



Oxford Cambridge and RSA

**GCE**

**Psychology**

**H567/02: Psychological themes through core studies**

Advanced GCE

**Mark Scheme for November 2020**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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## Annotations

Annotation	Meaning
	Unclear
	Attempts evaluation
	Benefit of doubt
	Context
	Cross
	Evaluation
	Extendable horizontal line
	Extendable horizontal wavy line
	Significant amount of material that doesn't answer the question
	Not answered question
	Good use of resources
	Tick
	Development of point
	Omission mark

Question	Answer	Mark	Guidance
1	<p><b>Compare Blakemore and Cooper's (1970) study with Maguire's study by suggesting either one difference OR one similarity between them.</b></p> <p>Possible differences:</p> <ul style="list-style-type: none"> <li>• type of experiment used</li> <li>• manipulation of IV vs naturally occurring IV</li> <li>• human vs non-human sample/type of participants</li> <li>• quantitative vs qualitative data</li> <li>• ethics in terms of protection of participants</li> </ul> <p>Possible similarities:</p> <ul style="list-style-type: none"> <li>• use of experimental method</li> <li>• use of independent groups design</li> <li>• examination of brain</li> <li>• investigation of visual-spatial abilities</li> </ul> <p><u>Example of a 4 mark answer</u></p> <p>Both studies used an independent measures design (1) which means that different subjects were tested in each on the conditions (1). In Blakemore &amp; Cooper's study, kittens were either raised from birth in a horizontal or vertical environment so had to be one or the other (1). In Maguire's study the IV was naturally occurring so the participants were either taxi drivers or not but obviously could not belong to both groups (1).</p> <p>NB Other appropriate responses should be credited.</p>	4	<p><b>4 marks</b> – for a clear response which;</p> <ul style="list-style-type: none"> <li>• identifies a difference/similarity</li> <li>• further outlines that difference/similarity</li> <li>• illustrates the difference/similarity with reference to Blakemore and Cooper's study</li> <li>• illustrates the difference/similarity with reference to Maguire's study.</li> </ul> <p><b>3 marks</b> for a vague response with all of the above points or for a clear response with three of the points.</p> <p><b>2 marks</b> for a vague response with three of the above points or for a clear response with two of the points.</p> <p><b>1 mark</b> for a vague response with two of the above points or for a clear response with the difference identified/implicit.</p> <p><b>0 marks</b> – no creditworthy response.</p> <p>Similarities or differences should pertain to procedure or findings</p> <p>*Candidates cannot gain credit for comparing topics or areas of the core studies</p> <p>*If candidates compare on sample size their point should be in relation to one sample being larger than the other. The context marks can only then be credited for the correct numbers of participants</p> <p>*If candidates make a generic statement in relation to something every core study has then zero marks e.g. a difference is the sample.</p>

2		<p><b>Outline one ethical issue raised by Gould in his (1982) review of Yerkes' study into intelligence testing in America.</b></p> <p>Possible issues:</p> <p>Respect – Yerkes' intelligence testing did not value the culture/literacy skills of certain individuals by administering tests that could not be easily accessed.</p> <p>Competence – the testing was not carried out very expertly, both in terms of test design (tests were biased) and in terms of administration (there were many inconsistencies)</p> <p>Responsibility – there was a disregard for certain individuals, especially for those from minority ethnic groups, who were assessed incorrectly and ended up in the wrong roles as a consequence</p> <p>Integrity – not a fairly administered; not used fairly or accurately to allocate people to roles; as dire consequences for immigration rules</p> <p>NB Other appropriate responses should be credited.</p>	3	<p><b>3 marks</b> for a clear answer which;</p> <ul style="list-style-type: none"> <li>• identifies a relevant ethical issue</li> <li>• outlines the issue raised</li> <li>• relates this issue to the Gould's review</li> </ul> <p><b>2 marks</b> for an answer which addresses at least two of the above points.</p> <p><b>1 mark</b> for a partial or vague answer which addresses at least one of the above points.</p> <p><b>0 marks</b> – no creditworthy response.</p> <p>*If candidates make reference to consent, they must talk about Informed consent to gain the marks.</p> <p>*The right to withdraw is not accepted as an ethical issue in this study.</p> <p>*Debriefing cannot be accepted as an ethical issue as this is something that should be done after a study has concluded.</p> <p>Social sensitivity is acceptable, with the consequences for ethnic minority groups as a result.</p>
3	(a)	<p><b>(i) Explain one weakness of the type of data collected in Loftus &amp; Palmer's (1974) study into eye witness testimony.</b></p> <p>Possible answer:</p> <p>Because the data was quantitative (1) there is a risk that it suggests similarity in response when there may not be (1) so for example a mean estimate of speed does not tell us whether certain individuals' estimates</p>	3	<p><b>3 marks</b> for a clear answer which;</p> <ul style="list-style-type: none"> <li>• identifies the data is quantitative or similar</li> <li>• identifies a weakness of quantitative data</li> <li>• identifies this weakness in the context of the study</li> </ul> <p><b>2 marks</b> for an answer which addresses at least two of the above points.</p> <p><b>1 mark</b> for a partial or vague answer which addresses at least one of the above points.</p>

			were similar across conditions (1). NB Other appropriate responses should be credited.		<b>0 marks</b> – no creditworthy response.  No credit for use of qualitative data.
<b>3</b>	<b>(a)</b>	<b>(ii)</b>	<b>Outline one conclusion that was drawn from this study.</b>  Possible answers:  <ul style="list-style-type: none"> <li>• The verb used in a question influences a participant's response i.e. the way a question is phrased influences the answer given.</li> <li>• People are not very good at judging vehicular speed regardless of the situation they find themselves in.</li> <li>• Misleading post event information can have a distorting effect on an individual's memory.</li> </ul> Information gleaned during the perception of the original event and the post-event information integrate over time to affect memory.  <u>Example of a 1 mark answer:</u> 'leading questions affected memory', 'eye witness testimonies are unreliable'.	<b>2</b>	<b>2 marks</b> for a clearly identified and relevant conclusion arising from the study.  <b>1 mark</b> for a vague, brief or muddled conclusion arising from the study.  <b>0 marks</b> – no creditworthy response.  No credit for just findings.
<b>3</b>	<b>(b)</b>	<b>(i)</b>	<b>Simons and Chabris (1999) used an independent measures design in their study on attention.</b>  <b>Explain how the design was used in this study.</b>  Possible answer:  Participants were only allocated to one of four conditions (1) varying between whether an umbrella or	<b>2</b>	<b>2 marks</b> for demonstrating knowledge of an independent measures design and for applying this to the conditions used in the study.  <b>1 mark</b> for demonstrating knowledge of an independent measures design either explicitly, or implicitly through application to the study.

			gorilla used and whether this was in opaque or transparent conditions (1).		<p><b>0 marks</b> – no creditworthy response.</p> <p>*Accept reference to 4 or 16 conditions</p> <p>*Candidates do not need to outline all conditions of the study but they must make it clear through their answer that they understand there were different groups being compared e.g. those who saw a gorilla versus an umbrella, or those in the opaque condition versus transparent condition.</p>
3	(b)	(ii)	<p><b>Outline two weaknesses of using an independent measures design in this study.</b></p> <p>Possible weaknesses:</p> <p>Participant variables, more participants need to be recruited compared to repeated measures.</p> <p><u>Example of a 4 mark answer</u></p> <p>One weakness is the number of participants that need to be recruited (1). In this study they had four conditions and had to recruit separate participants for each condition and this could mean the research takes longer to conduct (1). Another weakness is the effect of participant variables on findings (1) as the difference between conditions could be do with the cognitive abilities of individual participants rather than the different situations that had been set up (1).</p> <p>NB Other appropriate responses should be credited.</p>	2 + 2	<p><b>2 marks</b> for each clearly identified and relevant weakness which is appropriately applied to the study.</p> <p><b>1 mark</b> for identifying a relevant weakness either explicitly, or implicitly through application to the study.</p> <p><b>0 marks</b> – no creditworthy response.</p>

4	(a)	(i)	<p><b>Give two features of the sample used in Bandura et al.'s (1961) study into aggression.</b></p> <p>Features:</p> <p>Number: 72 children</p> <p>Gender: 36 boys, 36 girls</p> <p>Age: 37-69 months (or 3-5 years) or mean 52 months</p> <p>Target population: from Stanford University Nursery School</p>	2	<p><b>1 mark</b> for each feature identified with correct reference from the study.</p> <p><b>0 marks</b> – no creditworthy response.</p> <p>Candidates can only gain credit once for one type of feature.</p>
4	(a)	(ii)	<p><b>Outline one way in which this sample was biased.</b></p> <p>Possible answers:</p> <p>Cultural bias – all American</p> <p>Age bias – represented younger children only</p> <p>Socio-economic/class bias – in nursery at university</p> <p><u>Example of 2 mark answer</u></p> <p>It is not representative of all age groups (1) as it only focused on younger children who may be more open to the influence of role models (1).</p>	2	<p><b>2 marks</b> for identifying a relevant type of bias and outlining this in the context of the study.</p> <p><b>1 mark</b> for identifying a relevant type of bias either explicitly, or implicitly through application to the study.</p> <p><b>0 marks</b> – no creditworthy response.</p> <p>Candidates do not have to specifically name the type of bias to gain the first mark but it must be made clear through their answer that they understand why the sample is unrepresentative</p> <p>If candidates simply provide an outline of features of the sample without commenting on why this makes the sample biased then zero marks..</p>
4	(b)		<p><b>Kohlberg's study of moral development raises a number of issues of validity.</b></p> <p><b>Describe how two of these issues arise in the study.</b></p>	2+2	<p>For each issue:</p> <p><b>2 marks</b> for a relevant feature of the study that has been related to an appropriate type of validity or where the impact on validity is made clear</p>



		<p>Possible issues:</p> <ul style="list-style-type: none"> <li>• Low ecological validity – scenarios were hypothetical rather than real</li> <li>• Social desirability bias – participants may want to appear more moral than they are</li> <li>• High population validity – large sample</li> <li>• Low population validity – original sample showed both cultural and gender bias</li> <li>• High construct validity – the use of qualitative responses to the scenarios</li> <li>• Low construct validity – responses were then categorised to fit different stages of Kohlberg's theory</li> <li>• Low internal validity – not a very controlled piece of research; many extraneous variables e.g. different scenarios, different styles of questioning</li> <li>• Low temporal validity – concepts of morality change over time making findings out-of-date.</li> </ul> <p>NB Other appropriate responses should be credited.</p>		<p><b>1 mark</b> a muddled response which is critical or supportive of the study in relation to its validity</p> <p><b>0 marks</b> – no creditworthy response.</p> <p>Candidates do not have to specifically name a type of validity to gain the full 2 marks but it must be made clear in their answers which type of validity they are referring to (i.e. they can name or describe).</p> <p>Demand characteristics and social desirability can be credited here as issues with validity.</p>
5	(a)	<p><b>Explain how Milgram's (1963) study into obedience can be related to the social area.</b></p> <p>Social Area: Looks at the factors that lead to us to behave in a given way due to the presence of others whether actual, implied or imagined.</p>	3	<p><b>3 marks</b> for a clear answer which;</p> <ul style="list-style-type: none"> <li>• identifies the main principle of the social area</li> <li>• identifies how obedience was judged/measured (behaviour)</li> <li>• identifies the presence of an authority figure as the influencing factor.</li> </ul> <p><b>2 marks</b> for an answer which addresses at least two of the above points.</p> <p><b>1 mark</b> for a partial or vague answer which addresses at least one of the above points.</p> <p><b>0 marks</b> – no creditworthy response.</p>

					If candidates have not outlined any relevant information in relation to the social area e.g. the assumptions, then no marks can be awarded.,
5	(b)		<p><b>Explain the extent to which Bocchiaro <i>et al.</i>'s (2012) study into disobedience changes our understanding of individual, social and cultural diversity.</b></p> <p>Possible content:</p> <ul style="list-style-type: none"> <li>• This area of research led to the idea that all individuals are susceptible; if they are asked by a figure in authority, to gradually carry out terrible acts they would previously have said were inconceivable.</li> <li>• Bocchiaro <i>et al</i> found similar results and extended the evidence to include female behaviour along with male behaviour.</li> <li>• The contemporary study, Bocchiaro <i>et al</i>, uses students so may be limited in its ability to explain how different groups in society may behave but does look at a different part of society to Milgram who studied volunteers with a range of occupations.</li> <li>• Bocchiaro furthered Milgram's ethnocentric research and showed that obedience is high cross-culturally as well as the importance of considering individual explanations alongside situational ones.</li> <li>• The contemporary study also showed that obedience was similar over time and research in this area suggests that people are inherently obedient.</li> </ul>	6	<p><b>5-6 marks</b> for a clear response which considers at least two discussion points in some depth by explaining the point and then effectively analysing the extent to which it changes our understanding of individual, social or cultural diversity</p> <p><b>3-4 marks</b> for a response which considers at least one discussion point in some depth, or considers fewer but does explain the points and effectively analyses the extent to which it changes our understanding of individual, social or cultural diversity.</p> <p><b>1-2 marks</b> for a response which considers at least one discussion point and then analyses the extent to which it changes our understanding of individual, social and/or cultural diversity.</p> <p><b>0 marks</b> – no creditworthy response.</p>

Question		Answer	Mark	Guidance
6	(a)	<p><b>Outline what is meant by the concept of holism and how this relates to Freud's study of Little Hans.</b></p> <p>Holism: This approach believes the 'the whole is greater than the sum of its parts' and states that behaviour is the result of lots of things interacting together.</p> <p>Possible content: Recognising the Hans' phobia was the product of <u>interacting</u> factors including;</p> <ul style="list-style-type: none"> <li>• unconscious desires</li> <li>• unconscious anxiety</li> <li>• age related stage of development</li> <li>• interactions with father</li> <li>• interactions with mother</li> <li>• arrival of new baby into family</li> <li>• witnessing a horse and cart accident</li> </ul> <p>NB Other appropriate responses should be credited.</p>	4 (2+2)	<p><b>4 marks</b> for a detailed and accurate outline of the concept of holism and effectively applying it to Freud's study.</p> <p><b>3 marks</b> for a detailed and accurate outline the concept of holism and an attempt to apply it to Freud's study, or for a brief outline of the concept of holism and for effectively applying it to the study.</p> <p><b>2 marks</b> for a detailed and accurate outline of the concept of holism or for a brief outline of the concept and an attempt to apply it to Freud's study, or for effective application of holism to the study even though the concept is not explicitly defined.</p> <p><b>1 mark</b> for a brief outline of the concept of holism or an attempt to apply it to Freud's study.</p> <p><b>0 marks</b> – no creditworthy response.</p>
6	(b)	<p><b>Explain how Freud's study of Little Hans relates to the psychodynamic perspective.</b></p> <p>The psychodynamic approach includes all the theories in psychology that see human functioning based upon the interaction of drives and forces within the person, particularly unconscious, and between the different structures of the personality.</p> <p>Possible content:</p> <ul style="list-style-type: none"> <li>• role of unconscious – unconscious desire of mother and fear of castration from father</li> </ul>	4	<p><b>4 marks</b> for an accurate outline of at least one feature of the psychodynamic perspective and effectively applying it to Freud's study.</p> <p><b>3 marks</b> for an accurate outline the concept of at least one feature of the psychodynamic perspective and an attempt to apply it to Freud's study, or for a partial outline of at least one feature of the psychodynamic perspective and for effectively applying it to the study.</p> <p><b>2 marks</b> for an outline of at least one feature of the psychodynamic perspective, or for a partial outline of at least one feature and an attempt to apply it to Freud's</p>

		<ul style="list-style-type: none"> <li>• role of dreams in revealing unconscious – the giraffe fantasy as desire to take mother away from father</li> <li>• psychosexual stages of development – Hans was in the phallic stage</li> <li>• resolution of conflict – family fantasy</li> <li>• focus on individual differences – use of case study method</li> </ul>		<p>study, or for effective application of the perspective to the study even though concept(s) are not explicitly defined.</p> <p><b>1 mark</b> for a partial outline of at least one feature of the psychodynamic perspective or an attempt to apply the perspective to Freud's study, or for a simple list of terms related to the psychodynamic perspective with no expansion</p> <p><b>0 marks</b> – no creditworthy response.</p> <p>Candidates can still gain the marks without any explicit information on the psychodynamic perspective but the study must be related to the features of the psychodynamic perspective.</p>
6	(c)	<p><b>Describe one application of the psychodynamic perspective.</b></p> <p>Possible applications:</p> <ul style="list-style-type: none"> <li>• Therapy for disorders – psychoanalysis including dream analysis, free association, hypnosis</li> <li>• Recovering repressed memories e.g. eye witnesses</li> <li>• Dealing with attachment disorders</li> <li>• Promoting attachment between infant and carers</li> <li>• Rehabilitation of criminals – theories of morality</li> <li>• Displacement strategies for aggression</li> </ul> <p><u>Example of 4 mark answer</u></p> <p>Eye witnesses to crimes are sometimes unable to recall details because they have repressed them (1). Psychodynamic strategies can be used to access the unconscious where they are being held (1). One way of</p>	4	<p><b>4 marks</b> for a detailed and accurate description of a relevant application which is clearly related to the principles or concepts of the psychodynamic perspective.</p> <p><b>3 marks</b> for a detailed and accurate description of a relevant application, or for an accurate description which is clearly related to the principles of the psychodynamic perspective.</p> <p><b>2 marks</b> for an accurate description of a relevant application, or for identifying an application which is related to the principles and concepts of the psychodynamic perspective.</p> <p><b>1 mark</b> for identifying an application.</p> <p><b>0 marks</b> – no creditworthy response.</p>

		<p>doing this is through the process of hypnosis which alters a person's state of consciousness (1). This can be done in a therapeutic context so that the witness feels safe and able to retrieve and reveal an event that is potentially traumatic for them (1).</p> <p>NB Other appropriate responses should be credited.</p>		<p>* Credit first answer only but therapy can be generic term elaborated by identification of different therapies.</p>
6	(d)	<p><b>Outline the defining principles and concepts of the behaviourist perspective and briefly discuss its usefulness as a perspective.</b></p> <p>Possible content for principles and content:</p> <ul style="list-style-type: none"> <li>• role of learning, experience and environment</li> <li>• classical and operant conditioning</li> <li>• social learning</li> <li>• born a blank slate</li> <li>• importance of studying observable behaviour</li> <li>• stimulus-response psychology</li> <li>• scientific approach</li> </ul> <p>Possible points for discussing usefulness:</p> <ul style="list-style-type: none"> <li>• well established and reliable applications such as therapies (aversion therapy, systematic desensitisation) and other system for behaviour change (social skills training, token economies)</li> <li>• impact of role models can be used positively (in education) or restricted (certification for films and games)</li> <li>• is key in emphasising the role of nurture over nature, and potential for change</li> <li>• cognitive-behavioural techniques had developed from behaviourism although traditionally the mind was viewed as a 'black box'</li> </ul>	4+4	<p><b>3-4 marks</b> for a clear, accurate and detailed outline of the behaviourist perspective which includes at least two defining principles or concepts.</p> <p><b>1-2 marks</b> for a brief or vague outline of the behaviourist perspective which includes at least two defining principles or concepts, or for a clear and accurate outline of one defining principle or concept. There may be some muddling or inaccuracy.</p> <p>Plus</p> <p><b>3-4 marks</b> for a clear, detailed and well informed discussion of the extent of the perspective's usefulness</p> <p><b>1-2 marks</b> for a brief or vague discussion of the extent of the perspective's usefulness. There may be some muddling of ideas or applications as part of the discussion.</p> <p><b>0 marks</b> – no creditworthy response.</p> <p>Practical applications need to be discussed in the context of usefulness, not simply listed, to gain credit.</p>

		<ul style="list-style-type: none"> <li>• over-reliance on lab experiments may mean findings are not that useful in real-life</li> <li>• some research conducted on animals which may limit its usefulness when applying to human beings</li> <li>• applications rely on reductionist ideas</li> </ul> <p>NB Other appropriate responses should be credited.</p>		
6	(e)	<p><b>Discuss the similarities and differences between the psychodynamic perspective and the behaviourist perspective.</b></p> <p>Possible points of comparison:</p> <ul style="list-style-type: none"> <li>• Assumptions relating to nature/nurture. Both recognise the role of experience on subsequent behaviour. More focus on childhood with psychodynamic perspective whereas behaviourism looks at experience more broadly. Psychodynamic perspective also emphasises the role of nature e.g. unconscious forces, stages of development.</li> <li>• Assumptions relating to freewill/determinism. Both deterministic but different types – environmental determinism vs psychic determinism.</li> <li>• Assumptions relating to reductionism/holism. Behaviourism very reductionist in terms of focus on stimulus response. Psychodynamic perspective reduces explanations down to unconscious but this does interact with childhood experiences – more holistic than behaviourism</li> <li>• Assumptions relating individual/situational explanations – psychodynamic perspective focuses more on internal mechanisms (id, ego, superego) whereas behaviourists look at environment (situation) and not the individual.</li> </ul>	15	<p><b>12-15 marks</b> for a thorough and balanced comparison of both perspectives. At least three points of comparison are made, are relevant and accurate and should cover both similarities and differences. Arguments are coherently presented with clear understanding of the points raised. A range of points are considered and are well developed as part of the analysis. There is evidence of valid conclusions that summarise issues very well. There is consistent use of psychological terminology, and well-developed line of reasoning which is logically structured. Information presented is appropriate and substantiated.</p> <p><b>8-11 marks</b> for a good and reasonably balanced comparison of both perspectives. The points of comparison are mainly relevant and accurate and should cover at least one similarity and one difference. Arguments are presented with reasonably clear understanding of the points raised. A range of points are considered and some are developed as part of the analysis. There is evidence of valid conclusions that summarise issues well. There is good use of psychological terminology in a response with reasonable structure. Information presented is largely appropriate.</p>

	<ul style="list-style-type: none"> <li>• Applications relating to usefulness – behaviourist techniques focus more on here and now, whereas psychodynamic techniques focus on past. Both optimistic in terms of potential for change although psychodynamic perspective tends to view human experience more negatively.</li> <li>• Processes relating to ethical considerations – more manipulation of behaviour by behaviourists but psychodynamic perspective criticised for revisiting traumatic experiences from the past</li> <li>• Assumptions relating to social sensitivity – issues around behaviourists manipulating behaviour to make people more normal whereas with psychodynamic there are issues around ‘sexualisation’ of children. Both can be accused to stigmatising certain types of families/family dynamics.</li> <li>• Psychology as a science – behaviourism more objective than psychodynamic perspective. Use of experimentation vs use of case studies.</li> <li>• Ethnocentrism – more value judgements involved in psychodynamic perspective whereas behaviourist processes are not culture bound.</li> <li>• Validity – use of animals by behaviourists raises issues of generalisability. Behaviourist experiments may also lack ecological and construct validity. Qualitative data arising from psychodynamic research has more validity.</li> <li>• Reliability - asier to replicate behaviourist research. Applications of behaviourism (e.g. therapy) produces more consistent outcomes that psychodynamic techniques.</li> </ul> <p>NB Other appropriate responses should be credited.</p>	<p><b>4-7 marks</b> for a limited comparison of both perspectives. Points of comparison are weak but have some relevancy. Arguments are presented but with limited understanding of the points raised. At least one relevant point is considered and may be developed as part of the analysis. There is evidence of attempts to draw conclusions. Relevant evidence is used as part of the discussion. There is some use of psychological terminology in a response with limited structure. Information presented is sometimes appropriate.</p> <p><b>1-3 marks</b> for a basic coverage of both perspectives where any comparison may be implied rather than explicit. If arguments are presented it is with weak understanding. One or a limited range of points may be considered but with no real development. There is limited or no use of psychological terminology and structure is poor. Information presented is rarely appropriate.</p> <p><b>0 marks</b> – no creditworthy response.</p> <p>* Do not credit comparison of principles/concepts or comparison of studies.</p>
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Question		Answer	Mark	Guidance
7	(a)	<p><b>Outline what is meant by the freewill/determinism debate and explain how it may apply to this article.</b></p> <p><b>Freewill/determinism debate:</b> freewill is the idea that individuals are in control of their destiny and make conscious decisions that affect their behaviour whereas determinism is the idea that behaviour is determined by forces beyond the individual's control which can be both internal and external.</p> <p>Possible applications to the article:</p> <ul style="list-style-type: none"> <li>• implication is that individuals have no conscious control over their aggressive behaviour</li> <li>• aggressive behaviour can be directly controlled (determined) by biology/brain/electrical stimulation.</li> </ul> <p>NB Other appropriate responses should be credited.</p>	4	<p><b>4 marks</b> for an accurate outline of the freewill/determinism debate and for effectively applying its features to the article.</p> <p><b>3 marks</b> for an accurate outline of the freewill/determinism debate and for an attempt to apply it to the article, or for a basic outline of the debate and for effectively applying it to the article.</p> <p><b>2 marks</b> for a basic outline of the freewill/determinism debate and an attempt to apply it to the article, or for an accurate outline of the debate even if not applied or inadequately applied to the article, or for effectively applying the debate to the article even if the debate itself is not explicitly outlined.</p> <p><b>1 mark</b> for a basic outline of the freewill/determinism debate or an attempt to apply it to the article.</p> <p><b>0 marks</b> – no creditworthy response.</p>
7	(b)	<p><b>Outline the defining principles and concepts of the biological area and briefly explain how this area can be related the article.</b></p> <p>Possible defining principles and concepts:</p> <ul style="list-style-type: none"> <li>• what is psychological is first physiological</li> <li>• role of evolutionary genetics</li> <li>• role of genetic inheritance</li> <li>• study of brain and brain function</li> <li>• role of nervous system</li> <li>• hormones and other chemicals affecting brain and behaviour</li> <li>• the impact of environment on biology</li> </ul>	4 + 2	<p><b>3-4 marks</b> for a clear, accurate and detailed outline of the biological area which includes at least two defining principles or concepts.</p> <p><b>1-2 marks</b> for a brief or vague outline of the biological area which includes at least two defining principles or concepts, or for a clear and accurate outline of one defining principle or concept. There may be some muddling or inaccuracy.</p> <p>Plus</p>



		<p>Possible links to article:</p> <ul style="list-style-type: none"> <li>• psychological (aggression) as physiological basis (associated with brain function)</li> <li>• localisation of brain function and identifying areas linked to aggression</li> <li>• role of maturation/genetics – adolescent brains are developing/different from adults in terms of aggression control</li> <li>• impact of environment on biology – use of electrical stimulation</li> </ul> <p>NB Other appropriate responses should be credited.</p>		<p><b>2 marks</b> for a clear and relevant link between at least one principle/concept and the content of the article</p> <p><b>1 mark</b> for a weak but relevant link between at least one principle/concept and the content of the article.</p> <p><b>0 marks</b> – no creditworthy response.</p> <p>Rule of thumb:  1 mark for identifying a principle or concept  1 mark for expansion of principle or concept  1 mark for relating this to the article  Repeated twice for 6 marks</p>
7	(c)	<p><b>Describe Casey et al's study into delayed gratification and briefly explain how their findings can be related to the article.</b></p> <p>Possible key features for description of study:</p> <ul style="list-style-type: none"> <li>• Background to study</li> <li>• Aims and hypotheses</li> <li>• Design</li> <li>• Sample</li> <li>• Procedure</li> <li>• Materials</li> <li>• Key findings</li> <li>• Conclusions drawn</li> </ul> <p>How findings relate to the article:</p> <ul style="list-style-type: none"> <li>• Focus on prefrontal cortex area of the brain</li> <li>• Localisation of function in terms of self-control – whether managing gratification or anger</li> <li>• Brain as a determinant of behaviour</li> </ul>	7	<p>For description of the study;</p> <p><b>5 marks</b> for a detailed and accurate description which identifies all of the key features of the study.</p> <p><b>3-4 marks</b> for an accurate description which identifies all or most of the key features of the study.</p> <p><b>1-2 marks</b> for a brief or vague description of the study which identifies some key features.</p> <p><b>0 marks</b> – no creditworthy response.</p> <p>For application to the article;</p> <p><b>2 marks</b> a relevant link which is clearly, if briefly, explained.</p> <p><b>1 mark</b> for a clear link or for one which is not well explained</p>

		NB Other appropriate responses should be credited.		<b>0 marks</b> – no creditworthy response.
7	(d)	<p><b>The article implies that aggressive behaviour could be reduced through use of electrical stimulation.</b></p> <p><b>Using your knowledge of psychology, suggest alternative ways in which aggressive behaviour could be reduced in young people who have committed violent crimes.</b></p> <p>Possible suggestions:</p> <ul style="list-style-type: none"> <li>• Removal of violent role models e.g. banning access to violent computer games.</li> <li>• Use of positive role models for young people e.g. social skills training, buddy system.</li> <li>• Reinforcing non-violent responses to situations e.g. token economies.</li> <li>• Punishment of violent behaviour e.g. exclusion, loss of privileges.</li> <li>• Changing attitudes/schemas e.g. anger management.</li> <li>• Drug treatment e.g. control of hormones.</li> <li>• Physical exercise as a release for anger/aggression.</li> <li>• Change of diet.</li> <li>• Prevention of substance abuse/misuse.</li> <li>• Removing people from environment/communities/groups that trigger violent behaviour.</li> </ul> <p>NB Other appropriate responses should be credited.</p>	8	<p><b>7-8 marks</b> for a high standard of knowledge and understanding of how the suggested ways could be used to reduce aggressive behaviour in young people. There is very effective application of psychological knowledge within these suggestions. The suggestions are largely accurate and several details have been included about how they could be implemented and developed. At least two suggestions are covered.</p> <p><b>5-6 marks</b> for a good standard of knowledge and understanding of how the suggested ways could be used to reduce aggressive behaviour in young people. There is effective application of psychological knowledge within these suggestions. The suggestions are mostly accurate and some details have been included about how they could be implemented and developed. At least two suggestions are covered.</p> <p><b>3-4 marks</b> for reasonable knowledge and understanding of how the suggested ways could be used reduce aggressive behaviour in young people. There is some application of psychological knowledge within these suggestions. The suggestions are partially accurate. At least two suggestions are covered.</p> <p><b>1-2 marks</b> for basic knowledge and understanding of how the suggested ways could be used to reduce aggressive behaviour in young people. There is weak application of psychological knowledge within these suggestions. The suggestions may have limited accuracy. At least two suggestions are covered.</p> <p><b>0 marks</b> – No creditworthy response.</p>

					N.B. If only one suggestion is made then a maximum of 4 marks to be awarded. Award marks in line with the descriptors above.
7	(e)		<p><b>Evaluate the suggestions you have made in part(d) with reference to issues and debates you have studied in psychology.</b></p> <p><b>Potential issues for evaluation:</b></p> <ul style="list-style-type: none"> <li>• Assumptions relating to nature/nurture</li> <li>• Assumptions relating to freewill/determinism</li> <li>• Assumptions relating to reductionism/holism</li> <li>• Assumptions relating individual/situational explanations</li> <li>• Usefulness</li> <li>• Ethical considerations</li> <li>• Social sensitivity</li> <li>• Psychology as a science</li> <li>• Ethnocentrism</li> <li>• Validity</li> <li>• Reliability</li> </ul>	10	<p><b>9-10 marks</b> for demonstrating good evaluation that is relevant to the demand of the question. The arguments are coherently presented with clear understanding of the points raised. At least two appropriate evaluation points are considered. The evaluation points are in context and supported by relevant evidence of the description given in 8d. More than one suggestion is evaluated.</p> <p><b>6-8 marks</b> for demonstrating reasonable evaluation that is mainly relevant to the demand of the question. The arguments coherently presented in the main with reasonable understanding of the points raised. At least two of appropriate evaluation points are considered. The evaluation points are mainly in context and supported by relevant evidence of the description given in 8d.</p> <p><b>3-5 marks</b> for demonstrating limited evaluation that is sometimes relevant to the demand of the question. The arguments may lack clear structure/organisation and show limited understanding of the points raised. The evaluation point(s) are occasionally in context and supported by relevant evidence of the description given in 8d.</p> <p><b>1-2 marks</b> for demonstrating basic evaluation that is Rarely relevant to the demand of the question. Any arguments lacks clear structure/organisation and show a very basic understanding of the points raised. The evaluation point(s) are not necessarily in context and are not supported by relevant evidence of the description given in 8d.</p>

					<p><b>0 marks</b> – No creditworthy response.</p> <p>NB Although some depth of discussion is required for the two higher bands, there will be a depth breadth trade off depending on the range of points covered.</p>
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