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## **Mark Scheme (Results)**

Summer 2018

GCSE Psychology (5PS02/01)

Unit 2: Social and Biological Psychological  
Debates

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## General Marking Guidance

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

The strands are as follows:

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

OWTTE = Or Words To That Effect

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

Question Number	Media companies use 'censorship' when broadcasting TV and video games.  (a) Suggest one example of 'censorship' that could be used in TV and/or video games.  Answer	Mark
<b>1a</b>	<p>One mark for appropriate example of censorship in TV / video games</p> <ul style="list-style-type: none"> <li>• Use of the 9pm watershed</li> <li>• Use of age ratings</li> <li>• No swearing</li> <li>• Remove blood from scene</li> <li>• Do not show graphic images</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<p><b>AO 1 = 1</b></p> <p><b>(1)</b></p>

Question Number	(b) Outline one argument for (in favour of) media censorship.  Answer	Mark
<b>1b</b>	<p>2 marks are available. The examples are indicative and not exhaustive. Credit other relevant suggestions OWTTE.</p> <p><b>1 mark</b> for a basic response</p> <ul style="list-style-type: none"> <li>• E.g. Children learn through observing, so not exposing them to violence prevents inappropriate learning/eq;</li> <li>• E.g. Bandura, Ross and Ross found that children copy violent role models, which suggests that the watershed is a good idea/eq;</li> <li>• E.g. Violence and aggression can cause fear, which is a good reason why we should protect young children/eq;</li> <li>• E.g. Adult viewing may confuse children who do not understand/eq;</li> </ul> <p><b>2 marks</b> for a detailed response</p> <ul style="list-style-type: none"> <li>• E.g. Children learn through observing, so not exposing them to violence prevents inappropriate learning, which could be copying a role model hitting another person/eq;</li> <li>• E.g. Violence and aggression can cause fear, which is a good reason why we should protect young children as they may be psychologically damaged in the long term/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<p><b>AO2 = 2</b></p> <p><b>(2)</b></p>

Question Number	<p>You have been asked by a broadcasting regulator to investigate aggression on TV in the UK. You have chosen to conduct a content analysis.</p> <p>Describe how you might carry out your content analysis into aggression on TV in the UK.</p> <p>Answer</p>	Mark
<b>1c</b>	<p>One mark per point/elaboration</p> <p>Please note no credit for repetition of stem in question 1c.</p> <ul style="list-style-type: none"> <li>• I will decide on the categories of aggression that I will look for on TV in the UK, such as hitting / insults / threats / punching/eq;</li> <li>• I will then have to observe the TV over a week and tally each time I see this particular behaviour occurring in the TV programmes [watching/observing needs to be explicit]/eq;</li> <li>• I would then total my tallies and compare different TV programmes in the UK over the week/eq;</li> <li>• The results could be analysed using averages/a graph to establish the amount and type(s) of aggression in the UK TV programmes/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<p><b>AO3 = 3</b> <b>(3)</b></p>

Question Number	<p>After conducting your content analysis, you are concerned that your findings may only apply to Western cultures. This is a problem with:</p> <p>Answer</p>	Mark
<b>1d</b>	<p>B – Generalisability.</p>	<p><b>AO3= 1</b> <b>(1)</b></p>

Question Number	<p>Jason was bought a video game by his parents for his birthday. Jason's video game contained fighting and shooting. Jason was rated as more aggressive by his parents and teachers after playing the video game every day for one month.</p> <p>(a) Using social learning theory, explain how the video game may have influenced Jason's behaviour.</p> <p>Answer</p>	Mark
<b>2a</b>	<p>One mark per point/elaboration linking Jason's behaviour to possible violence seen on the video game. Concepts such as modelling, vicarious reinforcement, identification, role models, observational learning should be credited. Must be social learning explanation (can't be biological, frustration-aggression or general learning model). Accept ARRM with explanation. Examples gain credit.</p> <p>Max 1 mark if no reference to Jason's aggression.</p> <ul style="list-style-type: none"> <li>• According to SLT, Jason would have (watched and) copied/modelled the aggressive behaviour from the video game/eq;</li> <li>• Jason may have seen a role model on the game that was fighting and shooting and copied the role model/eq;</li> <li>• The role model may share the same/similar characteristics as Jason, increasing the likelihood of being a role model/eq;</li> <li>• Jason's role model may be a aggressive/angry/violent male fighting character/eq;</li> <li>• Jason identified with the role model on the game and wanted to be like them/eq;</li> <li>• The role model may have been rewarded for the aggressive fighting on the game and Jason wanted to receive the same reward /known as vicarious reinforcement/eq;</li> <li>• Jason may watch a male role model being praised for beating up the bad guys and want to achieve the same praise himself/eq;</li> <li>• Jason might behave aggressively by fighting with school friends as a result/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<p><b>AO2 = 4</b></p> <p><b>(4)</b></p>

Question Number	Outline one strength of social learning theory as an explanation of aggressive behaviour.  Answer	Mark
<b>2b</b>	<p>Two marks are available for one strength – one mark per point/amplification. If more than one strength, mark all and credit best.</p> <p>0 marks No rewardable material</p> <p>1 mark Brief explanation/clear identification of a strength</p> <p>2 marks Clear identification and explanation/amplification of strength</p> <ul style="list-style-type: none"> <li>• Bandura, Ross, and Ross (1961) found that children copy (adult) role models by being aggressive/eq; (1 mark) which is evidence for observation and imitation of role model aggressive behaviour/eq; (2 marks)</li> <li>• Anderson and Dill (2000) found that participants behaved more aggressively after being exposed to a violent video game/eq; (1 mark) as participants who played a violent game administered a louder blast of noise for longer compared to non-violent game/eq; (2 marks)</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<p><b>A02 = 2</b></p> <p><b>(2)</b></p>

Question Number	A biological reason for Jason 's behaviour could have been hormones.  Describe the role of hormones as a cause for aggression.  Answer	Mark
<b>2c</b>	<p>No credit for non-biological approaches/explanations or for limbic system / genetics (unless explicitly linked to hormones then credit can be given for part about hormones if accurate).</p> <p>Examples can gain credit if they add to the description and are not expressed in an evaluative way.</p> <ul style="list-style-type: none"> <li>• High levels of testosterone can cause aggression/eq;</li> <li>• Testosterone is a hormone that is produced in higher quantities in males who tend to be more aggressive/eq;</li> <li>• Injecting testosterone in animals increases aggression/eq;</li> <li>• Castrating animals lowers testosterone and lowers aggression/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<p><b>A01 = 2</b></p> <p><b>(2)</b></p>

Question Number	There are other explanations than hormones for aggression.  Identify <b>one</b> other biological cause of aggression from the list below.  Answer	Mark
<b>2d</b>	D – Limbic system and amygdala	<b>AO1 = 1</b>  <b>(1)</b>

Question Number	Aggression can be understood in terms of the nature-nurture debate.  Define what is meant by the term 'nature'.  Answer	Mark
<b>2ei</b>	One mark available for a definition of the term 'nature'. Ignore reference to 'nurture'.  <ul style="list-style-type: none"> <li>• Nature is the internal influence/eq;</li> <li>• Internal factors affecting aggression/eq;</li> <li>• Genetics which are internal could be a nature influence for aggression/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<b>AO1 = 1</b>  <b>(1)</b>

Question Number	Aggression can be understood in terms of the nature-nurture debate.  Define what is meant by the term 'nurture'.  Answer	Mark
<b>2eii</b>	One mark available for a definition of the term 'nurture'. Ignore reference to 'nature'.  <ul style="list-style-type: none"> <li>• Nurture is the environment influence/eq;</li> <li>• External factors affecting aggression/eq;</li> <li>• Role models who are external could be a nurture influence for aggression/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<b>AO1 = 1</b>  <b>(1)</b>



Question Number	Explain <b>one</b> similarity between a social and a biological explanation for aggression.  Answer	Mark
<b>2f</b>	<p>One mark per point/elaboration.</p> <p>Students are likely to be focusing on Social Learning Theory and the biological theories (treat one/all biological theories as the same).</p> <p>If a candidate simply writes a paragraph on one explanation then a paragraph on a different explanation then max 1 as the comparison is implicit.</p> <ul style="list-style-type: none"> <li>• Both theories cannot prove causality, the reverse may be true/eq; (1 mark)</li> <li>• With social learning theory we cannot be sure that aggressive children do not seek out media, and similarly aggression may cause higher levels of testosterone/eq; (2 marks)</li> <li>• Both are difficult to study directly in an ethical way/eq; (1 mark) as forcing children to observe violent media can create aggressive behaviour, and the limbic system cannot ethically be damaged in live humans/eq; (2 marks)</li> <li>• Both explanations do not fully consider both internal and external factors that could influence aggression/eq; (1 mark) as SLT ignores the influence of hormones and the biological explanation ignores the influence of role models/eq; (2 marks)</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<p><b>AO2 =</b> <b>2</b></p> <p><b>(2)</b></p>

<p>Question Number</p>	<p>As part of your course you will have studied the investigation conducted by Anderson and Dill (2000).</p> <p>Describe the aims, procedure and findings (results and/or conclusions) of Anderson and Dill's (2000) study <b>and</b> evaluate this study in terms of its strengths and weaknesses.</p> <p>Indicative content</p>	
<p>*3</p>	<p>Refer to the levels at the end of the indicative content.</p> <p>Appropriate answers may include the following indicative content, but the list is not exhaustive so look for other reasonable points.</p> <p><b>Description</b></p> <ul style="list-style-type: none"> <li>• The aim was to investigate how video game violence affects aggressive thoughts and behaviour</li> <li>• They used a laboratory experiment which had a correlational study (self-report questionnaire) and a main experiment</li> </ul> <p>Correlational study</p> <ul style="list-style-type: none"> <li>• 227 US undergraduates (149 female, 78 male) answered a self-report questionnaire</li> <li>• They assessed how often they played video games in real life (hours spent and 1-7 scale)</li> <li>• They asked about how violent the content of video games played (on a 1-7 scale)</li> <li>• They looked at academic achievement in college grades through the Grade Point Average (GPA)</li> <li>• Aggression impulsivity and trait aggression (verbal, physical, hostility, anger) was measured</li> <li>• Self reported aggressive/non-aggressive delinquency was recorded</li> <li>• They calculated perception of crime likelihood (%) and safety feelings (1-7 scale)</li> <li>• Time spent playing video games was linked to delinquent behaviour</li> <li>• Playing violent video games is linked to the development of an aggressive personality</li> <li>• It was concluded that aggressive and non-aggressive delinquent behaviour was related to exposure to violent games and trait aggression</li> </ul> <p>Main experiment</p> <ul style="list-style-type: none"> <li>• A pilot study selected Myst and Wolfenstein 3D games as they were judged to be different in terms of amount of violence</li> <li>• 210 US undergraduates (104 female, 106 male) attended two sessions</li> <li>• Participants either played a violent or non-violent</li> </ul>	<p><b>AO1 = 5,</b> <b>AO2 = 5</b></p> <p><b>(10)</b></p>

- game - Wolfenstein 3D and Myst
- Instigated high and low irritability
  - Separated into win or lose trials on competition
  - Measured the intensity/length of blasts of noise participants choose to deliver
  - Recorded cognitive aggressive thinking reaction test and carried out an aggressive competition reaction time test
  - Measured crime and safety ratings (as they also did in the correlation study)
  - Found that playing violent video games increased aggression in participants
  - Violent video games make players think aggressively (priming of aggression)
  - Violent video games made females more aggressive than males.
  - High levels of irritability and violent game play increases aggression/irritability is a vulnerability factor in susceptibility to aggression in response to violent game play
  - Concluded that violent video games increase aggression in the short term

#### **Evaluation**

- It was conducted in a laboratory so has control, so other variables did not have an effect of the punishments they gave
- Participants were split into two separate groups of violent or nonviolent game so demand characteristics/order effects/ were reduced
- There were strong controls like the length of time they played for which makes the findings more replicable to test for reliability
- Has good application in terms of putting age restrictions on video games as there was a link between violent video games and aggression, games should not be sold to 'minors'
- The conclusions about real life aggression are drawn from a laboratory experiment so may be unrealistic
- Participants do not naturally administer loud blasts of noise to an opponent so the findings lack validity
- Participants may have acted differently to when they play games at home which means the study lacks ecological validity
- The study was unethical as they deceived participants with a cover story about video game play and cognitive and motor skills
- The findings of the main experiment are only of short term exposure to video games so may not be true of long term exposure
- Research only linked aggressive video game play to delinquency/aggression traits so causation cannot be established

**Look for other reasonable marking points.**

Level	Mark	Descriptor
<b>0</b>	0	No rewardable material
<b>Level 1</b>	1-2	<ul style="list-style-type: none"> <li>Limited account of the study. The procedure and/or results are not explained clearly.</li> <li>There is no attempt to evaluate (or any attempt is not worthy of credit).</li> </ul> <p>Writing communicates ideas using everyday language, but the response lacks clarity and organisation. The candidate spells and punctuates and uses the rules of grammar with limited accuracy.</p>
<b>Level 2</b>	3-4	<ul style="list-style-type: none"> <li>Basic account the study - the answer lacks depth but is a clear knowledge of both procedure and results.</li> <li>Very limited or no evaluation.</li> </ul> <p>Writing communicates ideas using a limited range of psychological terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The candidate spells, punctuates and uses some of the ideas of grammar with general accuracy.</p>
<b>Level 3</b>	5-6	<ul style="list-style-type: none"> <li>Described the procedure and results of the study well.</li> <li>Limited evaluation.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>Described the procedure and results very well (Level 5 description) with focus on procedure and results with little or no evaluation (or vice versa - Level 5 evaluation).</li> </ul> <p>Writing communicates ideas using psychological terms accurately and showing some direction and control in the organisation of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<b>Level 4</b>	7-8	<ul style="list-style-type: none"> <li>Described the aims, procedure and results the study well.</li> <li>Evaluation is done well with more than one clear and accurate evaluation point and some weaker evaluation.</li> </ul> <p>Balance up description and evaluation if one is weaker than expected for this Level but the other is stronger than expected for this Level</p> <p>Writing communicates ideas using psychological terminology accurately and showing some direction and control in the organisation of material. The candidate uses some of the rules of grammar and spells and punctuates with considerable accuracy, with few spelling errors.</p>
<b>Level 5</b>	9-10	<ul style="list-style-type: none"> <li>An answer that is focussed on the requirements of the question and clearly identifies and explains the aims, procedure and results very well.</li> <li>Evaluates very well using a range of both strengths and weaknesses that are clearly explained.</li> </ul> <p>Writing communicates ideas effectively, using a range of precisely selected psychological terminology and organising material clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy.</p>

**Topic D: Why do we have phobias?**

Question Number	A clinical psychologist would be more likely to work for: Answer	Mark
<b>4a</b>	C – a health authority	<b>AO1 = 1</b>  <b>(1)</b>

Question Number	Identify <b>one</b> qualification required to be a clinical psychologist. Answer	Mark
<b>4b</b>	One mark available – if more than one qualification mark all and credit the best. <ul style="list-style-type: none"> <li>• Degree/Master’s degree in Psychology</li> <li>• BPS conversion course</li> <li>• Chartered status (to BPS)</li> <li>• Doctorate in clinical Psychology</li> </ul> <p>Reject: GCSEs, A Levels, experience, people skills, etc.</p>	<b>AO1 = 1</b>  <b>(1)</b>

Question Number	Outline <b>two</b> roles of a clinical psychologist. Answer	Mark
<b>4c</b>	One mark for each distinctive role. If more than two roles, mark all and credit the best.  Ignore ‘helping/working with patients’ or ‘in a health authority’ on its own.  Max 1 for a list of problems / issues identified (marking point 2) <ul style="list-style-type: none"> <li>• Working with a patient in a mental health setting/eq;</li> <li>• Helping a patient with an issue/phobias/depression/schizophrenia/disordered thinking/eq; (LIST)</li> <li>• Assessing individual patients/testing/eq;</li> <li>• Liaising with family to uncover patterns in a patient’s behaviour/eq;</li> <li>• Identifying behavioural signs of mental health problems/eq;</li> <li>• Treating patients by teaching relaxation techniques/eq;</li> <li>• Advising family on how to support a patient’s recovery/eq;</li> <li>• Listen to a patient’s problems/issues empathetically/eq;</li> <li>• Write reports on mental health patients/eq;</li> <li>• Advising treatment policy/eq;</li> <li>• Undertaking postgraduate research investigating mental health issues/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<b>AO1 = 2</b>  <b>(2)</b>

Question Number	<p>Mika has recently developed a fear of letter boxes. He was delivering leaflets to houses through their letter boxes and was frightened by a dog barking loudly on repeated occasions.</p> <p>Use classical conditioning theory to explain why Mika developed a fear of letter boxes. You may use a diagram as part of your answer.</p> <p>Answer</p>	Mark
<b>5a</b>	<p>One mark per point/elaboration. Accept diagrams related to the scenario up to max 3. No credit for unlinked diagrams. Answer must include Mika and/or a dog or fear. To gain maximum there must be reference to a learned association or similar and the UCS must be clearly identifiable (e.g the dog barking loudly).</p> <p>If the UCS is unclear (e.g. they simply state UCS/a feared object/ something scary) then max 3.</p> <ul style="list-style-type: none"> <li>• Before developing his fear, the letter boxes would be the NS/letter boxes originally produce no fear response/eq;</li> <li>• He may have associated something bad with the letter boxes (e.g. the dog barking loudly) /eq;</li> <li>• Mika/He was startled by the dog barking loudly so became scared;</li> <li>• He will have been scared by the loud bark/eq;</li> <li>• Repeated loud dog barks would have meant that an association could have formed over time with the letter boxes/eq;</li> <li>• He would have associated the fear with the letter boxes so is now scared of them/eq;</li> </ul> <p>1 mark diagram Dog bark loudly + letter boxes = fear, then Letter boxes = fear</p> <p>2 mark diagram Letter boxes = no fear Dog bark loudly + letter boxes = fear Letter boxes = fear</p> <p>3 mark diagram Letter boxes (NS) = No Fear; Letter boxes (NS) + dog bark loudly (UCS) = Fear (UCR); Letter boxes (CS) = Fear (CR);</p> <p><b>Look for other reasonable marking points</b></p>	<p><b>AO2</b> <b>=4</b> <b>(4)</b></p>

Question Number	Explain how Mika may experience 'generalisation' in relation to his fear of letter boxes.  Answer	Mark
<b>5b</b>	<p>One mark per point/elaboration.</p> <ul style="list-style-type: none"> <li>• Mika may have transferred the fear of letter boxes to something similar/eq;</li> <li>• He may have also become scared of leaflets/cat flaps/external mail boxes/eq;</li> <li>• Cat flaps/external mail boxes may become associated with the letter boxes and also produce a fear response/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<p><b>A02 = 2</b></p> <p><b>(2)</b></p>

Question Number	You will have studied different causes of phobias.  Identify an alternative cause of phobias to that of classical conditioning from the list below:  Answer	Mark
<b>5c</b>	B – Preparedness	<p><b>A01 = 1</b></p> <p><b>(1)</b></p>

Question Number	Demi is interested in investigating the causes of different phobias. In the table below, write a question for each question type in the box provided.  Answer	Mark
<b>6ai</b>	<p>One mark for a relevant open question. The question must refer to a fear of clowns.</p> <p>Ignore closed ended questions (are you scared of clowns) or questions unrelated to clowns (do you have a phobia/describe what scares you) or ranked scale questions (rate your fear from 1-10).</p> <p>Eg:</p> <ul style="list-style-type: none"> <li>• Describe your fear of clowns/eq;</li> <li>• Tell me how you feel when you think about clowns/eq;</li> <li>• Explain your emotional reaction to seeing a clown/eq;</li> <li>• Tell me what you think about when you see a clown juggling/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<p><b>A03 = 1</b></p> <p><b>(1)</b></p>

Question Number	Demi is interested in investigating the causes of different phobias. In the table below, write a question for each question type in the box provided.  Answer	Mark
<b>6a ii</b>	<p>One mark for a relevant closed question. The question must refer to a fear of meat.</p> <p>Ignore open ended questions (how do you feel when you see meat) or questions unrelated to meat (do you have a phobia/are you scared of supermarkets) or ranked scale questions (rate your fear of meat from 1-10).</p> <p>Eg:</p> <ul style="list-style-type: none"> <li>• Are you scared of meat?/eq;</li> <li>• Do you experience extreme anxiety around meat?/eq;</li> <li>• Meat is scary for you – agree/disagree/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<p><b>AO3 = 1</b></p> <p><b>(1)</b></p>

Question Number	Demi is interested in investigating the causes of different phobias. In the table below, write a question for each question type in the box provided.  Answer	Mark
<b>6a iii</b>	<p>One mark for a relevant ranked scale question. The question must refer to a fear of mobile phones.</p> <p>Ignore open ended questions (how do you feel when you see mobile phones) or questions unrelated to mobile phones (do you have a phobia/are you scared of laptops) or yes/no response questions (are you scared of mobile phones).</p> <p>Eg:</p> <ul style="list-style-type: none"> <li>• Rate your fear of mobile phones on a scale of 1-10 with 10 being most fearful</li> <li>• Rank the following scenarios in order of most feared: <ul style="list-style-type: none"> <li>○ Holding a mobile phone</li> <li>○ Seeing a friend using a mobile phone next to you</li> <li>○ Looking into a mobile phone shop</li> </ul> </li> </ul> <p><b>Look for other reasonable marking points</b></p>	<p><b>AO3 = 1</b></p> <p><b>(1)</b></p>



Question Number	Explain <b>one</b> strength of using closed questions to study phobias.  Answer	Mark
<b>6b</b>	<p>One mark per point/elaboration. Ignore weaknesses of closed questions. Ignore strengths of open-ended questions. A strength of a rank scale question is creditable.</p> <ul style="list-style-type: none"> <li>• Closed questions are easier to analyse/eq; (1 mark) because they generate quantitative data rather than qualitative data/eq; (2 marks)</li> <li>• Closed ended answers are objective/eg; (1 mark) because they are not open to interpretation like the responses from open-ended questions/eq; (2 marks)</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<p><b>AO3 = 2</b>  <b>(2)</b></p>

Question Number	One weakness of using a rank scale question is:  Answer	Mark
<b>6c</b>	C – participants may feel their answer is restricted	<p><b>AO3 = 1</b>  <b>(1)</b></p>

Question Number	Demi decides to use a questionnaire to study phobias. She wants to give her participants 'standardised instructions'.  Explain how Demi could give her participants 'standardised instructions'.  Answer	Mark
<b>6d</b>	<p>One mark per point/elaboration. Answer must refer to Demi / her study into phobias or max. 1.</p> <ul style="list-style-type: none"> <li>• All participants could be given the same directions to follow during the study/eq;</li> <li>• Demi could give her participants the same information sheet which explains what to do in the phobia questionnaire/eq;</li> <li>• The same specified order that the phobia questions have to be answered in could be given to her participants/eq;</li> <li>• Demi could read the same set of instructions to all participants before they answer the phobia questionnaire/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<p><b>AO3 = 2</b>  <b>(2)</b></p>

Question Number	Suggest how Demi could avoid 'social desirability' when using her questionnaire.  Answer	Mark
<b>6e</b>	<p>One mark per point/elaboration. Answer must refer to Demi / her study into phobias or max. 1.</p> <ul style="list-style-type: none"> <li>• Demi could tell the participants her study is about something different than phobias/eq; (1 mark) so she could deceive the participants by telling them the questionnaire is about their views on animals/eq; (2 marks)</li> <li>• She could tell participants all responses on the phobia questionnaire are confidential and anonymous/eq; (1 mark) so they are more likely to give truthful responses about their phobia/eq; (2 marks)</li> <li>• A social desirability bias scale could be given alongside the questionnaire/eq; (1 mark) so that Demi would have an idea of who is more likely to have been influenced by social desirability and therefore place less importance on their responses to the phobia questions/eq; (2 marks)</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<p><b>AO3 = 2</b></p> <p><b>(2)</b></p>

Question Number	Demi is concerned that the results of her questionnaire may be influenced by 'response bias'.  Define the term 'response bias'.  Answer	Mark
<b>6f</b>	<p>One mark for a suitable definition of the term.</p> <ul style="list-style-type: none"> <li>• Participant answers in a particular way which is not their true opinion/eq;</li> <li>• The participant may answer with what they think the researcher wants, rather than their true response/eq;</li> <li>• Always answer using a particular response when it is not true/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<p><b>AO3 = 1</b></p> <p><b>(1)</b></p>

Question Number	State the aim of the case study of Little Peter (Cover-Jones, 1924).  Answer	Mark
<b>7a</b>	<p>One mark for a suitable aim of the case study. Ignore procedure, findings, conclusion(s).</p> <ul style="list-style-type: none"> <li>To uncondition/decondition Peter's response to the rabbit/eq;</li> <li>To use systematic desensitisation to reduce Peter's negative response to a rabbit/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<p><b>AO1 = 1</b></p> <p><b>(1)</b></p>

Question Number	Describe the findings (results and/or conclusions) of the case study of Little Peter (Cover-Jones, 1924).  Answer	Mark
<b>7b</b>	<p>One mark per point/elaboration. Ignore aim or procedure.</p> <ul style="list-style-type: none"> <li>Peter had generalised his fear of rabbits to similar stimuli such as fur / cotton / a hat with feathers/eq;</li> <li>Peter got worse after being away with scarlet fever due to a big dog scaring him on his return/eq;</li> <li>Peter cried during session 9 but another child (Lawrence) said 'oh rabbit' and helped Peter get closer to the rabbit/eq;</li> <li>In session 21 Peter held the rabbit briefly after another child held it/eq;</li> <li>In one of the final sessions Peter showed no fear to the rabbit/eq;</li> <li>Peter showed greater tolerance to other animals such as worms and frogs after therapy/eq;</li> <li>Classical conditioning successfully reduced Peter's anxiety to the rabbit/eq;</li> <li>Social learning helped reduce Peter's anxiety to the rabbit/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<p><b>AO1 = 2</b></p> <p><b>(2)</b></p>

Question Number	Suggest <b>one</b> reason why Cover-Jones used the name 'Little Peter' instead of the child's real name in her case study.  Answer	Mark
<b>7c</b>	<p>One mark for an appropriate reason.</p> <ul style="list-style-type: none"> <li>Cover-Jones wanted to protect Peter's true identity/eq;</li> <li>She used a pseudonym so that Peter could not be traced/eq;</li> <li>Cover-Jones did not want Peter to be found as this may have caused distress/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<p><b>AO3 = 1</b></p> <p><b>(1)</b></p>

Question Number	Evaluate the therapy Cover-Jones (1924) used in the case study of Little Peter.	Mark
<b>7d</b>	<p>Answer</p> <p>One mark per point/elaboration. No credit for descriptions of SD/CC. Must be strength/weakness of treatment of little Peter and not the study itself. Candidates may use role modelling as the treatment, which is acceptable and fine as other children were used in the study.</p> <p>Ethics</p> <ul style="list-style-type: none"> <li>• SD causes less distress than other treatments such as flooding/eq; (1 mark) which is because the person has control over their exposure/eq; (2 marks)</li> <li>• They have to be relaxed before they continue which is ultimately up to the patient/eq;</li> <li>• Very little harm was caused and Peter remained relaxed/eq;</li> <li>• The treatment is gradual which causes less distress than flooding as not so immediately distressing/eq;</li> <li>• They have a right to withdraw, unlike flooding/eq; (1 mark) as they are not forced into the reality of the situation without means of escape/eq; (2 marks)</li> <li>• Continually exposing a patient to a feared object/animal is unethical/eq; (1 mark) as they will feel distress that would not be forced upon them without the therapy/eq; (2 marks)</li> </ul> <p>Other</p> <ul style="list-style-type: none"> <li>• Adult clients have control over the course of the treatment and not the therapist/eq; (1 mark) as they draw up their own hierarchy which gives them a sense of control over how they progress through it/eq; (2 marks)</li> <li>• Food created relaxation which is more suitable for children/eq;</li> <li>• Lots of clinical evidence to suggest SD is effective with phobias/eq;</li> <li>• SD takes place in an artificial setting for the patient so lacks validity/eq; (1 mark) so use of a more real life treatment setting would give more valid findings regarding their progress/eq; (2 marks)</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<p><b>AO2=</b> <b>4</b></p> <p><b>(4)</b></p>

**Topic E: Are criminals born or made?**

Question Number	<p>Stephan has been convicted of assault. Since a young age he has been identified as violent by his teachers. Older members of his family have had convictions for assault.</p> <p>Explain how Stephan's genetics may have caused his criminal behaviour.</p> <p>Answer</p>	Mark
<b>8a</b>	<p>One mark for a brief response, two marks for an elaborated response. Must relate to Stephan/his conviction or max. 1.</p> <p>1 mark for a basic response</p> <ul style="list-style-type: none"> <li>• He could have inherited a criminal gene from his parents/eq;</li> <li>• Stephan could have inherited a gene linked to aggression, such as the MAOA-L gene/eq;</li> </ul> <p>2 marks for an elaborated response</p> <ul style="list-style-type: none"> <li>• The MAOA-L gene has been linked to aggressive behaviour, and Stephan could have inherited this from his parents who have shown aggression in the past/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<p><b>A02 = 2</b></p> <p><b>(2)</b></p>

Question Number	<p>Describe how self-fulfilling prophecy could explain Stephan's criminal behaviour.</p> <p>Answer</p>	Mark
<b>8b</b>	<p>One mark for a brief response, two marks for an elaborated response. Must relate to Stephan/his conviction or max. 1.</p> <p>1 mark for a basic response</p> <ul style="list-style-type: none"> <li>• The teachers' expectations led to his behaviour/eq;</li> <li>• People called him violent so he became violent and aggressive/eq;</li> </ul> <p>2 marks for an elaborated response</p> <ul style="list-style-type: none"> <li>• He would have been treated differently by his teachers due to the expectation of being violent so eventually he would have acted in accordance with his label/eq;</li> <li>• Stephan's family have had convictions for assault and he could have been labelled as violent too, so Stephan conformed to expectation/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<p><b>A02 = 2</b></p> <p><b>(2)</b></p>

Question Number	Identify <b>one</b> social explanation for criminal behaviour <b>other than</b> the self-fulfilling prophecy.	Mark
	Answer	
<b>8ci</b>	<p>One mark for suitable ID of an alternative explanation. Ignore SFP.</p> <ul style="list-style-type: none"> <li>• Parenting style/strategies/authoritarian/power assertion</li> <li>• Maternal deprivation</li> <li>• Divorce</li> <li>• Discord</li> <li>• Family size</li> <li>• Socio-economic status/parental occupation</li> </ul> <p>There are other social factors – if in doubt please contact your team leader.</p>	<p><b>AO1 = 1</b></p> <p><b>(1)</b></p>

Question Number	Describe the social explanation you identified in (c) (i) above.	Mark
	Answer	
<b>8cii</b>	<p>One mark per point/elaboration. See (ci) for possible social factors.</p> <p>TE:  Max 2 marks for an appropriate description of a relevant social factor that does not match a factor stated in (ci)  All marks in (cii) can be given if (ci) is blank  If a states (a) non-social factor and (b) correctly describes this factor, then max 1 mark can be given (e.g. a biological factor)</p> <p>e.g. Family patterns (divorce (MDH), parental occupation, housing, family size, etc – all or one can be accepted)</p> <ul style="list-style-type: none"> <li>• Maternal deprivation can explain criminal behaviour as John Bowlby argued that separation may lead to delinquency.</li> <li>• If an attachment between child and caregiver is broken during the sensitive period of attachment the child may feel unloved/lack safe base/feel rejected.</li> <li>• The child may grow up feeling rejected and rejects others resulting in a lack of empathy and remorse.</li> <li>• Lack of remorse can lead to criminality as the individual has no sense of consequence towards other for their actions.</li> </ul> <p>e.g. Parenting strategies</p> <ul style="list-style-type: none"> <li>• A child who has a parent with an authoritarian/power assertion discipline style is vulnerable to aggressive behaviour.</li> <li>• An authoritarian/power assertion style is overly harsh.</li> <li>• Verbal threats may be used.</li> <li>• This parenting style is inconsistent in discipline.</li> <li>• So a child may be told off by one parent but</li> </ul>	<p><b>AO1 = 3</b></p> <p><b>(3)</b></p>

	<p>soothed/placated by the other parent.</p> <ul style="list-style-type: none"> <li>This child is confused and unsure about what level of discipline it will receive making them more aggressive.</li> </ul> <p><b>Look for other reasonable marking points</b></p>	
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Question Number	State <b>two</b> differences between a social explanation and a biological explanation for criminal behaviour.  Answer	Mark
<b>8d</b>	<p>One mark for each difference. If more than two differences then mark all and credit the best.</p> <ul style="list-style-type: none"> <li>The biological explanation is nature whereas the social explanation is nurture/eq;</li> <li>The biological explanation suggests criminality is largely determined whereas the social suggests it is preventable/eq;</li> <li>The biological explanation assumes genetics causes criminality whereas the social explanation assumes family causes criminality/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<p><b>AO2 = 2</b></p> <p><b>(2)</b></p>

Question Number	During your course you will have learned about a study by Sigall and Ostrove (1975).  State <b>one</b> aim of Sigall and Ostrove (1975).  Answer	Mark
<b>9a</b>	<p>One mark for an appropriate aim. Ignore procedure, findings, conclusion(s). If more than one given, mark all and credit the best.</p> <ul style="list-style-type: none"> <li>• To see if offender attractiveness affected jury decision making/eq;</li> <li>• To investigate if the nature of the crime was related to offender attractiveness/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<p><b>AO1 = 1</b></p> <p><b>(1)</b></p>

Question Number	Describe the procedure of Sigall and Ostrove (1975).  Answer	Mark
<b>9b</b>	<p>One mark per point/elaboration. Ignore aim(s), findings, conclusion(s).</p> <ul style="list-style-type: none"> <li>• 120 participants (60 male, 60 female) were given details of a crime/eq;</li> <li>• There was a photograph of a woman called Barbara Helm/eq;</li> <li>• A control group had no photograph/eq;</li> <li>• Participants either saw an attractive or unattractive picture/eq;</li> <li>• The type of crime varied – burglary or fraud/eq;</li> <li>• Participants had to judge attractiveness of the offender/eq;</li> <li>• They also had to give a prison sentence ranging from 1-15 years/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<p><b>AO1 = 3</b></p> <p><b>(3)</b></p>



Question Number	Explain <b>one</b> strength of Sigall and Ostrove (1975). Answer	Mark
<b>9c</b>	<p>One mark for a basic strength. Two marks for an elaborated strength. Ignore weaknesses. If more than one strength given then mark all and credit the best.</p> <p>Do not credit 'large sample' as a strength as there were only 20 <i>per group</i>.</p> <ul style="list-style-type: none"> <li>• The study was highly controlled with the same photo in each group/eq; (1 mark); so it can be repeated to test for reliability (2 marks)/eq;</li> <li>• A control group was used with no photo/eq; (1 mark); to ensure that the photo had a real effect on decision making (2 marks)/eq;</li> <li>• An independent measures design was used as different groups did not see the other photo/description/eq; (1 mark); to minimise demand characteristics/participants did not guess the study aim (2 marks)/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<p><b>AO2 = 2</b></p> <p><b>(2)</b></p>

Question Number	Outline <b>two</b> weaknesses of Sigall and Ostrove (1975). Answer	Mark
<b>9d</b>	<p>One mark for each weakness. Ignore strengths. If more than two weaknesses given then mark all and credit the best.</p> <p>e.g. scenario</p> <ul style="list-style-type: none"> <li>• The study was not a realistic representation of what would happen to a real juror/eq;</li> <li>• Real jurors would see the defendant and make decisions on more than looks alone/eq;</li> <li>• The results may not apply to real courtroom situations/eq;</li> </ul> <p>e.g. sentence</p> <ul style="list-style-type: none"> <li>• The measures of sentence was not realistic/eq;</li> <li>• Jurors do not normally give a sentence length, they just decide on guilt/eq;</li> <li>• Real jurors would not complete a questionnaire, they would make a decision based on discussion/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<p><b>AO2 = 2</b></p> <p><b>(2)</b></p>

Question Number	The number of months the participants would give the woman in jail that Jemimah is measuring is the:  Answer	Mark
<b>10a</b>	B – dependent variable	<b>AO3= 1</b>  <b>(1)</b>

Question Number	Identify the type of data that is collected in terms of the number of months in jail from the list below:  Answer	Mark
<b>10b</b>	C – Quantitative data	<b>AO3= 1</b>  <b>(1)</b>

Question Number	State <b>two</b> ethical issues that Jemimah would have to consider when carrying out her study.  Answer	Mark
<b>10c</b>	<p>One mark for each relevant ethical issue linked to her study. Ignore practical or methodological issues/ reasons for using criminals/offenders. If more than two ethical issues mark all and credit the best.</p> <ul style="list-style-type: none"> <li>• Jemimah must keep the identity/information of the women confidential/eq;</li> <li>• She must ensure the privacy of the women as they have a criminal record/eq;</li> <li>• The findings of the study may have ethical issues, such as stereotyping individuals because of their race in society/eq;</li> <li>• Findings could have negative implications for the individual or family such as victimisation of black or white prison inmates or their families/eq;</li> <li>• Jemimah must give full informed consent about the study regarding the effects of race on jury decision making to participants/eq;</li> <li>• Whilst the women have been convicted of assault they have the same rights as participants in any psychological study so she would have to treat them equally/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<b>AO3= 2</b>  <b>(2)</b>

Question Number	Write an experimental hypothesis for Jemimah's study.  Answer	Mark
<b>10d</b>	<p>One mark for a basic hypothesis. Two marks for a detailed hypothesis (operationalised).</p> <p>e.g. basic hypothesis</p> <ul style="list-style-type: none"> <li>• There will be a difference in jail time for the photographs/eq;</li> <li>• The white / black woman will be given longer in jail/eq;</li> </ul> <p>e.g. detailed hypothesis</p> <ul style="list-style-type: none"> <li>• There will be a difference in the number of months of sentenced to jail between the black woman and the white woman/eq;</li> <li>• The white woman will be sentenced to more months in jail than the black woman/eq; (or reverse)</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<b>AO3=2</b>  <b>(2)</b>

Question Number	Describe how Jemimah could make sure her results are generalisable.  Answer	Mark
<b>10e</b>	<p>One mark per point/elaboration.</p> <ul style="list-style-type: none"> <li>• She could use more than 10 jury members from each group/eq; (1 mark); so that the results are more generalisable to wider society than with a limited sample/eq; (2 marks)</li> <li>• Recruit participants from a range of different cultures and not just England/eq; (1 mark); so the sample is more generalisable to different cultures/eq; (2 marks)</li> <li>• Select women who have committed different types of crimes/eq; (1 mark); so the findings can be relevant for all types of criminal behaviour/eq; (2 marks)</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<b>AO3=2</b>  <b>(2)</b>

Question Number	Explain <b>one</b> conclusion that could be made from Jemimah's results.  Answer	Mark
<b>10f</b>	<p>One mark for a basic conclusion. Two marks for a detailed conclusion. If more than one conclusion given then mark all and credit the best.</p> <p>e.g. basic conclusion</p> <ul style="list-style-type: none"> <li>• Race did not really affect jury decision making/eq; (1 mark)</li> <li>• Black women may receive a <b>slightly</b> longer sentence than white women for the same crime/eq; (1 mark)</li> </ul> <p>e.g. detailed conclusion</p> <ul style="list-style-type: none"> <li>• Race did not really affect jury decision making, because there was only a one month difference in the jail time for the two women/eq; (2 marks)</li> <li>• Black women may receive a <b>slightly</b> longer sentence than white women for the same crime, which is shown by them being sentenced to a month more than the white woman/eq; (2 marks)</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<p><b>AO3=2</b></p> <p><b>(2)</b></p>

Question Number	Jemimah wants the results of her study to be considered reliable.  Define what is meant by the term 'reliability'.  Answer	Mark
<b>10g</b>	<p>One mark for a suitable definition of reliability.</p> <ul style="list-style-type: none"> <li>• Consistency over time/eq;</li> <li>• When something is the similar or the same every time it is done/eq;</li> <li>• If a test is repeated and finds the same result multiple times then it could be considered reliable/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<p><b>AO3=1</b></p> <p><b>(1)</b></p>

Question Number	One practical issue when conducting biological research into criminality is that participants with rare chromosome abnormalities (e.g. XYY):  Answer	Mark
<b>10h</b>	A – may be hard to find so the sample may be very small	<p><b>AO3=1</b></p> <p><b>(1)</b></p>

