olds didn’t see the outcome as being important whereas the 6-8 year olds did.

Examiner comment – average

This question concerned the Nelson study and wanted a description of two factors affecting moral judgement that were investigated. The candidate identified the factor of how the story was presented, but the description here is unclear. The candidate then offered some information about results, in which they referred to the age comparison, so another partial mark was awarded here. The candidate also mentioned both outcome and motive, but none of these possible variables was expanded to give a two-mark explanation.

Mark awarded = 2 out of 4
Example candidate response – good

1) One participant dreamt of two people throwing tomatoes at each other. This dream consisted of mostly horizontal eye movements.

2) They concluded that little or no eye movements were dreams about looking at a fixed or distant object. For vertical eye movements, it was looking up at things e.g. basketball hoop.

Examiner comment – good

Part (a) wanted a description of a dream from the Dement and Kleitman study. The candidate appropriately described the ‘tomatoes’ dream and two marks were awarded here.

For part (b) the question asked about the conclusion about the relationship between dream content and eye movements. The candidate does not explicitly state that Dement and Kleitman concluded that there was a relationship, but makes that clear in describing both the effect on eye movements of dreaming about looking at fixed / distant objects (little/no movement) compared to dreaming about looking up at things (vertical movements) and illustrates this with an appropriate example.

Mark awarded = 4 out of 4

Example candidate response – good

1) a) One of the dreams was about two people throwing a tomato from one side to another (left to right).

2) The experimenters concluded about the relationship between dream content and eye movements because, for instance, in the tomato dream the left to right (and back) eye movements have been found to be as if the person inside was following the direction of tomato.

Examiner comment – good

Part (a) wanted a description of a dream from the Dement and Kleitman study. The candidate appropriately identifies the ‘tomatoes’ dream but it is not clear that the tomatoes were being thrown from one person to another and back (which is critical for the associated horizontal eye movements – although the candidate would not have to make this observation) so just one mark was awarded here.

For part (b) the question asked about the conclusion about the relationship between dream content and eye movements. The candidate stated explicitly that Dement and Kleitman concluded that there was a
relationship, and expanded on this by describing the effect on eye movements of dream content about following the tomato from left to right and back.

Mark awarded = 3 out of 4

Example candidate response – weak

Examiner comment – weak

Part (a) wanted a description of a dream from the Dement and Kleitman study. The candidate referred to the eye movements present in a dream without describing the dream, so they have not answered the question.

For part (b) the question asked about the conclusion about the relationship between dream content and eye movements. The candidate stated explicitly that Dement and Kleitman concluded there was a relationship, but did not describe the relationship.

Mark awarded = 1 out of 4
Example candidate response – good

12) They gained admission by organising an appointment and then complaining of hearing unclear and unfamiliar voices which said, 'thud', 'empty' and 'hollow', and were of the same sex.

Examiner comment – good

This question was about Rosenhan’s study. The candidate provided an answer to part (a) which gave ample appropriate detail, such as the pseudo-patients claimed to be hearing unfamiliar, same sex voices saying 'thud', 'empty' and 'hollow', so gained two marks.

Part (b) wanted to know what the participants did after they were admitted and the candidate provided a correct answer about behaving normally, and added further detail about no longer claiming to hear the voices and trying to convince the staff they were sane. This was a full response.

Mark awarded = 4 out of 4

Example candidate response – good

12) The pseudo-patients called the hospital complaining that they were hearing voices. Thud, bang and these are indicators of schizophrenia.

Examiner comment – good

This question was about Rosenhan’s study. The candidate provided an answer to part (a) which gave appropriate detail, that the pseudo-patients called the hospital and that they complained of hearing voices. This is sufficient for two marks even though the remainder of the answer is inaccurate.

Part (b) wanted to know what the participants did after they were admitted and the candidate provided a correct answer about acting normally, and added ample further detail about observing how things were run in the hospital and recording this in diaries.

Mark awarded = 4 out of 4
Example candidate response – good

(12) a) The pseudo-patients said that they had been hearing voices saying 3 words, all the time the same, such as "empty", "shallow".

b) After the pseudo-patients had been admitted, they stopped showing any symptoms and started to observe the behaviour and attitude of the staff members towards the patients, and made notes on their findings.

Examiner comment – good

This question was about Rosenhan’s study. The candidate provided an answer to part (a) which gave appropriate detail, that the pseudo-patients said that they had been hearing voices saying three words, that were always the same (even though their examples were not quite right).

Part (b) wanted to know what the participants did after they were admitted and the candidate provided a correct answer about behaving normally, and added ample further detail about observing the behaviour and attitude of the staff and taking notes.

Mark awarded = 4 out of 4
Question 13

13 From the study by Thigpen and Cleckley (multiple personality disorder):

(a) Identify two tests that were used. [2]

(b) Describe the results of one of these tests. [2]

Mark scheme

(a) Identify two tests that were used. [2]

- IQ test
- Rorschach
- memory test

(EEG is not a test)

1 mark per test identified x2

(b) Describe the results of one of these tests. [2]

Most likely:
- IQ: Eve white 110, Eve black 104 (EW and EB different / EW higher than EB = 1)
- Rorschach: Eve white repression, Eve black regression

1 mark partial, 2 marks full

Example candidate response – good

1) They did psychometric tests such as an IQ test. They also did projective tests like the Rorschach test (ink blot).

2) For the IQ test, Eve White and Eve Black were found to have different IQs. Eve White scored 110 and Eve Black scored 104.

Examiner comment – good

This question wanted two tests used by Thigpen and Cleckley in part (a) and the results of one of these tests in part (b). The candidate offered ‘IQ test’ and the Rorschach ink blot test. The candidate gave further detail by identifying the types of tests (psychometric and projective) which, although correct, was not necessary in this question.

In part (b) the candidate accurately reported the IQ scores.

Mark awarded = 4 out of 4
Example candidate response – weak

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B. In the study of multiple personality disorder, Eve was tested by using the ink blot test, where

another test done was hypnosis, this was done when they tried to remove both Eve white and black.

b. When the hypnosis was done it was unsuccessful and Eve Experiencing severe headaches and a small seizure.
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Examiner comment – weak

This question wanted two tests used by Thigpen and Cleckley in part (a) and the results of one of these tests in part (b). The candidate suggested the ’ink blot test’, earning one mark but went on to describe hypnosis, which is not a test, so they did not earn further marks in part (a). As their answer to part (b) also referred to hypnosis, the candidate did not earn any marks here.

Mark awarded = 1 out of 4
Example candidate response – weak

1a) Empathising is being able to put yourself in someone else's place and understand what they are going through.

1b) Females did better at the eyes test which suggest females are better empathisers than males.

Examiner comment – weak

Part (a) about the Billington et al study wanted a definition of ‘empathy’ and the candidate’s answer was too simplistic to earn marks, they needed to describe the ability to identify and respond to the emotions of others.

Part (b) wanted evidence that suggests females are better empathisers than males. The candidate correctly said that females ‘did better’ on the eyes test results but, without evidence to support the difference identified; only one mark could be awarded.

Mark awarded = 1 out of 4

Example candidate response – weak

1a) This is used by females mostly and it is the ability to understand someone else's emotions and judge what they are feeling.

1b) Females are better empathisers than men because of their more emotionally tuned than men are as results showed that more females were empathising.

Examiner comment – weak

Part (a) about the Billington et al study wanted a definition of ‘empathy’ and part (b) wanted evidence that suggests females are better empathisers than males. The candidate correctly outlined empathy as the ability to understand someone else’s emotions, but did not extend this answer to include responding to that emotion. In part (b) the candidate gave an anecdotal response about females being more ‘emotionally tuned’, which did not earn marks.

Mark awarded = 1 out of 4
Example candidate response – good

The participants were matched in two ways. One way was by matching gender. The other way was by age.

Examiner comment – good

This question concerned the Veale and Riley study. In response to part (a) the candidate suggested two possible ways the participants might have been matched, both correct.

Part (b) wanted two differences between the BDD and control participants in terms of behaviours in long mirror sessions. The candidate offered two correct suggestions, about behaviours of control participants which the BDD patients did not do, shaving and plucking hairs.

Mark awarded = 4 out of 4

Example candidate response – good

They were matched by gender and age. First of all, during the long sessions, controls have spent this time to do something useful, e.g., shaving, plucking hair, etc., whereas BDD patients looked at themselves to find some imperfections and judge themselves.

Examiner comment – good

This question concerned the Veale and Riley study. In response to part (a) the candidate suggested two possible ways the participants might have been matched, both correct.

Part (b) wanted two differences between the BDD and control participants in terms of behaviours in long mirror sessions. The candidate offered two correct suggestions, about behaviours of control participants which the BDD patients did not do, shaving and plucking hairs.

Mark awarded = 4 out of 4
Example candidate response – weak

Control group and BDD patients were matched.

During long sessions, spent in front of the mirror, patients would focus on one particular region of their body and would criticise it, and continue to make themselves feel bad about it. Even though the BDD patients did not like what they saw, patients could not get themselves to stop staring/gazing at themselves.

Examiner comment – weak

This question concerned the Veale and Riley study. In response to part (a) the candidate simply repeated from the question that the participants were matched, but did not identify how.

Part (b) wanted two differences between the BDD and control participants in terms of behaviours in long mirror sessions. The candidate attempted a description of the BDD patients’ behaviour, but this did not contain any useful information in relation to the question.

Mark awarded = 0 out of 4
Examiner comment – good

In this response, the candidate chose the Loftus and Pickrell study on false memories. The focus of the question was on two weaknesses. The candidate identified two appropriate weaknesses, ethical issues and ecological validity. The candidate then referred to two aspects of ethics, deception (lying to participants) and psychological harm (distress). These points were elaborated with accurate and appropriate description from the study illustrating why they were potential problems.

Whilst the level of description is good, gaining them seven marks, there is not sufficient detail to score in the top mark band. In order to gain more marks, the candidate needed to expand each weakness further. For example, having ethical issues as a weakness, the candidate could have given more detail about the nature of the deception about the role of their family member and the construction of the booklet or the extent to which they may have felt their privacy had been invaded.

Furthermore, deceiving participants may have the additional disadvantage of prejudicing views about psychology itself. This could have negative consequences for future participation in studies or the potential to benefit from psychological interventions if they were needed as the individual may be less willing to believe in the value of psychological help. The candidate’s expression was generally good, although there was some irrelevant material at the end of the essay.

Mark awarded = 7 out of 10
Examiner comment – average

In this question, the candidate chose the Loftus and Pickrell study on false memories. The focus of the question was on two weaknesses. The candidate wrote about two appropriate weaknesses, although these were rather vaguely identified as ‘related to methodology’ and ‘possible effects on participants’. In fact, the essay discussed several appropriate issues, e.g. a methodological one relating to the reduction in reliability as not all participants were interviewed face-to-face and an ethical one of potential psychological harm if the false memory elicited real ones which were distressing. This illustrates that these points were elaborated with accurate and appropriate description from the study, so the candidate earned 6 marks. However, there was not enough breadth to score further into the upper middle mark band. In order to gain more marks, the candidate needed to expand each weakness further. For example, different methodological issues and more ethical weakness could have been identified.

Mark awarded = 6 out of 10
In this question, the candidate chose the Maguire et al study. The focus of the question was on two weaknesses and the candidate identified three weaknesses about the sample, that the participants were all from the same region, were all male and were all taxi drivers. Whilst the last looks like it would not be relevant (since the aim of the study was to test taxi drivers) in fact the candidate argues effectively that they could have used other professions demanding good navigation. However, the coverage of each of the three weaknesses is quite superficial and although all three were marked, and the best two counted (the points about region and profession) the essay overall lacks depth.

The answer was not sufficiently detailed to score higher than the bottom of the second mark band, i.e. four marks. In order to gain more marks, the candidate needed to explain each weakness itself in more detail and to use more examples and/or more description of the problem related to the study to explain each weaknesses. For example, in identifying the region of the sample as a weakness, the candidate could have explained why drivers from other parts of the world may be different (perhaps because the traffic conditions are more or less demanding, the geography of the city is more or less complex, the size of the city differs or they are not required to pass a test).

Mark awarded = 4 out of 10
Examiner comment – good

Here the candidate chose to write about Tajfel’s study of intergroup categorisation. The focus of the question was on the advantages and disadvantages of laboratory experiments and the candidate’s response was appropriately directed, with the identification of two strengths (controls and quantitative data) and two weaknesses (low ecological validity and quantitative data). Note that the candidate uses the same point as both an advantage and a disadvantage and does so effectively, which is entirely acceptable.

The candidate made good use of Tajfel’s study to illustrate most of their points, although some are a little general, such as the first point about controls. However, this candidate gives an excellent outline of each of the advantages and disadvantages of laboratory experiments in the abstract, which is central to the essay, for example, explaining that controls matter to reliability and that quantitative data is easier to measure (yet hard to apply to real life) and the balance between advantages and disadvantages is reasonably good.

In order to access the top of the top band, the candidate could have given a little more description from the study to illustrate their argument. For example, describing how controls were implemented by ensuring that the boys did not know who was in each group.

Mark awarded = 8 out of 10
Examiner comment – good

Here the candidate chose the Demattè et al study about smells and facial attractiveness. The focus of the question was on the advantages and disadvantages of laboratory experiments and the candidate’s response was appropriately directed, with the identification of two strengths (controls and replicability) and several weaknesses (low ecological validity, exclusively quantitative data, demand characteristics, deception and that it is hard to generalise).

The candidate made good use of the Demattè et al study to illustrate their points, for example, referring to the standardisation of exposure to smells as a control and the problem of static faces being unrealistic. The balance between advantages and disadvantages is reasonably good, even though many more disadvantages are described, so they earned eight marks. In order to access the top of the top band, the candidate could have said a little more about why the features identified were advantages and disadvantages. For example, describing why else controls matter (to raise validity – by ensuring that only the variable being tested is changing), explaining why replicability matters in laboratory experiments (so that results can be verified) or why ecological validity matters (so that findings will generalise outside the laboratory setting).

The candidate should then have illustrated these issues with reference to the Demattè et al study, for example the findings about attractiveness may not be valid if participants only reacted that way because all they had was a static face and a smell. In real life we might be attracted by personality, what people say or how they behave.

Mark awarded = 8 out of 10
Examiner comment – weak

Here the candidate chose the Demattè et al study about smells and facial attractiveness. The focus of the question was on the advantages and disadvantages of laboratory experiments and the candidate’s response did attempt to focus on this objective unlike many at this level which tended only to consider the strengths and weaknesses of the study itself, so were irrelevant. This candidate identified evaluation points for laboratory experiments including an advantage of being able to conduct a pilot study and disadvantages of reduced ecological validity and demand characteristics (‘wanting to please the experimenter’). However, these were not necessarily related to the Demattè et al study, nor explained in detail, thus the essay lacked depth and breadth.

Mark awarded = 4 out of 10
Example candidate response – good

There is a clear definition of self report with many examples of different types of self report as well as strengths and weaknesses.

Mark awarded = 5 out of 5

Example candidate response – average

Marks were credited for ‘open-ended’, ‘questionnaires’ and ‘detail’ in the candidate’s response. The rest of the answer is not creditworthy as it is either incorrect or irrelevant to self reports.

Mark awarded = 3 out of 5
Example candidate response – average

1. (a) Self report is another way of gathering data in which responses of the person could be gathered.
   Questionnaire is a form of self report. Staff members could be given questionnaires from which their personalities could be judged. With the help of this data detailed information could be gathered but however it could be biased in some way. Giving inaccurate results for a questionnaire may lead real or a staff member to an answer in a particular way which they might not be thinking.

Examiner comment – average

Marks were credited for ‘questionnaires’, ‘detailed’ and ‘biased’. Candidates could receive marks for describing types of self reports as well as the strengths and weaknesses of this research method.

Mark awarded = 3 out of 5
Examiner comment – good

The candidate begins by giving a clear description of who the alternative idea will be conducted on. No indication of the sampling method is given so this candidate is limited to 8 marks. The response then goes on to how the self reports would be conducted which is the ‘what’ part of their response. Appropriate examples of questions are given which makes the method replicable. It is also clear from the response where the study is taking place. A very good answer that would be top band if the sampling method and an idea of how many participants would be given. Well focused on the question throughout.

Mark awarded = 8 out of 10
Examiner comment – good

The candidate does describe the ‘who’ part of the procedure although the sampling method is not given nor is the number of participants. A clear description of the questions asked is in the response and it can be implied from the response where the study took place. It is not entirely clear how the study was conducted. To improve, the candidate could describe if the questions were asked verbally or in writing and under what type of conditions (e.g. in a quiet room). This candidate remains focused on the question although the final paragraph of the response begins to evaluate which is not creditworthy in this part of question 1.

Mark awarded = 7 out of 10
Examiner comment – weak

This candidate is confused about the research method they are using and suggests an observation in their response which is not what the question has asked them to do. The candidate does give a description of the participants and indicates a questionnaire would be given.

The candidate then describes a study that is almost identical to Rosenhan and gives a confused description of an alternative idea at the end which again hints at a questionnaire being used.

As the candidate has described who the study will be done on and given an indication of the method four marks were awarded.

To improve, this candidate should focus on just the self report method and describe a fairly simple idea with a few examples of questions asked to the participants.

Mark awarded = 4 out of 10
concluding this study in different
states or one region could increase the
location validity of the study. Different hospitals
will have different mix of staff and patient in
clan of age, gender, ethnic background, this will
increase the population validity of the study.

However, one drawback will be the
study being torn in validity as the situation
giving out self report measures in such
an environment is not true to real life,
and may lead to demand characteristics,
with respondents giving out about the
exact aim and giving socially desirable
answers.

The data generated will provide
both in depth analysis and quantifiable data
which is easier to analyze and figure out.

The reliability of the study will be
high as all the staff will be given
some self report measures and patient answer
leading to consistent answer.

Examiner comment – good

The candidate begins with a very detailed discussion of ethics that does make some reference to the candidates study described in 1b. To improve, the candidate could have written less about ethics but referred more explicitly to their study.

Their second point about practicality of the study is excellent and does refer explicitly to their own study.

The candidate then goes on to give many more points about the strengths and weaknesses of their study. Similar to the comment about ethics, these are all good but do not refer to their study in enough detail.

The candidate does achieve nine out of 10 marks and could have achieved 10 out of 10 if a bit more detail on their own study had been given in their response.

Mark awarded = 9 out of 10
Example candidate response – good

One problem that could arise in practical terms is that this alternative study would take a lot of time to be completed and would be very time-consuming, taking 2 to 3 months to complete hence requiring utter determination by the experimenters.

Also, it would be too-cost not be cost-effective as going to 9 different states and publishing such a great number of self-reports would require a lot of funding.

One ethical issue arising would be that of confidentiality. The patients and staff would be giving valuable information about their hospital conditions and hence their names & positions would have to be kept in confidentiality.

Also, since the names of the hospitals would not want their hospital to have a bad name, full confidentiality would have to be provided to them and their hospitals after the study was over hence raising the ethical issue of confidentiality.

Also, the true aim of the study could not be told to the patients or staff or otherwise biased approaches would be gained hence affecting the result. This raises the ethical issue of deception as ethics require the participants to be told about the study before it starts.

Examiner comment – good

This candidate gives a number of good points and does sometimes refer to their own study explicitly. This response was given seven out of 10 marks because each of the evaluative points was quite brief. In order to achieve 9+ marks the candidate must give some detailed evaluation points that are clearly linked to their own study. To improve, this candidate would do better to make fewer points but discuss each in much more detail with the explicit links to their own study.

Mark awarded = 7 out of 10
There was an unbalanced sample as there were more males than females. This study was also unethical as there was deception i.e. the participants did not know the exact name also they were not debriefed in the end i.e. they were not told the exact aim and the fact that there was an experiment going on. There was no informed consent taken i.e. no permission from the participants. And lastly there were long term effects once you are labelled insane staff members will treat as if you were not there.

This study was both ethical and unethical in some way.

Examiner comment – average

This candidate makes many points and does give a very long response. However, most of the points are not creditworthy as they continue to refer to the incorrect research methods referred to in the response to question 1b or to an experiment.

However, some correct references are made to self reports with a hint at the candidate’s alternative self report as referred to in their previous answer. Five marks are awarded for this attempt at evaluation in particular the reference to replicability and demand characteristics.

Mark awarded = 5 out of 10
Question 2(a)

The study by Maguire et al investigated the brain activity of taxi drivers using scientific equipment to conduct physiological tests.

(a) What is meant by a physiological test? [2]

Mark scheme

1 mark partial, 2 marks full.

Involves using equipment – 1 mark.
Uses equipment to measure some aspect of our biology – 2 marks.

Example candidate response – good

Physiological tests are those tests which measure the brain processes and activity, homoeostasis and structure of a brain. This includes PET scans (Position Emission Tomography) and MRI scans (Magnetic Resonance Imaging).

Examiner comment – good

This is a clear and detailed response with both a definition and an example of a physiological test.

Mark awarded = 2 out of 2

Example candidate response – average

Physiological tests are close to see how our brain processes and works. For e.g. in Maguire study PET scan (Position Emission Tomography) was used to see the metabolic processes in our brain.

Examiner comment – average

The candidate gives a vague definition but a clear example.

Mark awarded = 1 out of 2
Example candidate response – average

Examiner comment – average

In this responses a vague definition is given and an unclear example of a physiological test in psychology.

Mark awarded = 1 out of 2

Question 2(b)

2 (b) Describe one control in the physiological tests used in Maguire et al’s study. [3]

Mark scheme

1–2 marks partial, 3 marks full.

Controls could include:
Sample.
Thinking tasks.
Equipment used.

The equipment (PET scan) was a control – 1 mark
The equipment (PET scan) was a control as the same piece of machinery was used on each
P – 2 marks
The equipment (PET scan) was a control as the same piece of machinery was used on each
P. Therefore the way the brain was scanned was identical for each P – 3 marks

Up to 2 marks can be given for features of the sample (except for taxi drivers). An
explanation of why these are a control needs to be given for 3 marks.

Example candidate response – good

Examiner comment – good

This is a clear and concise response. The candidate gives an accurate control used and explains why it is
used in the context of the study.

Mark awarded = 3 out of 3
Example candidate response – average

(b) One control in Maguire’s study was that all the 11 licensed drivers went through some topographical and non-topographical tasks. The procedure was same and they were also asked to repeat 2 four digit number in order to have valid scans.

Examiner comment – average

This is a clear description of the control and the fact that all participants experienced it is described by the candidate. To improve, the candidate needed to explain why this was a control to achieve full marks.

Mark awarded = 2 out of 3

Example candidate response – weak

(b) One control was that was used in the study was of condition, some participants could receive D be given PET scan test while some could not.

Examiner comment – weak

No marks were awarded to this response as the study did give PET scans to all participants as this was the control. The answer is incorrect.

Mark awarded = 0 out of 3
was done in a laboratory and hence there was extremely low ecological validity as the sample was not familiar with this location. This could have caused some brain parts to be activated hence being wrongly detected by the PET scans hence as being used for the tasks.

Also, since the study was conducted in a laboratory and the sample met with the experimenters before the start of the experiment, this could have caused demand characteristics which could have activated brain regions not being used for the tasks. This could alter the results.

Also, since the study was done in a highly controlled environment with a very standardised procedure, a reductionist approach could have been adopted by the experimenters and they might not have considered other variables that could have caused the results. Hence, affecting the conclusions drawn.

Examiner comment – good

The candidate gives many clear points that met the required minimum of two strengths and two weaknesses for a top band mark. The first one, concerning scientific equipment, is excellent and clearly linked to the Maguire study. The second point about qualitative data is also very clear and explicitly linked to the study. The candidate then goes onto give strengths three and four which are brief but linked to the evidence. The candidate then goes onto describe three clear weaknesses which are all accurate and detailed. Each is linked to the Maguire study. An excellent response which is well deserving of the 10 marks it was awarded.

Mark awarded = 10 out of 10
Examiner comment – average

The candidate begins their response with a clear strength which is backed up by some evidence from the Maguire study. A second strength is given (reliability) but is immediately followed by a weakness so is therefore not backed up with any discussion or evidence. The comments about the sample are ignored as these are not relevant to a question on strengths and weaknesses of the physiological approach. The candidate then brings in another strength and two weaknesses which are very briefly discussed.

Mark awarded = 6 out of 10

Example candidate response – weak

Examiner comment – weak

This candidate gives one clear weakness which is backed up by evidence. Three marks were awarded for this answer. To improve, the candidate needed two strengths and two weaknesses.

Mark awarded = 3 out of 10
Examiner comment – good

This candidate gives a very clear evaluation of the study and links their response to usefulness at the start of their answer. The answer is balanced as both positive and negative points are made. To improve, this candidate could bring their points back to usefulness during the evaluation.

Mark awarded = 9 out of 10
Examiner comment – average

This candidate has mainly described, rather than discussed, usefulness in their response. It is a very clear and detailed description of how and to whom this study is useful. There is a hint at some evaluative points given at the start of the candidate’s response.

Mark awarded = 5 out of 10

Example candidate response – weak

The aim of the Maguire study was to see the brain activity between topographic semantic memory and non-topographic semantic memory. Also to see the part of the brain that will light up when recalling the topographical and non-topographical task.

The findings were that routes chosen by the participants were all very similar. Only there were few errors in recalling street names but as few as correct location information was provided (e.g. take right from here), it was treated as a correct answer. The results also showed that in topographical task, the right hippocampus was
This candidate has focused on describing the findings of the study in the majority of their response. They do mention a point regarding usefulness to clinical psychologists at the end of their response and therefore made it into the second band in the mark scheme.

**Mark awarded = 3 out of 10**
Section B Question 3(a)

3 (a) Outline what is meant by the ‘developmental approach’ in psychology. [2]

Using the studies from the list below, answer the questions which follow.

Nelson (children’s morals)
Langlois et al (infant facial preference)
Bandura et al (aggression)

Mark scheme

1 mark partial, 2 marks full.

The developmental approach is the study of children – 1 mark
The developmental approach is the study of how behaviour changes as we age – 2 marks

Appropriate responses could also include assumptions of the developmental approach.

Example candidate response – good

3. a) Developmental approach in psychology is the study of how people think and behave and changes with age. 2

Examiner comment – good

A clear, concise response that gives an accurate definition of this approach.

Mark awarded = 2 out of 2

Example candidate response – average

3. a) Developmental Approach is the way people develop children develop over their life time. It is a lengthy process which take time.

Examiner comment – average

This response was awarded one mark as the candidate mentioned that children are studied in the developmental approach. The comment at the end about time was ignored as this could be true of many of the approaches.

Mark awarded = 1 out of 2
Example candidate response – weak

Examiner comment – weak

The definition is inaccurate. Nothing creditworthy is stated by this candidate.

Mark awarded = 0 out of 2
Examiner comment – good

The candidate gives a clear and detailed description of how the data was collected in the Nelson and Bandura studies and both were awarded three out of three marks. The description for Langlois was awarded two out of a possible three marks because the candidate was required to mention that looking time was measured in order to gain full marks.

Mark awarded = 8 out of 9

Example candidate response – average

In Nelson (children’s morals), the data was collected by experimenters asking the children a series of questions about the picture being shown. The children will then try to express their thoughts where the experimenters will then record and classify as ‘good motive and good outcome’, ‘good motive and bad outcome’ prediction, ‘bad motive and good outcome’ prediction and ‘bad motive and bad outcome’ prediction. The pictures being shown were of two boys where one is throwing a ball to another. There was just a picture with only the image of the boy and a picture of the boys with no speech bubbles.

In Langlois et al (infant social preference), the data was collected through a camera placed below the monitor screen to see the activity of the infant. The infant was taken to sit in the mother’s lap where the mother wore occluded glasses to eliminate maternal preference. A buzzing sound will be administered to elicit the two infant’s attention to the monitor screen and clear images of the attractive or non-attractive face will be shown for 10 seconds. The presence of the baby is indicated by the direction of attention of the infant towards that for a chosen face and the duration of the infant’s state.

In Bandura Bandura et al (aggression), the data was collected by the experimenters behind a one-way mirror for 20 minutes. The
Examiner comment – average

The candidate gives a lot of information about the procedure of the Nelson study but only mentions how the data was collected by stating ‘the children will try to express their thoughts’. This part of their answer was awarded one out of three marks. A very clear and detailed description of the data collection in the Langlois study was then given by the candidate which included mentioning that duration of the infant gaze (looking time) was measured. This was awarded the full three out of three marks. Finally the candidate gave a fair description of the data collection in the Bandura study and was awarded two out of three marks. To improve, the candidate could give the behaviour categories that were observed.

Mark awarded = 6 out of 9

Example candidate response – weak

B) The study on children’s morals by Nelson was done to see that do these children base their judgement on morals or outcome.

In this study there were 60 children of 3 to 5 years and 30 children between 6 to 9. There were 20 children in each group of 3 years and 10 each in 2 years. They were told four versions of the story and told with the help of a seven point rating scale they were asked to tell whether the boy in each story is a good or bad boy or neutral.

Langlois study was done to see infant preferences of attractive faces over unattractive faces. There were
Examiner comment – weak

The candidate gives a fair attempt at how the data was collected in the Nelson study. The response mentions asking the children to describe the motive of the boy in the story as well as the seven faces given to the children. They were awarded two out of three marks. To improve, the candidate needs to mention that the children were also asked to describe the story and then further questions might be asked. The candidate gives a very detailed description of the procedure of the Langlois study but only vaguely refers to how the data was collected at the beginning of their answer when they mention that the study investigates infant preference for attractive and unattractive faces. This part of their answer was awarded one out of three marks. The candidate was finally awarded one out of three marks for their description of the procedure of the Bandura study. The point made at the end about the four point rate scale is incorrect.

Mark awarded = 4 out of 9
Examiner comment – good

Three clear advantages of the developmental approach are given by the candidate and backed up with appropriate evidence. Full marks were awarded. The first advantage was to see how behaviour develops over time, the second was the nature/nurture debate and the final advantage was to see how environment influences the participant and how this can be useful to parents. It was felt the nature/nurture and usefulness points were different enough to be credited as two separate advantages.

Mark awarded = 9 out of 9
Examiner comment – average

The first advantage about in-depth data was not given any credit as this is not an advantage that is specific to the developmental approach and could be appropriate for any approach or perspective. The second advantage about recording change in behaviour over time was awarded two out of three marks. To improve, the candidate needs to describe some evidence to back up their point. The final advantage was awarded three out of three marks as it was clearly described and backed up with a clear example from Bandura. A further advantage about unique behaviour was described by the candidate but this was not given any credit as it is not specific to the developmental approach.

Mark awarded = 5 out of 9

Example candidate response – weak

In the Nelson study both quantitative and qualitative were gathered. Quantitative rate and qualitative were the observations made. There was precise control over variables. The conditions were all controlled and managed. Confidentiality were maintained i.e. the participants information was not given to others. There were no demand characteristics i.e. the participants were not aware of the exact nature which made the results more authentic.
Examiner comment – weak

A really clear example of a candidate that can evaluate the studies, but does not address the question. The points that are creditworthy are only those clearly related to the developmental approach. The two points that were given marks were that relating to demand characteristics and also confidentiality. No marks were awarded to the points about the data, control of variables and ecological validity.

Mark awarded = 2 out of 9
Question 4(a)

4 (a) Outline what is meant by the term ‘ethical guideline’. [2]

Mark scheme

1 mark partial, 2 marks full.

Examples of ethical guidelines will receive 1 mark maximum.

E.g. An ethical guideline is informed consent – 1 mark

Ethical guidelines are put in place by psychologists to protect participants in their studies (e.g. informed consent) – 2 marks

Example candidate response – good

A clear response that gives a detailed definition of ‘ethical guideline’, as well as an example to back up their description.

Mark awarded = 2 out of 2

Examiner comment – good

A clear response that gives a detailed definition of ‘ethical guideline’, as well as an example to back up their description.

Example candidate response – average

SECTION B

4 (a) "Ethical guideline"!

An ethical guideline is a rule of ethics that must be followed during psychological tests and experiments. It is to provide safety and stability for subjects while respecting their rights.
Examiner comment – average

The first sentence of the response was ignored as this is not creditworthy. The second sentence received one mark out of two as it was a partial definition of ethical guideline. The candidate has explained what ethics is but not what a guideline is in their response.

Mark awarded = 1 out of 2

Example candidate response – weak

Ethical guideline is a set of rules which
is designed for every study. For eg, an
ethical guideline was designed for
Zimbardo’s study on prison simulation.
In most cases, ethical guidelines are
kept intact throughout the study.

Examiner comment – weak

This is a very weak answer with the only hint of a correct response in the word ‘rules’ used by the candidate.

Mark awarded = 0 out of 2
Examiner comment – good

A clear description of the guideline, right to withdraw, as well as a detailed description of how it was broken in the Zimbardo study was given by the candidate and was awarded three out of three marks. Similarly, a very clear description of the debriefing of the participants in the Milgram study is given by the candidate. Full marks were also awarded here for this part of their answer to the question. Finally, Veale was described in detail and clear reference is made from the study. Three out of three marks were also awarded. This led to full marks being awarded for this question.

Mark awarded = 9 out of 9

Example candidate response – average

|   | Zimbardo in his study deceived participants, prisoners, and guards weren't informed about their correct roles. They were randomly assigned. There was extreme psychological and physical harm as some of the good prisoners showed signs of pathological prisoner syndrome. There was anxiety, they felt humiliated, faming and dependant guards like John Wayne also tried to put a prisoner in a broom cupboard because he thought that experiment was being too soft. This was physical harm. Though he maintained confidentiality, right to withdraw was there, Milgram study had ethical issues like participants were tortured. Psychological number of subjects had laughing fits. There was deception as the fries were taped no real shock was given but confidentiality was maintained and they were deceived in the end of the study. Misogynistic Miliko gazing study had no informed consent, but there was no deception or physical or psychological harm, and they also maintained confidentiality. |   |
Examiner comment – average

The first point given about Zimbardo’s study was awarded three out of three marks as there is a clear identification of the issue harm as well as some examples of the psychological harm done to the participants from the study. The candidate’s descriptions of both Milgram and Veale are much weaker and were awarded one out of three marks for each. In the candidate’s description for Milgram they identified many ethical guidelines that were raised in the study but none were given much detail. Similarly, a few issues were also raised for Veale. Either confidentiality or no harm was creditworthy. Lack of informed consent for Veale is incorrect.

Mark awarded = 5 out of 9
Example candidate response – weak

b) Ethical guidelines raised in the study by Zimbardo on prison simulation is the behavior attitude of the guards towards the prisoners which was exerting strict control on the prisoners and their overpowering terrorist behavior which had just come into role by some random selection and not any procedure. This overpowering attitude of the guards was unfair to the prisoners.

The ethical guidelines raised in Milgram’s study on obedience was that the experimenter did not know that the shocks were not real.

Veale and Riley on mirror gazing and BDP patients took a TV for a diagnostic test was taken by our test participants at the start of the experiment however they did not know why they were being tested.

Examiner comment – weak

The comment about Zimbardo’s study received one out of three marks for the last sentence where the candidate hints at the harm caused to the prisoners by the attitude of the guards towards them. Milgram was also awarded one out of three marks for the description of the deception of the participants. Similarly, Veale was also awarded one out of three marks for making a correct comment about the study (referring to diagnostic tests) without making any direct reference to ethics.

Mark awarded = 3 out of 9
Examiner comment – good

The first part of the answer about demand characteristics received three out of three marks as the candidate clearly identifies the problem and backs up their description with a clear example of what might have happened in the Zimbardo study if it had been made more ethical. The next two points both received two out of three marks each. A very clear description of the problem with offering withdrawal is given by the candidate but the example from Milgram does not back up this point but just re-states what happened in the study (that the participants did not withdraw). The final point about the Piliavin study is quite confused and seems to mix up debrief and informed consent.

Mark awarded = 7 out of 9
Examiner comment – average

The first point about participants dropping out of the study was awarded one out of three marks as it was an identification of the issue without any detailed description.

The candidate’s description of demand characteristics was awarded two out of three marks as it was clear and detailed but no clear reference was made to any evidence other than just a mention of Milgram.

Finally, the last point regarding deception was also awarded two out of three marks. It was clearly linked to the Zimbardo study but the actual effect of not deceiving the participants was only just mentioned at the end of the candidate’s discussion. To improve, a bit more detail on the effect would have given this response full marks.

Mark awarded = 5 out of 9

Example candidate response – weak

Psychologists may face several problems if they try to make their studies ethical. For example, the study conducted by Elizabeth Loftus on false memory involved deception in that the participants did not know that they were being tested. However, to obtain accurate results, they were told a false story that they were being tested to know on childhood memories.

Similarly, ethical guidelines may involve not as accurate results.

For example, the reaction of the experimenter in the study of obedience by Milgram would not be as natural if it was discovered that the shocks were not real.
Examiner comment – weak

The first point about accurate response from participants was an attempt at an answer so was placed in the bottom band of the mark scheme (one out of three marks). The second point was awarded two out of three marks as it both identifies the problem (lack of natural behaviour) and the reason for the problem from the Milgram study (knowing the shocks are not real). It was felt this was enough for the second mark. The rest of the candidate’s response received no credit as it was an explanation of why studies are carried out using a particular method which does not address the question.

Mark awarded = 3 out of 9
General comment

It is important to read the answers and comments for all options because there are examples of typical errors that are presented in just one option here which could easily apply to another option in different questions/examinations.

Psychology and Education

Section A Question 1

1. (a) Explain, in your own words, what is meant by ‘special educational need’. [2]

(b) Describe the causes and effects of attention deficit hyperactive disorder (ADHD). [4]

Mark scheme

Section A: Short answer question: (a) = 2 marks

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>No answer or incorrect answer.</td>
<td>0</td>
</tr>
<tr>
<td>Basic or muddled explanation. Some understanding but brief and lack clarity.</td>
<td>1</td>
</tr>
<tr>
<td>Clear and accurate and explicit explanation of term.</td>
<td>2</td>
</tr>
</tbody>
</table>

Section A: Short answer question: (b) = 4 marks

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>No answer or incorrect answer.</td>
<td>0</td>
</tr>
<tr>
<td>Anecdotal answer with little understanding of question area and no reference to specific study.</td>
<td>1</td>
</tr>
<tr>
<td>Basic answer with some understanding. Reference to named study/area only. Minimal detail.</td>
<td>2</td>
</tr>
<tr>
<td>Good answer with good understanding. Study/area included with good description.</td>
<td>3</td>
</tr>
<tr>
<td>Very good answer with clear understanding of study/area with detailed and accurate description.</td>
<td>4</td>
</tr>
</tbody>
</table>
Example candidate response – good

(a) A special educational needs lie outside the ‘normal’ range tend to have special educational needs. This may include extreme such as learning disorder or the complete other end of the range, giftedness.

(b) Attention deficit hyperactivity disorder is a disorder suffered by students when there was either issues regarding the parenting, which may have been neglected and unloving, OR it could be genetically inherited. This disorder creates an impact on the child’s learning as they may not be able to concentrate and focus. They may have problems with the retention of knowledge and therefore difficulty in being well during examinations. The students usually lack goals and ambition in life due to their short attention span.

Examiner comment – good

(a) The candidate mentions educational abilities outside the ‘normal range’ and this is a correct statement and worth a mark. The candidate goes on to write about the ‘extremities’ with learning disorder at one end and ‘giftedness’ at the other. This is quite correct because giftedness is a special need. This second component is also worth a mark and so the full two marks out of two are scored for this answer.

(b) The candidate identifies a cause, that of issues regarding parenting and then moves on to say that it could be genetically inherited. The candidate then considers the effects, and mentions the inability to learn or concentrate, such as the retention of knowledge and problems with examinations. Whether the child lacks ambition is debatable, but in this answer there are two causes and two effects and, although this answer is relatively brief, it has just enough appropriate information to be awarded three marks out of four.

Mark awarded = 5 out of 6
Example candidate response – good

(a) Special educational needs is where students with learning difficulty needs special learning and different facilities to it.

(b) ADHD is caused by children who have result in head trauma and brain injury. Even a child with epilepsy could cause ADHD. Exposure to alcohol, smoke, cigarettes and drugs during pregnancy or when young. If a child is diagnosed with ADHD, he/she is unable to stay still and unable to pay attention during class. The child would change from one incomplete activity to another and would always interfere during lessons.

Examiner comment – good

(a) As can be seen from the answer, the candidate states that ‘it is where students with learning difficulty needs special learning and different facilities’. There are some appropriate words in this sentence such as the ‘special learning and different facilities’ so one mark is awarded for those, but there is nothing else in the answer to suggest that the second available mark should be given.

(b) The question requires a consideration of both causes and effects of ADHD. The candidate addresses the ‘caused’ component immediately and suggests that it may be due to brain trauma and then to epilepsy. There is the further suggestion that it may be due to exposure to alcohol, smoking or drugs during pregnancy. Whilst the more common causes of ADHD are said to be genetic or due to neurotransmitters such as dopamine, there is the view that ADHD could be caused by exposure to substances during pregnancy. However, whilst this candidate scores one mark for correctly identifying a cause, there is no description to allow the second mark to be awarded. However, an alternative way to score marks for this particular question is to suggest more than one cause. Research has shown that ADHD has been caused by brain trauma and so as the candidate has two different causes so two marks out of two are awarded. The candidate then considers the effects such as a child being unable to sit still, unable to pay attention and changing from one incomplete activity to another, interfering during lessons. Whilst more description is expected in answers like this, this candidate does make four points and although there is no expansion, the full two marks have to be given, so four marks out of four are scored for this answer.

Note that part (b) wants both causes and effects and if one of these components is addressed without the other then only half marks can be awarded. This answer is also not typical because more than one thing is mentioned, when usually one thing is mentioned in much more detail.

Mark awarded = 5 out of 6
Example candidate response – average

(a) Inability to learn in normal surrounding due to socio-emotional, physical and intellectual disability or giftedness.

(b) ADHD is a genetic disorder which causes the victim to be hyperactive and hard to remain in one place.

Examiner comment – average

(a) This answer is no more than a single sentence, but it does have the words ‘inability to learn’ and then a range of possible causes such as emotional, physical, intellectual and at the opposite end of the spectrum, giftedness. Although not very much is written the candidate shows awareness of the range of features requiring special needs and this is just enough for two marks out of two to be awarded.

(b) There is a mention of a cause ‘ADHD is a genetic disorder’ and this is worth something rather than nothing (or no marks) and so a mark has to be awarded despite its being so brief and lacking detail. The candidate also mentions ‘causes hyperactivity’ which gets no marks because that is a word from the disorder and appears in the question. However, the words ‘hard to remain in one place’ is a correct effect and so this answer to this question part scores one mark. The candidate does address causes and effects and there is a brief mention of each.

Mark awarded = 4 out of 6
Psychology and Education

Section B Question 2

2  (a) Describe what psychologists have found out about learning and teaching styles.  [8]
(b) We know that students have different learning styles and that teachers have different teaching styles, but there are different ways to measure these styles. Evaluate what psychologists have found out about learning and teaching styles including a discussion of the methods used to gather data.  [12]

Mark scheme

<table>
<thead>
<tr>
<th>Section B: Essay question: (a) = 8 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>No answer or incorrect answer.</td>
</tr>
<tr>
<td>Definition of terms and use of psychological terminology is sparse or absent. Description is mainly inaccurate, lacks coherence and lacks detail. Understanding is poor. The answer is unstructured and lacks organisation.</td>
</tr>
<tr>
<td>Definition of terms is basic and use of psychological terminology is adequate. Description is often accurate, generally coherent but lacks detail. Understanding is reasonable. The answer is lacking structure or organisation.</td>
</tr>
<tr>
<td>Definition of terms is mainly accurate and use of psychological terminology is competent. Description is mainly accurate, coherent and reasonably detailed. Understanding is good. The answer has some structure and organisation.</td>
</tr>
<tr>
<td>Definition of terms is accurate and use of psychological terminology is comprehensive. Description is accurate, coherent and detailed. Understanding is very good. The answer is competently structured and organised.</td>
</tr>
</tbody>
</table>
### Section B: Essay question: (b) = 12 marks

<table>
<thead>
<tr>
<th>Evaluation (positive and negative points)</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
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<td>0</td>
</tr>
<tr>
<td><strong>Basic</strong></td>
<td>1–3</td>
</tr>
<tr>
<td>Range of points is sparse and may be only positive or negative. Points are not organised into issues/debate, methods or approaches. Sparse or no use of appropriate supporting examples which are peripherally related to the question. Analysis (key points and valid generalisations) is very limited or not present. Evaluation is severely lacking in detail and understanding is weak. There is no mention of the issue stated in the question.</td>
<td></td>
</tr>
<tr>
<td><strong>Limited</strong></td>
<td>4–6</td>
</tr>
<tr>
<td>Range of points is limited. Points hint at issues/debates, methods or approaches. Poor use of supporting examples. Analysis (key points and valid generalisations) is sparse. Evaluation is lacking in detail and understanding is sparse. The issue stated in the question is addressed according to mark scheme requirements for this band. If the issue stated in the question is not addressed, maximum 6 marks</td>
<td></td>
</tr>
<tr>
<td><strong>Good</strong></td>
<td>7–9</td>
</tr>
<tr>
<td>Range of issues/debates, methods or approaches is good and is balanced with some organisation. Good use of appropriate supporting examples which are related to the question. Analysis (key points and valid generalisations) is often evident. Evaluation has good detail and understanding is good. The issue stated in the question is addressed according to mark scheme requirements for this band.</td>
<td></td>
</tr>
<tr>
<td><strong>Comprehensive</strong></td>
<td>10–12</td>
</tr>
<tr>
<td>Selection and range of issues/debates, methods or approaches is very good and which are competently organised. Effective use of appropriate supporting examples which are explicitly related to the question. Analysis (valid conclusions that effectively summarise issues and arguments) is evident throughout. Evaluation is detailed and understanding is thorough. The issue stated in the question is addressed according to mark scheme requirements for this band.</td>
<td></td>
</tr>
</tbody>
</table>
Examiner comment – good

(a) The candidate begins well with an introduction and quickly moves on to consider both Curry’s onion model and Grasha’s styles of learning. These are well described and a sketch is included. There is quite a lot of detail and description of just these two models covering a whole side of paper. The candidate goes on to consider teaching styles, mentioning formal and informal and the candidate throws in a few relevant names along the way, such as Ausubel and Bruner. The teaching styles outlined by Fontana are included and onto the third side the candidate brings in learning effectiveness mentioning PQRST and SPELT. This answer is detailed, thorough, mentions everything on the syllabus and is fully deserving of a maximum mark of eight out of eight.

(b) The candidate begins by outlining ways in which learning styles can be measured and a description of the ASI follows. However, in the second paragraph the candidate begins to evaluate and a number of different points are made. The candidate refers to reliability, specifically to test-retest which is relevant to a questionnaire. A mention is also made of individual differences and generalisations. The candidate then moves on to evaluate the work of Williams and a number of evaluation points are raised, such as a mention of cultural differences. Evaluative points are made in relation to Curry’s onion model and the same is applied in the next paragraph to the Myers-Briggs inventory. What this candidate is doing is taking a study or piece of research described in part (a) making evaluative comments about it, then moving to another study and doing the same. This format is then repeated for everything that is described in part (a). This is a good strategy but it is not ideal because the same evaluative point is made each time and none of the evaluative points have any discussion about the advantages and disadvantages of the evaluation issues. For example, the very last sentence of the answer shows the candidate is just writing the same words about the same issues yet again. If the answer was turned around and the structure of the answer was based on issues, then a much more effective structure could be followed. This answer is good and issues are included. It has many examples and what is written is accurate. Evaluation is quite good, but not high enough for a top mark. This answer would achieve eight marks out of 12.

Mark awarded = 16 out of 20
Examiner comment – average

(a) The candidate begins with a definition of teaching styles and then moves on to the second paragraph where the ‘onion model’ is described with accuracy and in good detail. The next paragraph sees the model proposed by Grasha introduced and this is also accurate and has good detail. There is then an introduction to teaching styles. This is a good strategy because it shows an obvious distinction between learning and teaching styles. The idea of ‘formal’ and ‘informal’ styles is considered and again what is written here is accurate and detailed. The next paragraph sees another model described, which distinguishes between ‘high-initiative’ and ‘low-initiative’ teaching styles. In the final paragraph the candidate returns to the work of Grasha but this time in relation to teaching styles. This answer has both teaching and learning styles, it has definitions, five different models and it has detail, accuracy and everything that is needed to achieve a maximum eight marks out of eight.

(b) This answer is significantly shorter than part (a) when it should generally be longer because it carries four more marks. It is apparent from the first sentence that the candidate is continuing to describe rather than to evaluate what was written in part (a). In this paragraph the measurement of learning is considered with the ASI being described. Once that has been done, the candidate begins to struggle with two sentences on Myers-Briggs and one sentence on Kolb. The answer ends with a few more general descriptive comments. The candidate can describe very well indeed, but the candidate has shown no evidence at all that he or she can evaluate, because there are no issues or even basic comment that can be credited. This question part receives no marks.

It may be the case that the candidate misread the question. Perhaps part (b) was read as ‘describe... methods used to gather data’ with the crucial words of ‘Evaluate’ and ‘include a discussion’ not being understood. Whatever the reason, the distinction between description and evaluation is a crucial one and the following example illustrates another way in which evaluation is misunderstood.

Mark awarded = 8 out of 20
Examiner comment – weak

(a) The candidate begins with a general introduction and makes the point that different students learn in different ways and that different teachers teach in different ways. There is then an introduction to some learning styles and the names of Grasha and Dweck are mentioned who proposed appropriate models. The answer then ends. This is a reasonably good introduction which has no expansion whatsoever over the basic points. For this very short essay answer, no more than two marks can be awarded.

(b) At the start the candidate begins by describing the ‘high-initiative’ and ‘low-initiative’ styles by Fontana. In the next paragraph the candidate describes formal and informal teaching styles. In the third paragraph the work of Grasha is described and in the final paragraph there is a mention of the ways in which learning can be measured, typically through the use of the ASI. If this answer were included in part (a) then clearly quite a high mark would be scored. But it is not. This information is clearly part (b). The candidate makes the distinction between and clearly labels part (a) and part (b). If a candidate does not know the difference between description in part (a) and evaluation in part (b) that is a weakness. This answer uses part (a) as an introduction and part (b) as the bulk of the descriptive answer. There is no evaluation at all in this part (b) answer and so the candidate scores no marks.

Mark awarded = 2 out of 20
Psychology and Education

Section C Question 3

3 You are meeting your friend Eric for the first time in several years. You know he believes in the humanistic approach to education and you are looking forward to hearing all about it.

(a) Outline the main features of the humanistic approach to education. [6]
(b) Suggest how Eric can use the humanistic approach to prepare students for examinations. [8]

Mark scheme

Section C: Short answer question: (a) = 6 marks

<table>
<thead>
<tr>
<th>Description of evidence and understanding</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>No answer or incorrect answer.</td>
<td>0</td>
</tr>
<tr>
<td>Vague attempt to relate anecdotal evidence to question. Understanding limited.</td>
<td>1–2</td>
</tr>
<tr>
<td>Brief description of range of appropriate evidence with some understanding.</td>
<td>3–4</td>
</tr>
<tr>
<td>Appropriate description of good range of appropriate evidence with clear understanding.</td>
<td>5–6</td>
</tr>
</tbody>
</table>

Section C: Short answer question: (b) = 8 marks

<table>
<thead>
<tr>
<th>Description of evidence and understanding</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
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<td>No answer or incorrect answer.</td>
<td>0</td>
</tr>
<tr>
<td>Suggestion is mainly inappropriate to the question and vaguely based on psychological knowledge. Description of explanation is mainly inaccurate, lacks coherence and lacks detail. Understanding is poor.</td>
<td>1–2</td>
</tr>
<tr>
<td>Suggestion is largely appropriate to the question and based largely on psychological knowledge. Description of explanation is often accurate, generally coherent but lacks detail. Understanding is limited.</td>
<td>3–4</td>
</tr>
<tr>
<td>Suggestion is appropriate to the question and based on psychological knowledge. Description of explanation is mainly accurate, coherent and reasonably detailed. Understanding is good.</td>
<td>5–6</td>
</tr>
<tr>
<td>Suggestion is appropriate to the question and based explicitly on psychological knowledge. Description of explanation is accurate, coherent and detailed. Understanding is very good.</td>
<td>7–8</td>
</tr>
</tbody>
</table>
Examiner comment – good

(a) The candidate begins a good opening paragraph by mentioning Rogers and a few of the principles underlying the humanistic approach. In the second paragraph the candidate goes into much more detail regarding student-centred learning and what is written is accurate and a good conclusion to the paragraph is the link back to Rogers. In the third paragraph the focus is on co-operative learning and here the candidate describes it very well and all that is written is accurate. In the fourth paragraph the focus is on the teacher being a facilitator to help the students with their individual learning. The answer has a lot of detail, the main features of the humanistic approach are included, and that the candidate understands this perspective is in no doubt. This is an excellent answer which scores the full six marks.

(b) The candidate begins by suggesting that the students can be split into small groups, using ‘something like co-operative learning’ and already the suggestion is based unambiguously on humanistic principles. There is then a very full and detailed expansion of how this would work, what benefits it would bring for students, and there is even an awareness of some of the weaknesses. This answer so far is very impressive. In the next paragraph the idea of the open classroom is introduced and the same detailed, thoughtful and relevant suggestion is developed. Overall this is an excellent answer and scores the full eight marks.

Mark awarded = 14 out of 14

Example candidate response – average

3. a) The basic humanistic approach is the student knows the best. In humanist education the teacher’s job is to answer any doubts the students might have, while the student decide what to study, where to study, when to study and how to study. There is not exam, test or assessment. The humanist believes everyone has the wish to excell, so there is no need to motivate the students through extrinsic ways such as rewards or praises, the feeling of desire to excell and satisfaction from achievements alone is enough motivation for the students to study learn.

b) The most important thing is that the students like the subject they are appearing for. Eric could let the students prepare for the examination in their own way, with their own schedle time table. He should be available any time to answer any question the students may have. This follows humanist principal of loose control and intrinsic motivation.
Examiner comment – average

(a) This candidate knows the general idea behind the humanistic perspective, but does not know any specific details. It is correct that the job of the teacher is as facilitator and that the focus is on what the student wants to do. It is correct that the belief is not to work for examinations and that extrinsic praise has no value. Everything that is written here is appropriate, but it lacks focus, precision and the relevant terminology that would take it into the top band of marks. If this answer is compared to that above, the difference in quality is immediately apparent. However, this answer should not be dismissed because there are many things mentioned that do give an overall flavour of the humanist approach. This answer would score three marks out of the six marks available.

(b) This answer is quite brief because for eight marks there should be at least a full side of writing if not more. The style of the answer is similar to that of part (a) with general comments rather than specific details and suggestions. The candidate does understand the features of the humanistic approach, and again what is written is appropriate, but there is not enough of an answer to take it beyond a bottom mark. This answer scores two marks out of the available eight.

Mark awarded = 5 out of 14

Example candidate response – weak

3a) Humanistic approach to education is where all students have their own uniqueness in learning & being taught. Humanistic uses openness classroom as one of its method to teach students. Students have the freedom of movement and able to share thoughts and skills. However, it is very noisy as the teacher has no control over the classroom.

The PQRST Method is defined as Question, Read, Self-recitation, Test and Preparation. You prepare the thoughts and subchapters. Then the student process the information to make questions. Thirdly, the student recalls the information and then recites it as practice. Lastly, test to verify the practice of recalling the information and encode reward as achievement.

McCarthy’s 4MAT System where Motivation, Decision making, Attitude towards outside world and Perception. One could either perceive the world or judge it. As for decision making, a person may make a decision through feeling or thinking.
Examiner comment – weak

(a) The candidate begins this answer well, when making the comment about the uniqueness of each student. The open classroom is an appropriate humanistic feature as is the mention of students having freedom of movement. The answer about the humanistic approach ends here, because in the second paragraph the candidate moves on to consider ways in which learning effectiveness can be improved. What the candidate writes about the PQST and the 4-MAT are correct, but they are not relevant to this question on the humanistic approach. The opening sentences score two marks, but the second, and largest part of the answer, scores no marks at all. Two marks out of six are awarded for this answer.

(b) The candidate continues to use learning effectiveness (study skills) to answer the question and what is written here does not address the question that has been set and has nothing to do with the humanistic perspective on education.

Mark awarded = 2 out of 14
Psychology and Health

Section A Question 5

5  (a) Explain, in your own words, what is meant by 'accident proneness'. [2]

(b) Using an example, describe the 'illusion of invulnerability' explanation of human error. [4]

Mark scheme

Section A: Short answer question: (a) = 2 marks

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<th>Marks</th>
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<td>Basic or muddled explanation. Some understanding but brief and lack clarity.</td>
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</tr>
<tr>
<td>Clear and accurate and explicit explanation of term.</td>
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</tbody>
</table>

Section A: Short answer question: (b) = 4 marks

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<th>Description</th>
<th>Marks</th>
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<tbody>
<tr>
<td>No answer or incorrect answer.</td>
<td>0</td>
</tr>
<tr>
<td>Anecdotal answer with little understanding of question area and no reference to specific study.</td>
<td>1</td>
</tr>
<tr>
<td>Basic answer with some understanding. Reference to named study/area only. Minimal detail.</td>
<td>2</td>
</tr>
<tr>
<td>Good answer with good understanding. Study/area included with good description.</td>
<td>3</td>
</tr>
<tr>
<td>Very good answer with clear understanding of study/area with detailed and accurate description.</td>
<td>4</td>
</tr>
</tbody>
</table>

5  (a) Explain, in your own words, what is meant by ‘accident proneness’. [2]

Typically: a personal idiosyncrasy predisposing the individual who possesses it to a relatively high accident rate. Greenwood and Woods (1919) found a small number of people were having a disproportionately large number of accidents.

(b) Using an example, describe the ‘illusion of invulnerability’ explanation of human error. [4]

Syllabus:
- accident proneness and personality: Accident prone personality; personality factors e.g. age, personality type human error (e.g. Riggio, 1990), illusion of invulnerability (e.g. The Titanic), cognitive overload (e.g. Barber, 1988)

Expansion:
- Accidents are often caused by errors of judgement – those concerned took a risk and should not have done. We take a risk when we believe we can ‘get away with it’. This belief is often based on experience and we do often ‘get away with it’. But, successful risk taking may lead to the illusion of invulnerability, i.e. the belief that ‘it will not happen to me!’ The Titanic sank because the captain had the illusion of invulnerability.
Examiner comment – good

(a) This is a very good answer. The candidate has a really good opening sentence including ‘more prone to mishaps and unexpected incidents’ and then mentions factors likely to be associated with accident proneness such as age and personality type. There is then a mention of Suls (1988) and although what is written is not perfect there is certainly enough detail and understanding in this answer for two marks out of two to be awarded.

(b) The candidate begins by stating that the illusion of invulnerability is when a person over-estimates the amount of control he has over a situation. This is largely true but it needs to be a little more precise than this. The candidate then moves straight to an example, which is that of the sinking of the Titanic in 1912. The crucial element needed for marks is to show how this is an example of the illusion of invulnerability. The candidate begins to tell the story of the Titanic and does so in quite a lot of detail. There is even a mention of the Carpathia (a ship in the vicinity) and the passengers. However, whilst this is the story of the Titanic there is not sufficient focus to show that the candidate fully understands what the illusion of invulnerability is and so three marks are awarded out of four.

Mark awarded = 5 out of 6
Example candidate response – weak

(a) The correct answer is provided in the opening few words: ‘it means that some people are more likely to have accidents than others’. The candidate then states that the reason for this is unknown, and although it is known that people are more prone to accidents because of their age for example, there is still not much known about the ‘accident prone personality’. The final sentence of the answer repeats the opening sentence, but despite this, there is enough accuracy in this answer for two marks to be awarded.

(b) This answer scores no marks because it is incorrect as it is not an example of the illusion of invulnerability. The candidate even states [the accident] ‘was due to…cognition overload’. However much detail is provided in an answer and however accurate an answer might be, if it does not answer the question it cannot score any marks. Cognitive overload is a cause of accidents, as in the example provided by Barber, but it is not the illusion of invulnerability.

Mark awarded = 2 out of 6
Example candidate response – weak

(a) The candidate begins by stating the obvious: ‘accident proneness means being prone to accidents’ and this is followed by an equally obvious but slightly better comment ‘a person who is likely to have accidents’. There are then some examples of people having accidents such as ‘old people can trip or fall’ with a concluding comment that old people and children are more prone. This is true and overall this answer scores one mark out of two. It is not worth any more because there is no evidence in the answer of any psychological knowledge particularly with the general examples of tripping and the vagueness of definitions.

(b) Just like part (a) the candidate begins by stating that ‘human error is error made by humans’ which scores no marks. The candidate then gives an example of a manufacturing error, which is not an example of the illusion of invulnerability. The candidate then describes the tragic error that caused the Herald of Free Enterprise to sink. However, the cause of this accident was not due to the illusion of invulnerability and so this sentence is not worth any marks either. In sum, there is nothing here that is relevant to the question that was asked, and so no marks can be awarded.

Mark awarded = 1 out of 6
Psychology and Health

Section B Question 6

6  (a) Describe what psychologists have discovered about pain.  [8]
   (b) “How can I get the doctor to understand how much pain I’m in?” Evaluate what psychologists have discovered about pain and include a discussion of the usefulness of self reports.  [12]

Mark scheme

<table>
<thead>
<tr>
<th>Section B: Essay question: (a) = 8 marks</th>
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</thead>
<tbody>
<tr>
<td>No answer or incorrect answer.</td>
</tr>
<tr>
<td>Definition of terms and use of psychological terminology is sparse or absent.</td>
</tr>
<tr>
<td>Description is mainly inaccurate, lacks coherence and lacks detail.</td>
</tr>
<tr>
<td>Understanding is poor. The answer is unstructured and lacks organisation.</td>
</tr>
<tr>
<td>Definition of terms is basic and use of psychological terminology is adequate.</td>
</tr>
<tr>
<td>Description is often accurate, generally coherent but lacks detail.</td>
</tr>
<tr>
<td>Understanding is reasonable. The answer is lacking structure or organisation.</td>
</tr>
<tr>
<td>Definition of terms is mainly accurate and use of psychological terminology is competent</td>
</tr>
<tr>
<td>Description is mainly accurate, coherent and reasonably detailed.</td>
</tr>
<tr>
<td>Understanding is good. The answer has some structure and organisation.</td>
</tr>
<tr>
<td>Definition of terms is accurate and use of psychological terminology is comprehensive.</td>
</tr>
<tr>
<td>Description is accurate, coherent and detailed.</td>
</tr>
<tr>
<td>Understanding is very good. The answer is competently structured and organised.</td>
</tr>
</tbody>
</table>
### Section B: Essay question: (b) = 12 marks

<table>
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<th>Score</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
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<td>No answer or incorrect answer.</td>
</tr>
</tbody>
</table>
| 1–3   | Evaluation (positive and negative points) is basic.  
Range of points is sparse and may be only positive or negative.  
Points are not organised into issues/debate, methods or approaches.  
Sparse or no use of appropriate supporting examples which are peripherally related to the question.  
Analysis (key points and valid generalisations) is very limited or not present.  
Evaluation is severely lacking in detail and understanding is weak.  
There is no mention of the issue stated in the question. |
| 4–6   | Evaluation (positive and negative points) is limited.  
Range of points is limited. Points hint at issues/debates, methods or approaches.  
Poor use of supporting examples.  
Analysis (key points and valid generalisations) is sparse.  
Evaluation is lacking in detail and understanding is sparse.  
The issue stated in the question is addressed according to mark scheme requirements for this band.  
If the issue stated in the question is not addressed, maximum 6 marks |
| 7–9   | Evaluation (positive and negative points) is good.  
Range of issues/debates, methods or approaches is good and is balanced with some organisation.  
Good use of appropriate supporting examples which are related to the question.  
Analysis (key points and valid generalisations) is often evident.  
Evaluation has good detail and understanding is good.  
The issue stated in the question is addressed according to mark scheme requirements for this band. |
| 10–12 | Evaluation (positive and negative points) is comprehensive.  
Selection and range of issues/debates, methods or approaches is very good and which are competently organised.  
Effective use of appropriate supporting examples which are explicitly related to the question.  
Analysis (valid conclusions that effectively summarise issues and arguments) is evident throughout.  
Evaluation is detailed and understanding is thorough.  
The issue stated in the question is addressed according to mark scheme requirements for this band. |
Examiner comment – average

(a) There is no part (a) answer.

(b) The candidate begins with an introductory sentence but this adds nothing to the answer. The candidate then organises the answer around a number of evaluation issues and these are made explicit through the use of headings, underlining and missing out lines before beginning a different one. As can be seen there are the issues of ‘usefulness of self-reports’, ‘reliability’, ‘ethical issues’ and ‘validity’ and the amount written on each is extensive. Crucially the issue of usefulness of self-reports has been included as requested by the question. The first issue begins with a consideration of self-report interviews and after an introduction the candidate goes on to consider advantages and disadvantages and throws in additional terms such as reliability and ‘generalisability’. A consideration is then made of questionnaires used to measure pain and the MPQ is used to illustrate the advantages and disadvantages. Without a doubt this is a full and thorough evaluation of the usefulness of self-report measures and the candidate is both confident and comfortable with the high levels of skills being shown.

The second issue to be considered is that of reliability and the candidate treats this in the same way as the first issue: what it is, advantages and disadvantages with examples to illustrate points thrown in throughout. There is even more when the candidate considers ethical issues, and it is now becoming clear that this answer is quite exceptional. A fourth issue is validity and there is no sign of slowing or easing off. Validity is understood, examples are used and a full analysis is provided. This answer is awarded maximum marks as it includes a number of issues (including the named issue) each is described, debated with advantages and disadvantages and supported throughout with relevant examples.

This response illustrates how consistency across questions throughout the question paper is important. Missing out questions is something that should be definitely avoided.

Mark awarded = 12 out of 20
(b) "How can I get the doctor to understand how much I'm in?" Evaluate what psychologists have discovered about pain and include a discussion of the usefulness of self-report.

Pain is a very controversial phenomenon as there is no-hard and fast rule to measure it and explain the intensity of it. Measuring pain specially is a very difficult task because there are so many confounding variables as well as individual differences, personality, type of pain & disease etc. As pain cannot be seen, practitioners need to be very careful in interpreting the symptoms & pain levels. Psychologists are trying hard to measure pain reliably. One of the most commonly used way of measuring pain is through self-report measures. Patient himsefl tries to explain the type of pain he is feeling. This can be done through interviews where patient answers doctors questions face to face. Doctors can also observe patients body language, gestures and behaviour. This increase its reliability. Questionnaires can also be answered by the patient but these can be affected by social-desirability factor. Self-report measures are subjective measures so they're considered unreliable as they're affected by many confounding variables. They're also affected by social-desirability.
Examiner comment – average

(a) The candidate begins with a definition of pain, ‘the sensation after some kind of nerve damage occurs’. This definition is acceptable but not perfect because this would not cover all types of pain. The candidate then spends time explaining pain in four steps. The next paragraph sees the introduction of different types of pain and then a description follows of episodic analgesia, neuralgia and phantom limb pain. The candidate then moves on to consider theories of pain. The specificity theory is mentioned followed by the gate control theory.

The next section focuses on ways to remove pain and the main technique mentioned is non-pain imagery with a brief mention of cognitive behavioural techniques. The final paragraph lists different ways in which pain can be measured and at least six different measures are identified. The weakness of this answer is that everything is mentioned very briefly and sometimes just named without any description as illustrated by the last paragraph on measures. The depth of description is lacking and there could be more detail in places. The strength of the answer is the range of different things included because every aspect on the syllabus is referred to in this answer. The candidate impresses with his or her knowledge and brief references that are made are correct. For example, in the last paragraph the paediatric pain scale and the McGill Pain Questionnaire are thrown in. This answer is top band but as more detail could be included, it misses the top mark and scores a very creditable seven marks out of eight.

(b) This part requires a consideration of a number of evaluation issues including the usefulness of self-reports. The candidate begins by re-writing the question which scores no marks and wastes time. The introductory sentences are rather general, but they are evaluative. For example, ‘there is no hard and fast way to measure it’ and ‘there are individual differences’. Both of these comments are true, along with others that are mentioned but they are very general and there is no specific evaluation issue that is discussed or debated. Half way through the answer the candidate begins to write about self-report measures. There is then a comment about how self-report information can be gathered, such as through interviews. This small section is descriptive but not evaluative.

The candidate then moves on to mention observation and again the candidate mentions reliability. This could be a really good evaluation issue to debate but the candidate just throws the word in without defining it, explaining what it is or relating it to the evidence being presented. Finally the candidate mentions questionnaires but targets no specific one and makes a few general evaluative comments that could apply to anything rather than pain. The candidate writes ‘inter-rater reliability is very low in self-report measures’, when these could never go together and finally there is a comment about a patient never explaining the pain they are in. This answer has many comments without any structure to them, without any focus on evaluative issues and without fully understanding many of the terms that are written. This answer scores four marks.

Mark awarded = 11 out of 20
Examiner comment – weak

(a) The candidate begins with a definition of pain which is a good place to start and then moves on to mention two types of pain. Logically this would be acute and chronic pain, but the candidate mentions ‘pain without injury’ and ‘injury without pain’. There is then some expansion of the former and a mention is made of neuralgia and causalgia. The candidate then goes on to outline episodic analgesia and congenital analgesia. In the next paragraph the candidate outlines more types of pain, ‘acute pain, chronic pain and migraine pain, etc.’ All pain is either chronic or acute so there is some ambiguity in the answer here. Next is a mention of measures of pain and a comment is made about self-reports, ending with the comment that these are not suitable for children. The answer includes some things that are relevant to a description of pain such as types and measures, but there is nothing else. The candidate does not include any theories of pain and other than self-report there is no mention of any other way in which pain can be measured. It is also appropriate to include a mention of ways in which pain can be managed or reduced and there is no mention of this either. These things do not have to be included, but a wider range of aspects of pain than appears in this answer is desirable. The answer is also quite short for an essay-type answer. A length of 1.5 sides of average size writing is common and this answer is just under half that amount. There are some basics here, but with little expansion. There are some errors and ambiguities and this answer scores three marks out of eight.

(b) The candidate begins by writing about ways in which pain can be measured. There is an evaluative comment because the point is made that a machine cannot measure pain and so a self-report is more useful. There is a further evaluative comment that the measure is not reliable because the person may exaggerate or fake the extent of the pain. The final sentence is rather ambiguous. This answer is very brief, less than half a side when 25 minutes should be allocated to it. The amount of evaluation is restricted to two sentences, but at least the candidate addresses the required issue of self-reports. Overall this is a basic answer that is placed in the bottom band of the mark scheme and would score no more than one mark.

Mark awarded = 4 out of 20
Psychology and Health

Section C Question 7

7 Münchausen syndrome derives from Baron Münchausen (1720–1797) who apparently told many exaggerated anecdotes about himself. Asher applied the name to people who misuse health services.

(a) Describe the main features of Münchausen syndrome.

(b) Suggest how data can be gathered on the behaviour of a person with Münchausen syndrome.

Mark scheme

<table>
<thead>
<tr>
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</tr>
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<tbody>
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<tr>
<td>Suggestion is appropriate to the question and based explicitly on psychological knowledge. Description of explanation is accurate, coherent and detailed. Understanding is very good.</td>
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</table>
Münchausen syndrome derives from Baron Münchausen (1720–1797) who apparently told many exaggerated anecdotes about himself. Asher applied the name to people who misuse health services.

7 (a) Describe the main features of Münchausen syndrome. [6]

Syllabus:
• mis-using health services: Delay in seeking treatment (e.g. Safer, 1979). Misuse: hypochondriasis (e.g. Barlow and Durand, 1995), Münchausen syndrome (e.g. Aleem and Ajarim, 1995)

Expansion:
• according to Aleem and Ajarim, (1995) Münchausen syndrome has the following.
• essential features: Pathologic lying (pseudologia fantastica); peregrination (traveling or wandering); recurrent, feigned or simulated illness
• supporting features: borderline and/or antisocial personality traits; deprivation in childhood; equanimity for diagnostic procedures; equanimity for treatments or operations; evidence of self-induced physical signs; knowledge of or experience in a medical field; most likely to be male; multiple hospitalizations; multiple scars; (usually abdominal); a police record; unusual or dramatic presentation.

(b) Suggest how data can be gathered on the behaviour of a person with Münchausen syndrome. [8]

In this question part candidates are free to suggest any way in which the assessment request could be investigated. This may be in the form of a number of suggestions for research, application or development of a theoretical approach, or it may be that candidates design their own study to investigate the assessment request. Such an approach can include any appropriate method. Each answer should be considered individually as it applies to the mark scheme.
Examiner comment – good

(a) This candidate begins by mentioning that Münchausen syndrome is a factitious disorder and that injuries are either self-inflicted or caused deliberately. Particularly impressive is that there is a contrast with hypochondriasis which helps to clarify what Münchausen syndrome is and what it is not. There is then a mention of the case study by Aleem and Ajarim and although it is only mentioned briefly it has been included and what is written is correct. The candidate moves on to consider Münchausen syndrome by proxy and again what is written is correct. To complete the answer there is a mention of Beverley Allitt, a British nurse who killed four children and attempted to kill three others because she was suffering from Münchausen syndrome by proxy. The answer overall is concise, but it has all the relevant aspects. The candidate clearly understands what Münchausen syndrome is and has given two supporting examples. The answer scores six marks out of six.

(b) As the candidate writes, there are many methods that could be used. One possibility is to use a self-report questionnaire and this could be open-ended. Using this terminology is correct and shows the student understands what it is. If there were to be a little more detail to clarify the term then it would be even better. The candidate writes that ‘this would give detailed data (which it would, but compared with?) though it can be affected by demand characteristics’ (which it could, but what are they?). In these few lines the candidate has shown good use of terminology and understanding about self-reports, however, the candidate hasn’t gone into very much detail about anything and just a little more explanation would make the answer a perfect one. Another possibility mentioned by the candidate is to conduct an observation. The candidate does not say anything more about what type of observation this will be, but does add that it may be subjective and open to bias, which is true of certain types of observations. A reason for the bias is stated. There is also a comment about ethics but again this is a single sentence without elaboration. Overall the candidate is competent and knows lots of relevant terms, but there is not very much development of anything to take it to a top mark. This answer scores six marks out of eight.

Mark awarded = 12 out of 14
Examiner comment – average

(a) This is generally a very good answer where the candidate understands what Münchausen syndrome is all about. The opening sentence provides a definition along with some description of what the disorder is and involves. At the end of the opening paragraph the candidate adds correctly that this is a factitious disorder. In the second paragraph the candidate hints at explanations of Münchausen syndrome. To do this is really good, but the explanations offered are rather vague and lacking detail. In the final paragraph the candidate mentions Münchausen syndrome by proxy and what is said here is generally true. Everything that has been included in this answer is correct, however, it could have some examples, and it could refer to the case study by Aleem and Ajarim. Despite minor weaknesses this answer still scores five marks out of the available six.

(b) The candidate begins with the statement that the patient is unaware of his condition (which is not true) and then dismisses the possibility of conducting a self-report. Observation is then a possibility. The candidate suggests the ‘observation could be done by family and friends who can be asked questions’ suggesting that the candidate is not clear whether this is an observation or a self-report, after dismissing self-report earlier in the answer. The last paragraph has a comment about an observation invading ethics, but if this is done by family and friends, they will be ‘observing’ the normal, everyday behaviour of this person as part of everyday life. Overall this answer has many ambiguities and does not show very much methodological knowledge at all. It can also be said that this candidate does not fully understand what Münchausen syndrome is because of what they have written about it. Overall this is a vague answer and scores three marks out of eight.

Mark awarded = 8 out of 14
Examiner comment – weak

(a) The opening sentence is true and relates to Münchausen syndrome, but the second sentence is not. It was only in the case study by Aleem and Ajarim that involved an injection and it wasn’t of drugs. The sentence that ‘they remain hospitalised for most of the time of the year’ is not true either. The remainder of the answer continues in the same vague style. The candidate has an idea of what Münchausen syndrome is but does not know very much about any of the specifics of it. This answer has some of the basics and would score two marks out of the six marks available.

(b) The candidate begins this answer by suggesting that Münchausen syndrome is ‘some sort of hypochondriasis, when it is not. The second comment that they inject themselves with fluids is just repeating what was written in part (a) rather than answering this part. The comment ‘they need to be observed closely’ is the beginnings of a suggestion on how data can be gathered, with the comment that someone stays with them all the time. As it is mentioned twice, the candidate obviously believes that friendly gestures by the physician will help. Finally the candidate mentions ‘self-reports and interviews can be carried out’ in a single sentence with no elaboration regarding how this could be done or what it would involve. Overall there is a brief mention of gathering data via observation or by interview and because of these suggestions two marks out of eight can be awarded. However, no more marks can be given because there is no further detail to expand on these suggestions.

Mark awarded = 5 out of 14
Psychology and Environment

Section A Question 9

9 (a) Explain, in your own words, what is meant by ‘personal space invasion’. [2]

(b) Describe a study that has used the simulation method of measuring personal space. [4]

Mark scheme

<table>
<thead>
<tr>
<th>Section A: Short answer question: (a) = 2 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>No answer or incorrect answer.</td>
</tr>
<tr>
<td>Basic or muddled explanation. Some understanding but brief and lack clarity.</td>
</tr>
<tr>
<td>Clear and accurate and explicit explanation of term.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section A: Short answer question: (b) = 4 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>No answer or incorrect answer.</td>
</tr>
<tr>
<td>Anecdotal answer with little understanding of question area and no reference to specific study.</td>
</tr>
<tr>
<td>Basic answer with some understanding. Reference to named study/area only. Minimal detail.</td>
</tr>
<tr>
<td>Good answer with good understanding. Study/area included with good description.</td>
</tr>
<tr>
<td>Very good answer with clear understanding of study/area with detailed and accurate description.</td>
</tr>
</tbody>
</table>

9 (a) Explain, in your own words, what is meant by ‘personal space invasion’. [2]

Typically: According to Hall (1966) Personal space is “the region surrounding a person which they regard as psychologically theirs.” Invasion of personal space often leads to discomfort, anger, or anxiety on the part of the victim.

(b) Describe a study that has used the simulation method of measuring personal space. [4]

Syllabus:
- definitions, types and measures: Defining space (e.g. Hall, 1966) and territory (e.g. Altman, 1975). Alpha space and beta space. Measuring space: simulation (e.g. Little, 1968); stop-distance; space invasions

Expansion:
- the simulation method (as used by Little) involved use of grey plastic dolls placed at an appropriate distance from each other on a piece of newsprint (paper). Little measured the distance between the dolls and assumed that .5 inch equated to 1 inch in real life. Little compared 5 national groups: Greeks, Scottish, Swedish, Southern Italian and USA.
Examiner comment – good

(a) This candidate begins by explaining the term ‘personal space’ and then explains what is meant by personal space invasion. The answer continues with relevant description and terminology, and by the end of the sentence ‘and does not want too close to him.’ the answer should end because there is sufficient for two marks out of two to be awarded by this point. However, the candidate then adds extra detail about Hall’s personal space zones and a study by Fisher and Byrne. The inclusion of these two studies is both impressive and correct. On the negative side the candidate writes too much for two marks and could ‘run out of time’ losing marks for other questions.

(b) This candidate begins with a definition of what the simulation method is and as this is correct, it is a good beginning to the answer. The Little (1968) study is a logical choice because that is the study mentioned in the syllabus. The description of the study which follows is clear, accurate and detailed. It has description of the participants, procedure and results. There is even an evaluative comment even though this is not needed for the full four marks to be awarded.

Mark awarded = 6 out of 6
Example candidate response – average

9(a) Explain, in your own words, what is meant by personal space invasion.

Personal space is an invisible boundary that every person carries around. This refers to the level of comfortability a person feels when around people. Personal space invasion is when someone gets too close to you that you get uncomfortable and start fidgeting etc.

(b) Describe a study that has used the simulation method of measuring personal space.

Simulation study using dolls was conducted. Dolls were placed near a person and the effects were observed as to how comfortable a person was to the closeness in relation to specific situations portrayed e.g. close friends gossiping, strangers chat etc. This study lacked ecological validity as it contained dolls, not real humans.

Examiner comment – average

(a) Firstly this candidate explains what is meant by the term ‘personal space’, the invisible boundary, and then the candidate goes on to explain what is meant by the term personal space invasion: ‘when someone gets too close and you feel uncomfortable’. This is a really good way to answer this question because the two components of the question, ‘personal space’ and ‘invasion’ are clearly and unambiguously addressed. However, the candidate has written out the question and this is not needed and wasted time.

(b) This candidate knows some vague details about the Little study. The study involved dolls and the study was about the closeness in relation to a specific situation as the candidate states. However, the answer reads as though the dolls were placed near a real person (when they were not) and ‘the effects were observed’ (when there was no observation) and ‘how comfortable a person was about the closeness’ when no self-report data was gathered. Despite these ambiguities there is enough in this answer for two marks out of four to be awarded.

Mark awarded = 4 out of 6
Example candidate response – weak

(a) “Personal space invasion” means the space or specific area which belongs to a person, such as house, chair, etc., but sometimes they exist in public places such as in buses. People start to believe as the seat to be their personal space but it is only for a shorter duration.

(b) A study was conducted on a group of children (students) and observed their behaviours and body gestures as how they reacted when another person (his class fellow) took over or seat on his chair. This study was conducted in 1960’s.

Examiner comment – weak

(a) This answer scores no marks because the candidate is writing about territory rather than personal space. There is a mention of a house, which is primary territory and there is a mention of a ‘seat on a bus’ and ‘which is for a shorter duration’ which is an example of public territory.

(b) It is unclear from this answer exactly what the candidate is writing about. It might be a study involving sitting on someone else’s chair, in which case it is an example of invading territory. It might be about the Fisher and Byrne ‘library study’ which is also incorrect because that study was about real people invading the space of real people rather than a simulation. In either case there is nothing in this answer about the simulation method or an example of it.

Mark awarded = 0 out of 6
Psychology and Environment

Section B Question 10

10  (a) Describe what psychologists have found out about architecture and behaviour. [8]

(b) Environmental determinism, biological determinism and now architectural determinism! Evaluate what psychologists have found out about architecture and include a discussion of the issue of determinism. [12]

Mark scheme

<table>
<thead>
<tr>
<th>Section B: Essay question: (a) = 8 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>No answer or incorrect answer.</td>
</tr>
<tr>
<td>Definition of terms and use of psychological terminology is sparse or absent.</td>
</tr>
<tr>
<td>Description is mainly inaccurate, lacks coherence and lacks detail.</td>
</tr>
<tr>
<td>Understanding is poor. The answer is unstructured and lacks organisation.</td>
</tr>
<tr>
<td>Definition of terms is basic and use of psychological terminology is adequate.</td>
</tr>
<tr>
<td>Description is often accurate, generally coherent but lacks detail.</td>
</tr>
<tr>
<td>Understanding is reasonable. The answer is lacking structure or organisation.</td>
</tr>
<tr>
<td>Definition of terms is mainly accurate and use of psychological terminology is competent</td>
</tr>
<tr>
<td>Description is mainly accurate, coherent and reasonably detailed.</td>
</tr>
<tr>
<td>Understanding is good. The answer has some structure and organisation.</td>
</tr>
<tr>
<td>Definition of terms is accurate and use of psychological terminology is comprehensive.</td>
</tr>
<tr>
<td>Description is accurate, coherent and detailed.</td>
</tr>
<tr>
<td>Understanding is very good. The answer is competently structured and organised.</td>
</tr>
</tbody>
</table>
### Section B: Essay question: (b) = 12 marks

<table>
<thead>
<tr>
<th>Evaluation (positive and negative points)</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>No answer or incorrect answer.</td>
<td>0</td>
</tr>
<tr>
<td>Evaluation (positive and negative points) is <strong>basic</strong>.</td>
<td>1–3</td>
</tr>
<tr>
<td>Range of points is sparse and may be only positive or negative.</td>
<td></td>
</tr>
<tr>
<td>Points are not organised into issues/debate, methods or approaches.</td>
<td></td>
</tr>
<tr>
<td>Sparse or no use of appropriate supporting examples which are peripherally related to the question.</td>
<td></td>
</tr>
<tr>
<td>Analysis (key points and valid generalisations) is very limited or not present.</td>
<td></td>
</tr>
<tr>
<td>Evaluation is severely lacking in detail and understanding is weak.</td>
<td></td>
</tr>
<tr>
<td>There is no mention of the issue stated in the question.</td>
<td></td>
</tr>
<tr>
<td>Evaluation (positive and negative points) is <strong>limited</strong>.</td>
<td>4–6</td>
</tr>
<tr>
<td>Range of points is limited. Points hint at issues/debates, methods or approaches.</td>
<td></td>
</tr>
<tr>
<td>Poor use of supporting examples.</td>
<td></td>
</tr>
<tr>
<td>Analysis (key points and valid generalisations) is sparse.</td>
<td></td>
</tr>
<tr>
<td>Evaluation is lacking in detail and understanding is sparse.</td>
<td></td>
</tr>
<tr>
<td>The issue stated in the question is addressed according to mark scheme requirements for this band.</td>
<td></td>
</tr>
<tr>
<td>If the issue stated in the question is <strong>not</strong> addressed, maximum 6 marks</td>
<td></td>
</tr>
<tr>
<td>Evaluation (positive and negative points) is <strong>good</strong>.</td>
<td>7–9</td>
</tr>
<tr>
<td>Range of issues/debates, methods or approaches is good and is balanced with some organisation.</td>
<td></td>
</tr>
<tr>
<td>Good use of appropriate supporting examples which are related to the question.</td>
<td></td>
</tr>
<tr>
<td>Analysis (key points and valid generalisations) is often evident.</td>
<td></td>
</tr>
<tr>
<td>Evaluation has good detail and understanding is good.</td>
<td></td>
</tr>
<tr>
<td>The issue stated in the question is addressed according to mark scheme requirements for this band.</td>
<td></td>
</tr>
<tr>
<td>Evaluation (positive and negative points) is <strong>comprehensive</strong>.</td>
<td>10–12</td>
</tr>
<tr>
<td>Selection and range of issues/debates, methods or approaches is very good and which are competently organised.</td>
<td></td>
</tr>
<tr>
<td>Effective use of appropriate supporting examples which are explicitly related to the question.</td>
<td></td>
</tr>
<tr>
<td>Analysis (valid conclusions that effectively summarise issues and arguments) is evident throughout.</td>
<td></td>
</tr>
<tr>
<td>Evaluation is detailed and understanding is thorough.</td>
<td></td>
</tr>
<tr>
<td>The issue stated in the question is addressed according to mark scheme requirements for this band.</td>
<td></td>
</tr>
</tbody>
</table>
Examiner comment – good

(a) As can be seen just by scanning through this answer the candidate has included a significant number of names (dates) and they all look appropriate. There is also a significant amount of detail, so this answer is looking to be quite promising indeed. The answer begins with a definition and the candidate then considers a number of different theories including the adaptation level, the behaviour constraint and the environmental stress theories. Each has an appropriate author with it and each is well described with good understanding. The next paragraph considers the effect of urban living on health and the work by Soderberg is described. This is followed by Milgram’s work on urban environments. Another paragraph considers urban renewal and the work of Newman is mentioned and the Pruitt-Igoe project. The strategy adopted by the candidate is to mention everything on the syllabus so the final paragraph mentions the work of Michon et al on shopping mall design and then moves on to consider the work of Whyte. This is an impressive answer in terms of the range of evidence presented, the amount of detail and the accuracy and understanding shown by the candidate.

(b) The way the candidate begins is evaluative. There is a mention of reductionism and individual differences and this is related to adaptation level theory. The candidate then brings in other theories to widen the debate. The issue of generalisations is mentioned in relation to the work of Soderberg and Milgram is brought in. Another paragraph considers ‘social factors’ and the work of Brower and McDonald and Gifford are brought in. This answer is very good, but it does have a number of weaknesses. Much more could be made of the different evaluation issues, by describing them, considering their advantages and disadvantages and then using examples. This candidate uses examples extremely well but does not have the essential elements of issues to achieve a top mark. This is a very good, well written and competent answer with significant amounts of evaluation.

Mark awarded = 18 out of 20
Examiner comment – average

(a) The candidate does not define any terms but begins to describe the Pruitt-Igoe housing project. There are no specific details but the candidate is aware that the project was a failure. Next there is a consideration of a more successful project and the key word that is mentioned here is defensible space. The answer has a few terms and there is knowledge of housing design failures and successes, but the answer is very vague and lacking more specific explanation. In the next paragraph the candidate moves on to consider the design of shopping ‘complexes’ and again a few general comments are made. Finally the candidate mentions studies of burglars but there is no mention of who conducted the research or any specifics. The candidate is referring to appropriate information throughout but is just not giving sufficient detail to take the answer beyond the basics category. Despite its vagueness, there is still enough to award this answer a mark of four out of eight.

(b) It is not clear what ‘City life project’ the candidate is referring to, but if people are observed as part of their everyday life then it is not unethical. A few other evaluative points are mentioned such as reductionism and ecological validity but there is no explanation of what the terms mean, no advantages and disadvantages and no detailed evaluation beyond a basic single sentence. This answer scored three marks.

Mark awarded = 7 out of 20

Example candidate response – weak

10a) Architecture and behaviour – it is said that the architecture of a particular structure/building affects the behaviour of the people. A building/structure does not only have to be built to provide a roof top but also in such a way that behaviour is controlled. The behaviour of the people living in urban areas are more rigid, aloof etc than people in rural areas. They are friendlier than the urbanlives due to reduced stress levels, calm environment, less crime rate hence, more faith/trust in people. Moreover, the health of the urban people is affected due to pollution which causes stress and which further causes bronchitis and/or coronary heart disease. Architecture should determine the tranquility, pleasant, separated space, low density to help the behav...
Examiner comment – weak

(a) The candidate begins with a very general overview, and as the answer progresses it continues with the same general style and it becomes clear that the answer has been written by a person who has not studied any architecture and behaviour from the environmental psychology option. The answer could really have been written by anyone because there is no definition of terms, no quoting of any psychological knowledge (theories, studies or evidence) and no mention of anything that appears on the syllabus.

(b) The candidate continues in the same general way. As nothing is being mentioned about architecture the candidate moves on to write about density and crowding. There is some psychological knowledge here but it is about types of density rather than about architecture. There is no evaluation here at all and this part scores no marks.

Mark awarded = 0 out of 20
Psychology and Environment

Section C Question 12

12 There have been a number of studies investigating crowding in animals. You decide to conduct a study of your own using an animal of your choice.

(a) Describe one laboratory study and one non-laboratory study of animal crowding done by psychologists.

(b) Suggest how you would investigate the effect of spatial density on animals in a laboratory.

Mark scheme

**Section C: Short answer question: (a) = 6 marks**

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>No answer or incorrect answer.</td>
<td>0</td>
</tr>
<tr>
<td>Vague attempt to relate anecdotal evidence to question. Understanding limited.</td>
<td>1–2</td>
</tr>
<tr>
<td>Brief description of range of appropriate evidence with some understanding.</td>
<td>3–4</td>
</tr>
<tr>
<td>Appropriate description of good range of appropriate evidence with clear understanding.</td>
<td>5–6</td>
</tr>
</tbody>
</table>

**Section C: Short answer question: (b) = 8 marks**

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>No answer or incorrect answer.</td>
<td>0</td>
</tr>
<tr>
<td>Suggestion is mainly inappropriate to the question and vaguely based on psychological knowledge. Description of explanation is mainly inaccurate, lacks coherence and lacks detail. Understanding is poor.</td>
<td>1–2</td>
</tr>
<tr>
<td>Suggestion is largely appropriate to the question and based largely on psychological knowledge. Description of explanation is often accurate, generally coherent but lacks detail. Understanding is limited.</td>
<td>3–4</td>
</tr>
<tr>
<td>Suggestion is appropriate to the question and based on psychological knowledge. Description of explanation is mainly accurate, coherent and reasonably detailed. Understanding is good.</td>
<td>5–6</td>
</tr>
<tr>
<td>Suggestion is appropriate to the question and based explicitly on psychological knowledge. Description of explanation is accurate, coherent and detailed. Understanding is very good.</td>
<td>7–8</td>
</tr>
</tbody>
</table>
Examiner comment – good

(a) The candidate begins by identifying the Calhoun laboratory study and then proceeds to describe this study in clear and accurate detail which shows very good understanding. This answer is awarded the full three marks. This is the type of answer that every candidate should be aiming to write. For the non-laboratory study the candidate chooses that by Christian et al and again the events on James Island and described very well and very accurately. At the end of the description the candidate even provides a commentary about the importance of density for the well-being of animals.

(b) A good start is to explain what spatial density is. A candidate who suggests a study on social density would score no marks at all, so clarification at the outset is a good strategy. This candidate then describes the construction of cells but the answer is appearing to be rather like the Calhoun study. If it becomes that the answer scores no marks because (i) that study is on social density and (ii) this is a suggest question not a describe question, and the Calhoun study has already been described in part (a). Crucially, the answer describes the rat cells as being of different sizes, so spatial density is being studied. Ten rats are then introduced to each cell, and so it is confirmed that this spatial rather than social density. Now the study has been set up, the candidate describes how data will be gathered. This will be done through daily observations (notice the rats have become rabbits; this slight error can be ignored) and records taken of reproduction, mortality and aggression. Data from each cell can be compared and a conclusion can be drawn. This answer takes the reader through the entire details of a study, from the design of the cells, the participants (rats/rabbits), the procedure, the gathering of data and to the conclusions that can be drawn at the end.

Overall, a thoroughly impressive answer which shows the candidate is thinking for him/herself and rather than suggesting a ‘random’ study, is basing the suggestion on the work of Calhoun but adapting it to spatial rather than social density. This shows quite high level skills and the answer thoroughly deserves the maximum eight marks.

Mark awarded = 14 out of 14
Examiner comment – average

(a) The candidate begins with the opening sentence that this ‘is a laboratory study done on rats’ and by the drawing it is evident, that the candidate is going to describe the study by Calhoun. Drawings are recommended if helps to clarify or explain and sometimes a drawing can be easier than a long description. The drawing shows the different pens into which the rats were placed and the description of the study is accurate. There is sufficient detail and understanding in this answer for this component to be given three marks out of three. For the non-laboratory study the candidate begins with ‘a naturalistic experiment was done by Dubos’ and this opening sentence shows that the candidate understands without any doubt what the question is requiring. The description of the work by Dubos is reasonably accurate but there are more general statements here, such as ‘drowned because they were not being careful’ and there is the assumption that their behaviour was ‘due to overcrowding because of their adrenaline levels and they stopped thinking and acting rationally’ when this was not actually known. Despite these weaknesses, this answer is largely correct and scores two marks out of three.

(b) The suggestion made by the candidate is that white rats would be used, placed in a large area and adrenaline levels recorded. The same rats would then be placed in a smaller area and observed. The candidate then moves on to suggest a control group where half stay in a larger area and half stay in a smaller area and this can become a longitudinal study to assess long-term effects. What is good about this answer is that the candidate is making a suggestion about how he or she would investigate spatial density (which is exactly the way to answer questions like this) and there is appropriate use of methodological jargon, such as control groups and longitudinal studies. However, the answer says little beyond that and it does not consider how any data could be gathered for example. This answer has the basics of something that has the potential to be very good, and it just needs another half page or so of further explanation.

Mark awarded = 9 out of 14
Examiner comment – weak

(a) The candidate begins with a definition of crowding but this is not asked for in the question so it scores no marks. The candidate then labels (i) and (ii) which is a sensible thing to do because this makes the two components of the answer clearly identifiable. For the first the candidate describes the observation by Dubos on lemmings. This is a non-laboratory study and so can be credited for the non-laboratory part of the question. However, when looking at the second, number (ii), this must be laboratory and the candidate describes the natural event of deer on James Island. This is also non-laboratory. This means that because the candidate has not answered the question of one laboratory and one non-laboratory a maximum mark of three out of six can be awarded. Both answers are marked (i) on lemmings and (ii) on deer, and the answer achieving the highest mark will be credited. In this case both answers are reasonably accurate and either can score three marks. Mark for part (a) is given three out of six.

(b) The candidate begins this answer by defining density and more importantly provides a definition of spatial density. If the answer were to be on social density then no marks would be awarded. The answer begins with the suggestion that animals should be placed in a box, and that their stress levels be measured. Kindly the candidate suggests that they should be given food, but not very much. The answer ends after a few more ambiguous sentences. Credit can be given for the definition of spatial density and the vague idea that the animals can be placed in a small box, but this is a very basic answer.

Mark awarded = 4 out of 14
Examiner comment – good

(a) Any answer to this question requires a mention of two things: ‘phobia’ and ‘treatment’. The candidate includes the ‘treatment’ part when writing ‘mechanisms that help alleviate the anxiety such as medication’, but other than writing ‘fear of phobia’ there is nothing to say that the candidate understands what a phobia actually is. Just one mark out of two scored for this answer.

(b) The candidate’s first chosen treatment to write about is systematic desensitisation. There is elaboration beyond the term itself and the candidate outlines the treatment in good detail, showing awareness of the use of relaxation and the construction of an anxiety hierarchy. There is also detail about how the hierarchy works with the comment about neutralising the anxiety starting with the least fear arousing stimulus. There is sufficient accurate detail in this answer for two marks out of two to be awarded. The second treatment described by the candidate is that of applied tension. This answer describes what applied tension is accurately and unambiguously and the candidate understands not only what it is, but also how this phobia is different from most other phobias. There is no doubt that this answer is worth full marks.

Mark awarded = 5 out of 6

Example candidate response – average

(a) This answer begins very well with the candidate stating clearly that ‘treating phobias is the process of a practitioner helping a patient’ and the awarding of full marks is confirmed when the candidate relates it to phobias by adding ‘the irrational and often extreme response to single, specific stimuli’. There is also the awareness that treatment could be through medicine or psychotherapy. This is a good answer that has all the appropriate aspects.

(b) The question wants two ways of treating phobias and two marks are allocated to each treatment. The candidate mentions implosive therapy, systematic desensitisation and anti-anxiety drugs. For the mere mentioning of relevant treatments marks are scored. However, because there is no elaboration whatsoever beyond the identification of these words no further marks can be awarded beyond basic. Two marks out of four are awarded.

Mark awarded = 4 out of 6
Examiner candidate response – weak

(a) Phobia means a fear of anything which generates in a person by itself, genetically or during the grooming of their childhood. Phobias which can be treated, that is treating phobias.

(b) Phobias can be treated by psychotherapies. Because it is not a symptom that can recover by taking medicines.

(iii) It can be treated by asking questions and try to know how it started in a person and then by bringing nearer to that particular thing by which the phobia took place.

Examiner comment – weak

(a) The candidate begins by stating ‘phobia means fear of anything’ which is rather vague. The candidate then writes ‘which generates in a person by itself, genetically’ which implies that phobias are caused by genetics. Whether this is true or not is not important because this does not say what a phobia actually is, or how it can be treated, as the question requires. The next sentence ‘during the grooming of their childhood’ is in the same category as the former comment and is not relevant. Finally the candidate writes ‘phobias which can be treated, that is treating phobias’ firstly does not mean anything and secondly it is just re-writing the words of the question. This candidate knows that a phobia is a fear and so a single mark can be awarded.

(b) The first treatment to be considered is psychotherapy but there is no more detail after the term has been identified. The second treatment is ‘by asking questions’ but there is nothing which can be identified as any treatment. The question can again be asked about whether this answer is worth any marks. Following the same reasoning as part (a) the candidate does identify an appropriate treatment, that of psychotherapy. This is an appropriate treatment. One mark was awarded for this part of the question.

Mark awarded = 2 out of 6
Psychology and Abnormality

Section B Question 14

14 (a) Describe what psychologists have discovered about addiction and impulse control disorders. [8]

(b) “No single explanation of impulse control disorders is adequate.” Evaluate what psychologists have discovered about addiction and impulse control disorders and include a discussion about competing explanations. [12]

Mark scheme

<table>
<thead>
<tr>
<th>Section B: Essay question: (a) = 8 marks</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>Definition of terms is accurate and use of psychological terminology is comprehensive. Description is accurate, coherent and detailed. Understanding is very good. The answer is competently structured and organised.</td>
</tr>
</tbody>
</table>
### Section B: Essay question: (b) = 12 marks

<table>
<thead>
<tr>
<th>Evaluation (positive and negative points)</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>No answer or incorrect answer.</td>
<td>0</td>
</tr>
<tr>
<td><strong>Basic</strong></td>
<td>1–3</td>
</tr>
<tr>
<td>Evaluation (positive and negative points) is basic.</td>
<td></td>
</tr>
<tr>
<td>Range of points is sparse and may be only positive or negative.</td>
<td></td>
</tr>
<tr>
<td>Points are not organised into issues/debate, methods or approaches.</td>
<td></td>
</tr>
<tr>
<td>Sparse or no use of appropriate supporting examples which are peripherally related to the question.</td>
<td></td>
</tr>
<tr>
<td>Analysis (key points and valid generalisations) is very limited or not present.</td>
<td></td>
</tr>
<tr>
<td>Evaluation is severely lacking in detail and understanding is weak.</td>
<td></td>
</tr>
<tr>
<td>There is no mention of the issue stated in the question.</td>
<td></td>
</tr>
<tr>
<td><strong>Limited</strong></td>
<td>4–6</td>
</tr>
<tr>
<td>Evaluation (positive and negative points) is limited.</td>
<td></td>
</tr>
<tr>
<td>Range of points is limited. Points hint at issues/debates, methods or approaches.</td>
<td></td>
</tr>
<tr>
<td>Poor use of supporting examples.</td>
<td></td>
</tr>
<tr>
<td>Analysis (key points and valid generalisations) is sparse.</td>
<td></td>
</tr>
<tr>
<td>Evaluation is lacking in detail and understanding is sparse.</td>
<td></td>
</tr>
<tr>
<td>The issue stated in the question is addressed according to mark scheme requirements for this band.</td>
<td></td>
</tr>
<tr>
<td>If the issue stated in the question is not addressed, maximum 6 marks</td>
<td></td>
</tr>
<tr>
<td><strong>Good</strong></td>
<td>7–9</td>
</tr>
<tr>
<td>Evaluation (positive and negative points) is good.</td>
<td></td>
</tr>
<tr>
<td>Range of issues/debates, methods or approaches is good and is balanced with some organisation.</td>
<td></td>
</tr>
<tr>
<td>Good use of appropriate supporting examples which are related to the question.</td>
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<tr>
<td>Analysis (key points and valid generalisations) is often evident.</td>
<td></td>
</tr>
<tr>
<td>Evaluation has good detail and understanding is good.</td>
<td></td>
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<tr>
<td>The issue stated in the question is addressed according to mark scheme requirements for this band.</td>
<td></td>
</tr>
<tr>
<td><strong>Comprehensive</strong></td>
<td>10–12</td>
</tr>
<tr>
<td>Evaluation (positive and negative points) is comprehensive.</td>
<td></td>
</tr>
<tr>
<td>Selection and range of issues/debates, methods or approaches is very good and which are competently organised.</td>
<td></td>
</tr>
<tr>
<td>Effective use of appropriate supporting examples which are explicitly related to the question.</td>
<td></td>
</tr>
<tr>
<td>Analysis (valid conclusions that effectively summarise issues and arguments) is evident throughout.</td>
<td></td>
</tr>
<tr>
<td>Evaluation is detailed and understanding is thorough.</td>
<td></td>
</tr>
<tr>
<td>The issue stated in the question is addressed according to mark scheme requirements for this band.</td>
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</tbody>
</table>
Examiner comment – good

(a) The candidate begins this answer with a mention of Griffiths (1995) who has six features to explain all addictions, but the candidate does not refer to these. Instead the candidate outlines some general features and ends the paragraph with the names of a few impulse disorders. The second paragraph is devoted to explaining the genetic model of alcoholism and the appropriate work of Schukitt is mentioned. The next paragraphs provide an outline of the biochemical, behavioural and cognitive models. This is good because most candidates tend to simply describe various problems without addressing the causes at all. This candidate then goes on to focus on which various problems can
be treated and there are paragraphs on token economy, aversion therapy and cognitive-behaviour therapy. The details of each of these are generally correct. There could be more detail about everything mentioned; each explanation could have more examples and each treatment could be more closely related. However, there is reasonably good detail here and the candidate has covered types, explanations and treatments; an appropriate range. The answer does have good use of terminology used throughout and relevant studies are quoted. This answer scores seven marks out of eight.

(b) The candidate begins this evaluation section by raising the question about what should and what should not be labelled as abnormal. Some good points are made. The candidate then evaluates treatments, first suggesting that they are useful, but then moving to mention the underlying ethics of them. In another paragraph the candidate opens debate related to nature and nurture and in one paragraph brings in the biochemical model and reductionism. This issue is well done because in the following paragraphs the personality type and behavioural explanations are considered. What the candidate is doing here is answering the question. One of the issues to be discussed in this question is ‘competing explanations’ and that is exactly what the candidate does in the latter half of the answer. However, the answer starts with other issues too, and this is exactly what a good evaluation should do. The answer is entirely evaluative and a lot of understanding is shown. This answer could have given more advantages and disadvantages of various issues considered. The answer is worth nine marks out of 12.

Mark awarded = 17 out of 20

Example candidate response – weak

| 14 | a) Psychologists have discovered various things about addiction and impulse control disorder. There are various kinds of addiction and impulse control disorder. Examples include kleptomania, compulsive gambling, alcohol consumption.

Kleptomania is a uncontrollable tendency to steal. Kleptomania patients can’t help themselves and can’t afford the things they steal. They feel guilty and remorse.

Compulsive gambling includes an uncontrollable tendency to gamble every if they don’t want to. Compulsive gambling makes people think about it day and night. Even when others say that it is a bad thing, they are having such an uncontrollable urge, they defy them.

Alcohol consumption is sometimes dangerous. Children of alcoholic parents tend to be less intoxicated when consumed a large of alcohol, compared to those children who don’t have non-alcoholic parents. |
Examiner comment – weak

(a) The approach taken by the candidate is to simply describe the different types of addiction/impulse control disorders. What follows this is a sentence on kleptomania, a sentence on gambling and two sentences on alcohol consumption. In each description there is the view that the behaviour is out of the control of the person and in relation to alcohol consumption only a hereditary view is mentioned. There is very little expansion on anything in this answer: no characteristics of addiction, and no theories beyond a brief reference to alcohol addiction. This basic answer scores three marks out of eight.

(b) The candidate begins this evaluative section with a repetition of what was written in part (a) regarding alcohol consumption and children. This scores no marks. The candidate then begins to describe ways of managing addictions and mentions rehabilitation for alcoholics and cognitive behaviour therapy for kleptomania and compulsive gambling. There is just one instance of evaluation in this answer and it is where the candidate begins a sentence with ‘however, it depends’ and this is adding a basic comment about the quality of rehabilitation.

Mark awarded = 5 out of 20
Example candidate response – weak

(a) Addiction and impulse control disorder both come from either either a genetic and/or abuse of the substances themselves. Impulse control disorder can be related to OCD in the sense that with addiction and impulse control disorder it’s hard to stop yourself doing what you are doing. Not all addictions are bad but due to the fact that substance abuse can become addictive it is the need for people to feel what they get from the addiction to soothe themselves. The addiction through substance abuse would come from chemicals as such realized when the substance is taken. This would increase the need for such a substance so as to continue taking it to make yourself better and feeling more comfortable.

(b) Different theories and addiction and impulse control disorder can be debated as there are many factors that could affect behavior and addiction, especially the social situation of the person. The person’s culture as well as upbringing may contribute too as they may be less prone to dealing with certain addiction.

Examiner comment – weak

(a) The candidate begins by suggesting that addiction and impulse control disorder are genetic or ‘abuse of the substances themselves’. There is the claim that impulse control disorder (ICD) is related to OCD in that both are hard to stop. The candidate then claims that not all addictions are bad, but the evidence for this claim is unclear. Next the candidate claims that addiction to substances may come from the chemicals within substances, and this is correct but no example, such as nicotine and smoking, is given. The answer makes some relevant points, but overall is very basic and lacking in range, depth and detail. For this answer a mark of two out of eight is awarded.

(b) The candidate is quite right when he or she states that different theories can be debated and many factors should be considered. The candidate goes on to say what these factors are, namely socioeconomic class, culture and upbringing.

Mark awarded = 3 out of 20
Examiner comment – good

(a) This answer is excellent. It is detailed, shows understanding and has all the right terms and concepts. It answers the question specifically and scores the maximum six marks.

(b) The candidate begins part (b) with three treatments used by psychotherapists: hypnosis, dream interpretation and free association and already the candidate has impressed with this knowledge. The candidate then suggests how hypnosis could be used. This could be related more to the question. The next paragraph moves on to a consideration of dream interpretation and again what is written here is really good, it just needs relating more to the question, mentioned only briefly in the last sentence of the paragraph. The third paragraph sees the introduction of free association, followed by the next paragraph where defence mechanisms are brought in. The case study of Little Hans gets a mention next and in the final paragraph intra- psychic conflict and reaction formation are introduced. In so many ways this is an excellent answer and for an A Level candidate the knowledge and understanding shown are very impressive indeed. However, to what extent is the candidate describing and to what extent is the candidate suggesting how all the different ‘therapies’ can be applied to the situation presented in the question? Information does have to be used to answer the question and as this is not done all that often except for a brief mention, the candidate scores seven marks out of eight.

Mark awarded = 13 out of 14
Examiner comment – weak

(a) The candidate does not start the answer all that well because ‘treating patients psychologically’ is vague and so is the comment ‘removing one’s fear’. Even more vagueness is introduced when writing ‘the therapy can be in the form of an experiment’ because psychotherapy is not based on experimentation. The candidate writes some logic in the statement ‘the particular thing not harm him/her’ but this is written twice and there is still nothing that indicates that the candidate knows what psychotherapy is. The last paragraph is very ambiguous. It is unclear what ‘making him to see the man who are living with a woman are not harming themselves and both are happy together’ actually means. Finally the candidate makes a point about removing negative thinking patterns which is true of cognitive based therapy rather than psychotherapy. This answer has no evidence at all that the candidate knows what psychotherapy is and so scores no marks.

(b) The opening paragraph appears to be suggesting that the fear of women is transferred genetically but then there is the realisation that this could not be treated. No marks so far. The next suggestion made is that the cause is ‘cognitive’ and therefore a ‘cognitive’ treatment is needed. There is still nothing to suggest knowledge of psychotherapy here. The third suggestion is that the fear could be learned in a ‘behavioural way’, followed by a ‘humanistic’ suggestion. Overall the candidate knows a little about a number of different approaches but the candidate shows no knowledge of psychotherapy and so scores no marks.

Mark awarded = 0 out of 14
Example candidate response – good

(a) The question asks for behavioural theory of leadership and the candidate has broken this down into parts. The first part provided by the candidate is a definition of ‘theory’ followed by a definition of leadership and then there is a concluding sentence with brings both of these components together to provide a very good answer that is worth full marks without any doubt.

(b) The candidate organises the answer into the relevant parts and this is useful because it is a reminder that the answer must include two parts. The first part in this answer is a description of the Ohio University theory and the candidate correctly describes ‘initiating structure’ and ‘consideration’. This answer scores two marks out of the two available. The second part sees the candidate describing the Michigan leadership study where the behaviours are broken down into those which are task-oriented and those which are relationship-oriented. Like the first, this answer has all the relevant components, has good detail, shows understanding and is unambiguously worth two marks.

Mark awarded = 6 out of 6
Examiner comment – weak

(a) This answer begins ambiguously because it appears that the candidate is writing about learning behaviours and indeed writes about ‘conditioning [classical?] and operating [operant conditioning?]’. The answer improves and starts to become relevant to organisations in the next paragraph, but here the candidate assumes that if the behaviour of the leader is learned by subordinates then this will improve the image, morale and appearance of the team. This is not quite what is meant by behavioural theory of leadership, but at least the candidate understands what a behavioural theory is and so this answer scores one mark.

(b) The answer to this question appears to be more of a suggestion than a description of the required two theories. In fact it is being suggested that one ‘theory’ is rewards and another is ‘punishment’ and all the candidate is doing is using knowledge of operant conditioning and applying it to organisations. There is nothing in this answer to suggest the candidate knows anything about behavioural theories of leadership or indeed anything about organisations at all. No marks can be awarded for this part.

Mark awarded = 1 out of 6
Psychology and Organisations

Section B Question 18

18 (a) Describe what psychologists have found out about motivation to work. [8]

(b) We can motivate ourselves or the job can motivate us. Evaluate what psychologists have found out about motivation to work and include a discussion of the issue of individual versus situational explanations. [12]

Mark scheme

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<tr>
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<th>Description</th>
<th>Example</th>
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</thead>
<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td>7–9</td>
<td>Evaluation (positive and negative points) is good. Range of issues/debates, methods or approaches is good and is balanced with some organisation. Good use of appropriate supporting examples which are related to the question. Analysis (key points and valid generalisations) is often evident. Evaluation has good detail and understanding is good. The issue stated in the question is addressed according to mark scheme requirements for this band.</td>
<td></td>
</tr>
<tr>
<td>10–12</td>
<td>Evaluation (positive and negative points) is comprehensive. Selection and range of issues/debates, methods or approaches is very good and which are competently organised. Effective use of appropriate supporting examples which are explicitly related to the question. Analysis (valid conclusions that effectively summarise issues and arguments) is evident throughout. Evaluation is detailed and understanding is thorough. The issue stated in the question is addressed according to mark scheme requirements for this band.</td>
<td></td>
</tr>
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</table>
Examiner comment – good

(a) This candidate introduces what is to be included in the answer and it can be seen immediately from what is written that this answer has the potential to be a good one. The first theory to be considered is that of Maslow and the candidate describes this very well using accurate terminology. Half way through this paragraph Alderfer’s ‘ERG’ theory is introduced. The second paragraph brings in the work of McClelland and again, this is well written and shows good understanding. The third paragraph sees a mention of the work of Latham and Locke and in the fourth paragraph, rather than a need theory, the cognitive or rational theory proposed by Vroom is described. There are some complexities in this theory, but the candidate explains ‘V’, ‘I’ and ‘E’ very well. The answer has five different theories, it has good detail and the candidate understands what they have written. There could be more in the answer, but at this level, in 20 minutes, this answer is worth full marks.

(b) The candidate begins with comments about theories of motivation being ‘westernised’ and not applying universally, which is a good point. Reductionism is introduced in the second paragraph although it is not stated what reductionism is. In the third paragraph validity is brought in, and already the candidate is relating motivation to a third different issue. In the fourth paragraph the candidate is debating the usefulness or application of theories before going on in the second half of the answer to consider individual differences, situational explanations and at the end of the answer mentioning individual and situational explanations alongside reductionism. This candidate has engaged with a number of different issues and although there could be more about the actual issue and the advantages and disadvantages of issues, the candidate does relate the issues to motivation and uses examples very well. There is competence here with a candidate who can use issues flexibly and there is good detail in the answer. Overall this question part is worth eight marks out of twelve.

Mark awarded = 16 out of 20
Examiner comment – average

(a) This candidate begins with a description about types of reward and links these to intrinsic and extrinsic motivators. There is a good use of examples and the candidate understands what he/she is writing. The second paragraph considers theories of motivation but then the candidate chooses to describe just one theory in significant detail and the theory is the need theory proposed by Maslow. This approach is quite common, and the assumption is that the only theory ever published is that by Maslow. Credit for this answer can be given for depth and detail, but there is no awareness at all that there are other theories which are just as valid, so there are very few marks for range in this answer. Reference to the syllabus will reveal all the other things which could have been included. Despite the detail, an answer which considers no more than one theory will never achieve the top mark bands and this answer, because of the opening paragraph on types of motivation scores four marks out of eight.

(b) The candidate begins with a mention of individual differences and this is related quite well to achievement and task orientation. In the second paragraph the candidate brings in situational factors but there are two problems here: (i) the ‘situation’ paragraph is largely descriptive rather than evaluative and (ii) it is written in total isolation from the first paragraph. This means that there is no understanding of the individual and situational explanations. The final paragraph returns to Maslow and a comment is made that ‘all workers have the same needs’ and later ‘that there are individual differences in needs’, which is just about evaluative. Overall, there is not very much evaluation here and the candidate hasn’t really engaged with the named issue or indeed with any other evaluation issue that could have been applied. This is a basic answer which scores three marks out of twelve.

Mark awarded = 7 out of 20
Example candidate response – weak

(a) Psychologists have found out the motivation of work can be brought up in a person when he/she is completely satisfied with the job work and he/she knows the work, or the person wants to learn the work and he/she is mentally ready for that.

(b) Work always motivate a person but the first and main thing is the person should be motivated to that work as well. If there is not a will of person to work and not mentally ready that person can never be motivated quickly to do that particular work. In some cases a beginner on a workplace when sees the seniors working around him and people on top and obviously the money provided by work motivates that person. But again the person was motivated before and the work gave a boost to his/her motivation.

Examiner comment – weak

(a) As can be seen from the answer, this candidate does not have very much to say about motivation at all. For anyone studying Organisations the topic area is fundamental and is one of just eight essays that might appear on an examination. In the answer there is a hint of job satisfaction and a comment about learning work and being mentally ready, but really there is nothing here that could be attributed to motivation. No marks can be given for this part (a) answer.

(b) The candidate begins with the statement that ‘work always motivates a person’ and then goes on to say that a person might not be motivated if they are not mentally prepared. There is a comment about a beginner seeing seniors working and money providing motivation. These comments can be attributed to the topic of motivation, but they are descriptive and belong in part (a) rather than being evaluative. The candidate seems not to know much about motivation at all and also does not know the difference between description and evaluation. This question part also scores no marks.

Mark awarded = 0 out of 20
Examiner comment – good

(a) This answer begins with a paragraph describing two types of bias and the candidate even provides the names of two studies to support what is described. There is no requirement in the question to do this, and it scores no marks at all. What is does do is that it creates a positive impression and in the context of the whole answer it does not take too much time or take away from the answer. In the second paragraph the candidate begins to go through a long list of the ways in which possible biases can be avoided. Psychometric tests are considered first and the crucial comment here is that they ‘ask the same questions from all the applicants’. Good understanding is shown with the comment that ‘people with good language skills do better on these tests’. Comments are made about minority ethnic groups, good looks and superior language skills. Again the candidate is describing biases, but then in the next paragraph introduces some of the suggestions made by Riggio (from the recommended reading list for Organisations). The candidate then describes having trained judges (or interviewers) having structured interviews and scoring systems so each applicant is treated fairly. This is a very thorough answer and scores eight marks out of eight.

(b) This question part requires a description of two selection decision-making models (three marks per model) and the candidate begins with the multiple cut-off model. This is described very well and in detail and scores three marks out of three. However, the multiple regression model is described in less detail and so is only awarded one mark out of three.

Mark awarded = 12 out of 14
Examiner comment – average

(a) After the opening paragraph the candidate mentions the halo effect and the recency effect and then comments on the training of interviewers to reduce ‘interpreter’ bias. To avoid groupthink the candidate suggests that individual decisions should be made. Group polarisation is also mentioned and here it is looking more like a ‘group decision-making’ answer (a different part of the syllabus) than a ‘personnel selection’ answer. There is nothing wrong with bringing in evidence from other areas, and indeed in many respects it shows higher-level skills. However it should only be done to add to or enhance the knowledge on the topic area already provided rather than replace it. In the final paragraph the candidate writes about ‘second chance meetings’ and it is unclear from this how it would actually relate to the selection of a candidate for a job. There are some relevant parts to this answer, but there is quite a lot that needs explanation to make it directly relevant to the question. It is unclear exactly what biases are being addressed. This response scores four marks out of the eight available.

(b) This candidate makes some general comments before moving on to consider ‘three objective methods’. The candidate then describes all three models and even though only two receive credit, there is sufficient knowledge, detail and understanding for the candidate to be awarded six marks out of six.

Mark awarded = 10 out of 14
Example candidate response – weak

(a) The candidate begins with the suggestion that the applicant should submit ‘a proper letter’ to show they are suitable for the job. The emphasis of this answer so far is wrong because the question is about bias on the part of the employer. In the second paragraph the answer improves slightly with the mention of a personality test, but this is to select the right job for the person, and again not a bias from the employer. In the third paragraph the candidate suggests that an interview should be done, but even here there is little awareness that bias may be shown by those interviewing. The candidate has a little knowledge that tests and interviews are relevant, but there is no evidence that the candidate has considered a number of biases in the selection process.

(b) The candidate did not attempt this part of the question.

Mark awarded = 2 out of 8