

Name:
Tutor Group:

IGCSE Psychology

Paper 2

Exam Pack Mark

Scheme



INTERNATIONAL GCSE **PSYCHOLOGY**

9218

Paper 2 Social context and behaviours

Mark scheme

Additional specimen

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [oxfordaqaexams.org.uk](https://www.oxfordaqaexams.org.uk)

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A

Question	Answer	Total marks
01	<p style="text-align: center;">B</p> <p style="text-align: center;">The location of a food source</p>	<p style="text-align: center;">1</p> <p style="text-align: center;">AO1 = 1</p>

Question	Marking guidance	Total marks															
02	<p>Describe Piaget's theory that language depends on thought.</p> <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Description</th></tr> </thead> <tbody> <tr> <td>3</td><td>5-6</td><td>Relevant knowledge and understanding of Piaget's theory of language development is mostly accurate with some detail. Relevant terminology is used appropriately. The answer is clear, coherent and focused.</td></tr> <tr> <td>2</td><td>3-4</td><td>Relevant knowledge and understanding of Piaget's theory of language development but there are occasional inaccuracies/omissions. Some relevant terminology is used. The answer may lack some clarity, accuracy and organisation</td></tr> <tr> <td>1</td><td>1-2</td><td>Knowledge and understanding of Piaget's theory of language development is very limited. Relevant terminology may not be used at all or may be muddled. The answer as a whole lacks clarity, accuracy and organisation.</td></tr> <tr> <td></td><td>0</td><td>No relevant content</td></tr> </tbody> </table> <p>Possible content</p> <ul style="list-style-type: none"> • Piaget believed that language development occurred while the child was also developing all the intellectual or thinking skills as they were growing up. • He suggested that the child could only use language at the level that would match the other cognitive or thinking skills developed for that particular age. • His theory was that thought developed in four stages and that the way a child used language was also different in each of those stages. 	Level	Marks	Description	3	5-6	Relevant knowledge and understanding of Piaget's theory of language development is mostly accurate with some detail. Relevant terminology is used appropriately. The answer is clear, coherent and focused.	2	3-4	Relevant knowledge and understanding of Piaget's theory of language development but there are occasional inaccuracies/omissions. Some relevant terminology is used. The answer may lack some clarity, accuracy and organisation	1	1-2	Knowledge and understanding of Piaget's theory of language development is very limited. Relevant terminology may not be used at all or may be muddled. The answer as a whole lacks clarity, accuracy and organisation.		0	No relevant content	<p style="text-align: center;">6</p> <p style="text-align: center;">AO1 = 6</p>
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	<ul style="list-style-type: none"> • Sensorimotor stage, age 0-2 years, babies discover they can make sounds and then start to copy the sounds they hear around them. • Preoperational stage, age 2-7 years, in this stage the child's thinking is egocentric meaning they are focused on themselves. This means they use language to express their own internal thinking rather than to converse. • Concrete operational stage, 7-11 years, where the ability to use language has developed a great deal, but conversations are limited to talking about concrete things only. • Formal operations stage, 12+ years, where children can now talk about abstract ideas and concepts that are not physically present. • Piaget believed that all children moved through these stages in the same order although the ages are a rough guide. He also said that some people never managed to reach the final stage and their language skills would be limited because their thinking skills were limited. <p>Credit other relevant material.</p>	
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Question	Answer	Total marks																
03	<p>Complete the table below to show whether the animal behaviour described is an example of a communication about survival, reproduction of territory. Tick the correct box.</p> <table><tr><th>Animal behaviour</th><th>Survival</th><th>Reproduction</th><th>Territory</th></tr><tr><td>Making threat signals</td><td></td><td></td><td>✓</td></tr><tr><td>Making alarm calls</td><td>✓</td><td></td><td></td></tr><tr><td>Making a colour display</td><td></td><td>✓</td><td></td></tr></table>	Animal behaviour	Survival	Reproduction	Territory	Making threat signals			✓	Making alarm calls	✓			Making a colour display		✓		3 AO1=3
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Making threat signals			✓															
Making alarm calls	✓																	
Making a colour display		✓																

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04	<p data-bbox="292 344 1318 416">Use your knowledge of the importance of posture and eye contact to explain what Shin could do to improve his chance of being offered a job.</p> <table border="1" data-bbox="319 450 1300 1189"> <thead> <tr> <th data-bbox="319 450 424 544">Level</th><th data-bbox="424 450 539 544">Marks</th><th data-bbox="539 450 1300 544">Description</th></tr> </thead> <tbody> <tr> <td data-bbox="319 544 424 734">3</td><td data-bbox="424 544 539 734">5-6</td><td data-bbox="539 544 1300 734"> <p data-bbox="547 551 1198 611">There is effective application of the importance of posture and eye contact to the scenario.</p> <p data-bbox="547 645 1283 712">Relevant terminology is used appropriately. The answer is clear, coherent and focused.</p> </td></tr> <tr> <td data-bbox="319 734 424 925">2</td><td data-bbox="424 734 539 925">3-4</td><td data-bbox="539 734 1300 925"> <p data-bbox="547 741 1278 801">There is some effective application of the importance of posture and/or eye contact to the scenario.</p> <p data-bbox="547 835 1241 902">Some relevant terminology is used. The answer may lack some clarity, accuracy and organisation</p> </td></tr> <tr> <td data-bbox="319 925 424 1149">1</td><td data-bbox="424 925 539 1149">1-2</td><td data-bbox="539 925 1300 1149"> <p data-bbox="547 931 1267 992">There is some application of the importance of posture and/or eye contact to the scenario.</p> <p data-bbox="547 1025 1283 1122">Relevant terminology may not be used at all or may be muddled. The answer as a whole lacks clarity, accuracy and organisation</p> </td></tr> <tr> <td data-bbox="319 1149 424 1189"></td><td data-bbox="424 1149 539 1189">0</td><td data-bbox="539 1149 1300 1189">No relevant content</td></tr> </tbody> </table> <p data-bbox="292 1223 576 1256">Possible application</p> <ul data-bbox="292 1283 1318 2000" style="list-style-type: none"> • When Shin is in the job interviews, he will be answering questions which is his verbal communication, but he will also be giving signals to the interviewer that are non-verbal. • The non-verbal communications (NVC) from Shin will be signals from the eye contact he makes and his posture in the interview. • Eye contact signals turn-taking in a conversation. Usually when a person stops speaking, they look at the other person and this gaze they have together is a signal that the other person should speak next. Shin is not giving or receiving these signals as he says he looks away not making eye contact. • Research shows that conversation does not flow if there is no eye contact and that people prefer others who give them eye contact signals and make the conversation comfortable rather than uneasy. So, Shin needs to look at the interviewer to improve his chances in a job interview. • Also, psychologists say that a closed posture, like crossing arms is a signal that a person disagrees or rejects the other one in a conversation. When Shin does this in the interview, the interviewer will feel Shin's closed posture is a signal that he is not really interested in the job. So Shin needs to relax his posture in his arms especially to show interest in the job. • Shin must adopt an open posture relaxing his hands into his lap and this will make him seem friendlier and therefore easier to talk to. <p data-bbox="292 2033 679 2067">Credit other relevant material.</p>	Level	Marks	Description	3	5-6	<p data-bbox="547 551 1198 611">There is effective application of the importance of posture and eye contact to the scenario.</p> <p data-bbox="547 645 1283 712">Relevant terminology is used appropriately. The answer is clear, coherent and focused.</p>	2	3-4	<p data-bbox="547 741 1278 801">There is some effective application of the importance of posture and/or eye contact to the scenario.</p> <p data-bbox="547 835 1241 902">Some relevant terminology is used. The answer may lack some clarity, accuracy and organisation</p>	1	1-2	<p data-bbox="547 931 1267 992">There is some application of the importance of posture and/or eye contact to the scenario.</p> <p data-bbox="547 1025 1283 1122">Relevant terminology may not be used at all or may be muddled. The answer as a whole lacks clarity, accuracy and organisation</p>		0	No relevant content	<p data-bbox="1350 344 1465 416">6 AO2 = 6</p>
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05	<p>Describe and evaluate Darwin's evolutionary theory of non-verbal communication.</p> <table border="1" data-bbox="312 450 1310 1570"> <thead> <tr> <th>Level</th><th>Marks</th><th>Description</th></tr> </thead> <tbody> <tr> <td>3</td><td>7-9</td><td> <p>Relevant knowledge and understanding of Darwin's theory is mostly accurate with detail.</p> <p>Evaluation of Darwin's theory is mostly effective. Any conclusions drawn are sound and fully expressed.</p> <p>Relevant terminology is used throughout appropriately.</p> <p>The answer is clear, coherent and focused.</p> </td></tr> <tr> <td>2</td><td>4-6</td><td> <p>Some relevant knowledge and understanding of Darwin's theory is present but there are occasional inaccuracies.</p> <p>There may be some effective evaluation of Darwin's theory. There may be an attempt to draw conclusions.</p> <p>Some relevant terminology is present. The answer may lack clarity, coherence focus and logical structure.</p> </td></tr> <tr> <td>1</td><td>1-3</td><td> <p>Knowledge and understanding of Darwin's theory is present but limited.</p> <p>Evaluation of Darwin's theory is of limited effectiveness or may be absent. Any attempts to draw conclusions are not always successful or present.</p> <p>Relevant terminology may not be used at all or may be muddled.</p> </td></tr> <tr> <td></td><td>0</td><td>No relevant content.</td></tr> </tbody> </table> <p>Possible content:</p> <ul style="list-style-type: none"> • Darwin's theory is based on the idea that if an organism is to evolve successfully, then it must survive and reproduce. Any genetic characteristics that increase survival and reproduction are likely to be passed on to future generations. Organisms that adapt successfully to their changing environments are likely to survive and reproduce. • The theory (sometimes called the theory of natural selection,) suggests that non-verbal communication (NVC) evolved in animals as a way of expressing emotion. This occurs via several principles. • One of these principles is that of serviceable associated habits. A serviceable behaviour is one that has a purpose, such as humans using biting as an early form of defence, which involves showing the teeth. As this 	Level	Marks	Description	3	7-9	<p>Relevant knowledge and understanding of Darwin's theory is mostly accurate with detail.</p> <p>Evaluation of Darwin's theory is mostly effective. Any conclusions drawn are sound and fully expressed.</p> <p>Relevant terminology is used throughout appropriately.</p> <p>The answer is clear, coherent and focused.</p>	2	4-6	<p>Some relevant knowledge and understanding of Darwin's theory is present but there are occasional inaccuracies.</p> <p>There may be some effective evaluation of Darwin's theory. There may be an attempt to draw conclusions.</p> <p>Some relevant terminology is present. The answer may lack clarity, coherence focus and logical structure.</p>	1	1-3	<p>Knowledge and understanding of Darwin's theory is present but limited.</p> <p>Evaluation of Darwin's theory is of limited effectiveness or may be absent. Any attempts to draw conclusions are not always successful or present.</p> <p>Relevant terminology may not be used at all or may be muddled.</p>		0	No relevant content.	<p>9</p> <p>AO1 = 5 AO3 = 4</p>
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	<p>behaviour does not serve the same purpose as many years ago it is now a habit – nowadays it is seen when people bare their teeth if they are angry.</p> <ul style="list-style-type: none"> • Darwin also suggested that some forms of NVC are caused by the nervous system and called this the principle of actions. An example would be when dilated pupils and an open mouth are part of the facial expression signalling fear, but these actions occur due to the release of adrenaline. • Survival can be increased as dilated pupils also let in more visual information and an open mouth draws in more oxygen – needed for fight or flight. • Dilated pupils also signal attraction and this is part of the NVC that relates to reproduction. <p>Possible evaluation:</p> <ul style="list-style-type: none"> • Research to support the suggestion that NVC in facial expressions is innate, such as Ekman (1972.) Universal expressions of six emotions found. These are likely to be genetic and inherited. • Neonate research strongly suggests that babies are born to use and respond to a number of NVC cues. They do not need to learn to smile or maintain eye contact or turn take in social interactions. These may be survival cues, encouraging adults to look after the baby. • Not all behaviours are innate. We cry when hurt and laugh when amused, but also learn to control these behaviours as we grow up. • There are cultural differences in behaviour and the NVC signals of touch and personal space preferences differ in different countries and cultures. <p>Credit other relevant material.</p>	
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Section B

Question	Answer	Total marks
06	<p style="text-align: center;">D Social loafing</p>	<p style="text-align: center;">1 AO1 = 1</p>

Question	Marking guidance	Total marks															
07	<p data-bbox="290 344 1267 443">Using your knowledge of the social and dispositional factors that can affect conformity, explain why Mimi says she would like to go to the football match.</p> <table border="1" data-bbox="327 479 1291 1438"> <thead> <tr> <th data-bbox="327 479 432 573">Level</th><th data-bbox="432 479 547 573">Marks</th><th data-bbox="547 479 1291 573">Description</th></tr> </thead> <tbody> <tr> <td data-bbox="327 573 432 831">3</td><td data-bbox="432 573 547 831">5-6</td><td data-bbox="547 573 1291 831"> <p data-bbox="553 609 1185 707">There is effective application of the social and dispositional factors that affect conformity to the scenario.</p> <p data-bbox="553 739 1185 810">Relevant terminology is used appropriately. The answer is clear, coherent and focused.</p> </td></tr> <tr> <td data-bbox="327 831 432 1055">2</td><td data-bbox="432 831 547 1055">3-4</td><td data-bbox="547 831 1291 1055"> <p data-bbox="553 837 1225 936">There is some effective application of social and/or dispositional factors that affect conformity to the scenario.</p> <p data-bbox="553 967 1249 1039">Some relevant terminology is used. The answer may lack some clarity, accuracy and organisation</p> </td></tr> <tr> <td data-bbox="327 1055 432 1341">1</td><td data-bbox="432 1055 547 1341">1-2</td><td data-bbox="547 1055 1291 1341"> <p data-bbox="553 1090 1185 1189">There is some application of the social and/or dispositional factors that affect conformity to the scenario.</p> <p data-bbox="553 1220 1275 1319">Relevant terminology may not be used at all or may be muddled. The answer as a whole lacks clarity, accuracy and organisation</p> </td></tr> <tr> <td data-bbox="327 1341 432 1438"></td><td data-bbox="432 1341 547 1438">0</td><td data-bbox="547 1341 1291 1438">No relevant content</td></tr> </tbody> </table> <p data-bbox="290 1473 576 1509">Possible application</p> <ul data-bbox="290 1536 1318 2007" style="list-style-type: none"> <li data-bbox="290 1536 1318 1680">• There are many social factors that will affect Mimi's decision about going to the football match or not. The first is the size of the group. There are five people and all her friends want to go to the match so there is a lot of pressure on Mimi to agree with the other four people. <li data-bbox="290 1680 1318 1787">• Mimi does not understand the rules of football so she has no expert knowledge about the game she could use to make an argument against going to the match. <li data-bbox="290 1787 1318 1895">• There is lots of evidence that when we can give an answer anonymously, we are more likely to say what we really think or want. Here, Mimi has to say her choice in front of the group. <li data-bbox="290 1895 1318 2007">• Dispositional factors are internal, personal characteristics and traits that affect a persons' behaviour. Mimi is shy and quiet, so will be looking to her friends for guidance about what to do (informational social influence) 	Level	Marks	Description	3	5-6	<p data-bbox="553 609 1185 707">There is effective application of the social and dispositional factors that affect conformity to the scenario.</p> <p data-bbox="553 739 1185 810">Relevant terminology is used appropriately. The answer is clear, coherent and focused.</p>	2	3-4	<p data-bbox="553 837 1225 936">There is some effective application of social and/or dispositional factors that affect conformity to the scenario.</p> <p data-bbox="553 967 1249 1039">Some relevant terminology is used. The answer may lack some clarity, accuracy and organisation</p>	1	1-2	<p data-bbox="553 1090 1185 1189">There is some application of the social and/or dispositional factors that affect conformity to the scenario.</p> <p data-bbox="553 1220 1275 1319">Relevant terminology may not be used at all or may be muddled. The answer as a whole lacks clarity, accuracy and organisation</p>		0	No relevant content	<p data-bbox="1351 344 1465 416">6 AO2 = 6</p>
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	<ul style="list-style-type: none"> • She will also want to be accepted (normative social influence) and remain a member of the group. • Taken together, it is easy to see why Mimi says she would like to go to the football match. Her shy personality and her lack of knowledge about the rules will increase her likelihood of conforming to the majority, group decision. <p>Credit other relevant material.</p>	
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08	<p data-bbox="292 344 954 380">Evaluate Asch's investigations into conformity.</p> <table border="1" data-bbox="312 416 1305 1375"> <thead> <tr> <th data-bbox="312 416 416 510">Level</th><th data-bbox="416 416 531 510">Marks</th><th data-bbox="531 416 1305 510">Description</th></tr> </thead> <tbody> <tr> <td data-bbox="312 510 416 768">3</td><td data-bbox="416 510 531 768">5-6</td><td data-bbox="531 510 1305 768"> <p>Evaluation of Asch's investigations into conformity is mostly effective any conclusions drawn are sound and fully expressed.</p> <p>Relevant terminology is used appropriately. The answer is clear, coherent and focused.</p> </td></tr> <tr> <td data-bbox="312 768 416 1025">2</td><td data-bbox="416 768 531 1025">3-4</td><td data-bbox="531 768 1305 1025"> <p>There may be some effective evaluation of Asch's investigations into conformity. There may be an attempt to draw conclusions.</p> <p>Some relevant terminology is used. The answer may lack some clarity, accuracy and organisation</p> </td></tr> <tr> <td data-bbox="312 1025 416 1283">1</td><td data-bbox="416 1025 531 1283">1-2</td><td data-bbox="531 1025 1305 1283"> <p>Evaluation of Asch's investigations into conformity is limited or muddled. Attempts to draw conclusions are not always successful or present.</p> <p>Relevant terminology may not be used at all or may be muddled. The answer as a whole lacks clarity, accuracy and organisation</p> </td></tr> <tr> <td data-bbox="312 1283 416 1375"></td><td data-bbox="416 1283 531 1375">0</td><td data-bbox="531 1283 1305 1375">No relevant content</td></tr> </tbody> </table> <p data-bbox="292 1413 568 1444">Possible evaluation</p> <ul data-bbox="292 1473 1315 2020" style="list-style-type: none"> • When people were tested alone, they had a very low error rate at the line judging task. This shows that the presence of a majority whose answers were unanimous was the factor that affected the participants and caused their conformity. • All Asch's studies were laboratory based and the high level of control increased replicability and causality. • However, some have argued that the high control could have affected the behaviour rather than the task as the behaviour lacked ecological validity. • The task was extremely simple and it could be that because it was unimportant to the participants, they were not concerned about agreeing with the incorrect responses of the majority. • The research was all conducted on Americans who have an individualistic culture. These results cannot be generalised to other collectivist cultures in which people are socialised to agree with each other. Results of studies from such cultures shows higher levels of conformity. 	Level	Marks	Description	3	5-6	<p>Evaluation of Asch's investigations into conformity is mostly effective any conclusions drawn are sound and fully expressed.</p> <p>Relevant terminology is used appropriately. The answer is clear, coherent and focused.</p>	2	3-4	<p>There may be some effective evaluation of Asch's investigations into conformity. There may be an attempt to draw conclusions.</p> <p>Some relevant terminology is used. The answer may lack some clarity, accuracy and organisation</p>	1	1-2	<p>Evaluation of Asch's investigations into conformity is limited or muddled. Attempts to draw conclusions are not always successful or present.</p> <p>Relevant terminology may not be used at all or may be muddled. The answer as a whole lacks clarity, accuracy and organisation</p>		0	No relevant content	<p data-bbox="1350 344 1465 412">6 AO3 = 6</p>
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	<ul style="list-style-type: none"> • Asch conducted many variations of the original study, such as increasing difficulty of the task to make the line judgements harder and breaking the unanimity of the group answers. This was useful as it showed how factors can increase or decrease the likelihood of conforming behaviour. • The studies have been called a 'child of their time' as in the 1950's people tended to keep their own opinions to themselves rather than opposing others, especially in formal situations so that may not reflect the behaviour in similar situations from people today, (temporal validity.) <p>Credit other relevant material</p>	
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Question	Marking guidance	Total marks															
09	<p data-bbox="292 344 1318 450">Describe one way in which Milgram investigated obedience. In your answer, provide some details of the aim of the study, the method used, the results (findings) of the study and a conclusion drawn.</p> <table border="1" data-bbox="312 486 1305 1464"> <thead> <tr> <th data-bbox="312 486 416 580">Level</th><th data-bbox="416 486 533 580">Marks</th><th data-bbox="533 486 1305 580">Description</th></tr> </thead> <tbody> <tr> <td data-bbox="312 580 416 855">3</td><td data-bbox="416 580 533 855">5-6</td><td data-bbox="533 580 1305 855"> <p>Relevant knowledge and understanding of one way in which Milgram investigated obedience is mostly accurate with some detail of all 4 elements (aim, method, results/findings and conclusion).</p> <p>Relevant terminology is used appropriately. The answer is clear, coherent and focused.</p> </td></tr> <tr> <td data-bbox="312 855 416 1111">2</td><td data-bbox="416 855 533 1111">3-4</td><td data-bbox="533 855 1305 1111"> <p>Relevant knowledge and understanding of one way in which Milgram investigated obedience but there are occasional inaccuracies/omissions.</p> <p>Some relevant terminology is used. The answer may lack some clarity, accuracy and organisation.</p> </td></tr> <tr> <td data-bbox="312 1111 416 1366">1</td><td data-bbox="416 1111 533 1366">1-2</td><td data-bbox="533 1111 1305 1366"> <p>Knowledge and understanding of one way in which Milgram investigated obedience is very limited.</p> <p>Relevant terminology may not be used at all or may be muddled. The answer as a whole lacks clarity, accuracy and organisation.</p> </td></tr> <tr> <td data-bbox="312 1366 416 1464"></td><td data-bbox="416 1366 533 1464">0</td><td data-bbox="533 1366 1305 1464">No relevant content.</td></tr> </tbody> </table> <p data-bbox="292 1503 528 1532">Possible content</p> <ul data-bbox="292 1563 1318 2033" style="list-style-type: none"> • Milgram was interested in finding out whether the circumstances in which people found themselves might affect their behaviour to such an extent that they would obey an instruction that in everyday life they would regard as cruel/unacceptable. • He recruited males (40) aged 20-50 years old using a newspaper advertisement. They understood the task was a learning one and that there were 2 roles – the teacher and the learner. The participants were always the teacher in the study and their role was to give out the learning task, check whether the learner's answer was correct, and issue a punishment using a shock generator if the answer was incorrect. • The teacher was in a room with an experimenter who checked the teacher was giving the electric shocks. The learner could be heard in a room next door giving louder cries as the shocks became more intense. The 	Level	Marks	Description	3	5-6	<p>Relevant knowledge and understanding of one way in which Milgram investigated obedience is mostly accurate with some detail of all 4 elements (aim, method, results/findings and conclusion).</p> <p>Relevant terminology is used appropriately. The answer is clear, coherent and focused.</p>	2	3-4	<p>Relevant knowledge and understanding of one way in which Milgram investigated obedience but there are occasional inaccuracies/omissions.</p> <p>Some relevant terminology is used. The answer may lack some clarity, accuracy and organisation.</p>	1	1-2	<p>Knowledge and understanding of one way in which Milgram investigated obedience is very limited.</p> <p>Relevant terminology may not be used at all or may be muddled. The answer as a whole lacks clarity, accuracy and organisation.</p>		0	No relevant content.	<p data-bbox="1350 344 1457 412">6 AO1 = 6</p>
Level	Marks	Description															
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	0	No relevant content.															

	<p>experiment stopped either when the learner had been given shocks at 450v or the teacher refused to go on.</p> <ul style="list-style-type: none"> • Milgram found that no participant (teacher) stopped until 300v had been reached and 65% of participants went on to give 450v. at a debriefing, the 'teachers' met the 'learner' again and were told that the cries they had heard were a recording and the learner had not received any shocks at all. The aim of the study was explained to the participants. • Milgram concluded that obedience was not about the personality of the individual but was affected by the situation. Most participants were told by the experimenter that he had responsibility for what was happening and that encouraged them to continue. <p>Credit variations of the study such as those related to location, number of teachers, proximity of the experimenter and of the learner.</p>	
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Question	Marking guidance	Total marks															
10	<p data-bbox="290 344 1182 409">Discuss one or more strengths and one or more weaknesses of bystander intervention studies.</p> <table border="1" data-bbox="290 445 1289 1406"> <thead> <tr> <th data-bbox="290 445 395 539">Level</th><th data-bbox="395 445 509 539">Marks</th><th data-bbox="509 445 1289 539">Description</th></tr> </thead> <tbody> <tr> <td data-bbox="290 539 395 797">3</td><td data-bbox="395 539 509 797">5-6</td><td data-bbox="509 539 1289 797"> <p>Discussion of strength(s) and weakness(es) of bystander intervention studies is mostly effective any conclusions drawn are sound and fully expressed.</p> <p>Relevant terminology is used appropriately. The answer is clear, coherent and focused.</p> </td></tr> <tr> <td data-bbox="290 797 395 1055">2</td><td data-bbox="395 797 509 1055">3-4</td><td data-bbox="509 797 1289 1055"> <p>There may be some effective discussion of strength(s) and weakness(es) of bystander intervention studies. There may be an attempt to draw conclusions.</p> <p>Some relevant terminology is used. The answer may lack some clarity, accuracy and organisation.</p> </td></tr> <tr> <td data-bbox="290 1055 395 1312">1</td><td data-bbox="395 1055 509 1312">1-2</td><td data-bbox="509 1055 1289 1312"> <p>Discussion of strength(s) and weakness(es) of bystander intervention studies is limited or muddled. Attempts to draw conclusions are not always successful or present. Relevant terminology may not be used at all or may be muddled. The answer as a whole lacks clarity, accuracy and organisation.</p> </td></tr> <tr> <td data-bbox="290 1312 395 1406"></td><td data-bbox="395 1312 509 1406">0</td><td data-bbox="509 1312 1289 1406">No relevant content</td></tr> </tbody> </table> <p data-bbox="290 1442 836 1478">Possible strength(s) and weakness(es)</p> <ul data-bbox="290 1503 1321 2045" style="list-style-type: none"> • The studies have very high ecological validity or realism. They are carried out in situations where the participants are not aware they are in a study and their responses to 'the incident' are their natural responses. The observers have controlled the behaviour of the 'confederates.' The data collected are the natural behaviours of the participants and not scores on a test. These factors all contributed to an understanding of the real behaviour people produce in everyday life. • As the studies were carried out in natural environments, it was difficult to find out why people behaved in the ways they did. The researchers could only measure what they did. • Some research has suggested that the number of bystanders is important, but the results are not always the same in all studies. Others suggest that factors such as similarity to the 'victim' might be important. Others, that the expertise the bystanders think they have to help in the situation could be important in the decision to help or not. 	Level	Marks	Description	3	5-6	<p>Discussion of strength(s) and weakness(es) of bystander intervention studies is mostly effective any conclusions drawn are sound and fully expressed.</p> <p>Relevant terminology is used appropriately. The answer is clear, coherent and focused.</p>	2	3-4	<p>There may be some effective discussion of strength(s) and weakness(es) of bystander intervention studies. There may be an attempt to draw conclusions.</p> <p>Some relevant terminology is used. The answer may lack some clarity, accuracy and organisation.</p>	1	1-2	<p>Discussion of strength(s) and weakness(es) of bystander intervention studies is limited or muddled. Attempts to draw conclusions are not always successful or present. Relevant terminology may not be used at all or may be muddled. The answer as a whole lacks clarity, accuracy and organisation.</p>		0	No relevant content	<p data-bbox="1351 344 1465 409">6 AO3 = 6</p>
Level	Marks	Description															
3	5-6	<p>Discussion of strength(s) and weakness(es) of bystander intervention studies is mostly effective any conclusions drawn are sound and fully expressed.</p> <p>Relevant terminology is used appropriately. The answer is clear, coherent and focused.</p>															
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	0	No relevant content															

	<ul style="list-style-type: none"> Sometimes, people seem to weigh the benefits and the costs of helping. In an observational study it is not possible to know why people have decided to help or not to help. <p>Note: expect to see strengths and weaknesses embedded together as above and also separated out into a number of strengths and weaknesses.</p> <p>Credit other relevant material.</p>	
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Section C

Question	Marking guidance	Total marks
11	<p>Explain what psychologists mean when they say that someone is mentally healthy.</p> <p>3 marks: a clear, detailed and accurate explanation of mental health with appropriate use of specialist terminology.</p> <p>2 marks: a clear explanation of mental health with some detail.</p> <p>1 mark: a limited or muddled explanation of mental health.</p> <p>Possible content:</p> <ul style="list-style-type: none"> An individual is mentally healthy when their social and emotional wellbeing is such that they can cope with the stresses of everyday life and they are also able to function appropriately in society. <p>Accept alternative wording.</p>	<p>3 AO1 = 3</p>

Question	Marking guidance	Total marks
12	<p>In a clinical diagnosis of obsessive-compulsive disorder, what is meant by obsessions?</p> <p>2 marks: a clear and detailed outline of obsessions.</p> <p>1 mark: a limited or muddled outline of obsessions.</p> <p>Possible content:</p> <ul style="list-style-type: none"> Obsessions are recurrent, unwanted and intrusive thoughts or images that come into a person's mind. These thoughts are known to be irrational and uncontrollable to the individual who experiences them. The thoughts are extremely distressing to the individual who experiences them. 	<p>2 AO1 = 2</p>

Question	Marking guidance	Total marks
13	<p>Milo has been diagnosed with obsessive-compulsive disorder. His anxiety is related to germs and illness. Give two behaviours that might be produced by Milo.</p> <p>Award one mark for each suitable suggestion of a behaviour that Milo might produce to a maximum of 2 marks.</p> <p>Possible content</p> <ul style="list-style-type: none"> • Repeated washing of hands. • Avoidance of touching objects. • Only touching objects with gloves on hands. • Wearing a (clinical) face mask <p>Credit other suitable suggestions.</p>	<p>2 AO2 = 2</p>

Question	Marking guidance	Total marks															
14	<p>Evaluate one or more theories of obsessive-compulsive disorder.</p> <table border="1" data-bbox="316 409 1305 1375"> <thead> <tr> <th>Level</th><th>Marks</th><th>Description</th></tr> </thead> <tbody> <tr> <td>3</td><td>5-6</td><td> <p>Evaluation of one or more theories of OCD is mostly effective any conclusions drawn are sound and fully expressed.</p> <p>Relevant terminology is used appropriately. The answer is clear, coherent and focused.</p> </td></tr> <tr> <td>2</td><td>3-4</td><td> <p>There may be some effective evaluation of one or more theories of OCD. There may be an attempt to draw conclusions.</p> <p>Some relevant terminology is used. The answer may lack some clarity, accuracy and organisation</p> </td></tr> <tr> <td>1</td><td>1-2</td><td> <p>Evaluation of one or more theories of OCD is limited or muddled. Attempts to draw conclusions are not always successful or present.</p> <p>Relevant terminology may not be used at all or may be muddled. The answer as a whole lacks clarity, accuracy and organisation</p> </td></tr> <tr> <td></td><td>0</td><td>No relevant content</td></tr> </tbody> </table> <p>Possible evaluation</p> <ul style="list-style-type: none"> • Cognitive theories of OCD account for the intrusive obsessional thoughts experienced by the individual. Research such as Rachman (2004) supports this. • The fact that much research depends on the case study method means it is difficult to generalise the findings to others who have OCD. • The cognitive approach does not regard biological factors as important and there is evidence that these can play a role in explaining why some people develop OCD. • Social learning theory suggests that some people with OCD may have imitated a role model who also has the disorder – such as a parent. • The evidence that the basal ganglia plays a role in OCD is not always consistent and there is need for more imaging studies to research this area to confirm that damage to the basal ganglia might explain the disorder. • While there is evidence for genetic factors in OCD as studies of identical (MZ) twins have shown higher rates of inheritance than non-identical (DZ) twins, the inheritance rates are not 100% even though MZ twins have identical genes. 	Level	Marks	Description	3	5-6	<p>Evaluation of one or more theories of OCD is mostly effective any conclusions drawn are sound and fully expressed.</p> <p>Relevant terminology is used appropriately. The answer is clear, coherent and focused.</p>	2	3-4	<p>There may be some effective evaluation of one or more theories of OCD. There may be an attempt to draw conclusions.</p> <p>Some relevant terminology is used. The answer may lack some clarity, accuracy and organisation</p>	1	1-2	<p>Evaluation of one or more theories of OCD is limited or muddled. Attempts to draw conclusions are not always successful or present.</p> <p>Relevant terminology may not be used at all or may be muddled. The answer as a whole lacks clarity, accuracy and organisation</p>		0	No relevant content	<p>6</p> <p>AO3 = 6</p>
Level	Marks	Description															
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	0	No relevant content															

	<ul style="list-style-type: none"> This all suggests that the explanation for OCD will include both nurture and nature rather than just one of these factors. <p>Credit other relevant material.</p>	
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Question	Marking guidance	Total marks										
15	<p>Outline two features of prolonged exposure therapy. Refer to Keri’s description of the therapy as part of your answer.</p> <p>AO1</p> <p>Award one mark for each suitable outline of a feature of prolonged exposure therapy of to a maximum of 2 marks.</p> <p>and</p> <p>AO2</p> <p>Award one mark for each suitable/matching application using the scenario to a maximum of 2 marks.</p> <table><tr><th>Feature of prolonged exposure therapy</th><th>Matching application from the scenario</th></tr><tr><td>(Psycho) education of the client so the therapy is clearly understood.</td><td>Keri was told what the therapist would do during the sessions so she could understand what to expect.</td></tr><tr><td>Relation and breathing techniques are taught and must be acquired by the client.</td><td>Keri was taught how to reduce the anxiety/stressful feelings she would experience.</td></tr><tr><td>In vivo exposure where the actual fear is presented in real life.</td><td>Keri was required to face her fear of driving and made to get in a car and drive.</td></tr><tr><td>Imaginal exposure where the client must keep recalling and talking about the traumatic event.</td><td>Keri was asked to tell the therapist all the details of the car accident repeatedly.</td></tr></table>	Feature of prolonged exposure therapy	Matching application from the scenario	(Psycho) education of the client so the therapy is clearly understood.	Keri was told what the therapist would do during the sessions so she could understand what to expect.	Relation and breathing techniques are taught and must be acquired by the client.	Keri was taught how to reduce the anxiety/stressful feelings she would experience.	In vivo exposure where the actual fear is presented in real life.	Keri was required to face her fear of driving and made to get in a car and drive.	Imaginal exposure where the client must keep recalling and talking about the traumatic event.	Keri was asked to tell the therapist all the details of the car accident repeatedly.	<p>4</p> <p>AO1 = 2</p> <p>AO2 = 2</p>
Feature of prolonged exposure therapy	Matching application from the scenario											
(Psycho) education of the client so the therapy is clearly understood.	Keri was told what the therapist would do during the sessions so she could understand what to expect.											
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Question	Marking guidance	Total marks												
16.1	<p data-bbox="292 344 1318 416">Describe the method used by Eftekhari to investigate the effectiveness of cognitive behaviour therapy for post-traumatic stress disorder.</p> <table border="1" data-bbox="312 450 1310 1099"> <thead> <tr> <th data-bbox="312 450 416 546">Level</th><th data-bbox="416 450 528 546">Marks</th><th data-bbox="528 450 1310 546">Description</th></tr> </thead> <tbody> <tr> <td data-bbox="312 546 416 757">2</td><td data-bbox="416 546 528 757">3-4</td><td data-bbox="528 546 1310 757"> Relevant knowledge and understanding of the method used in the Eftekhari study with some detail. Relevant terminology is used appropriately. The answer is clear, coherent and focused. </td></tr> <tr> <td data-bbox="312 757 416 999">1</td><td data-bbox="416 757 528 999">1-2</td><td data-bbox="528 757 1310 999"> Limited or muddled knowledge and understanding of the method used in the Eftekhari study is present. Relevant terminology may not be used at all or may be muddled. The answer as a whole lacks clarity, accuracy and organisation. </td></tr> <tr> <td data-bbox="312 999 416 1099"></td><td data-bbox="416 999 528 1099">0</td><td data-bbox="528 999 1310 1099">No relevant content.</td></tr> </tbody> </table> <p data-bbox="292 1160 536 1189">Possible content:</p> <ul data-bbox="292 1218 1310 1697" style="list-style-type: none"> • The study was a review of 6 studies rather than a single investigation with one sample of people. • The results of the 6 studies were combined making the sample very large. • The studies also covered a period of 14 years from 1991 to 2005. • All the studies involved severe trauma following a serious assault. • All the studies used the same prolonged exposure treatment designed by Foa et al (1991.) The treatment involved all 4 elements of prolonged exposure therapy: psycho-education, breathing and relaxation techniques, In vivo exposure to stop avoidance and imaginal exposure to cause repeated recounting of the trauma memories. There were 9-12 treatment sessions of 2 hours each session. • All the studies included a follow-up at 3-12 months after the treatment period had ended. <p data-bbox="292 1736 679 1765">Credit other relevant material.</p>	Level	Marks	Description	2	3-4	Relevant knowledge and understanding of the method used in the Eftekhari study with some detail. Relevant terminology is used appropriately. The answer is clear, coherent and focused.	1	1-2	Limited or muddled knowledge and understanding of the method used in the Eftekhari study is present. Relevant terminology may not be used at all or may be muddled. The answer as a whole lacks clarity, accuracy and organisation.		0	No relevant content.	<p data-bbox="1350 344 1461 416">4 AO1 = 4</p>
Level	Marks	Description												
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	0	No relevant content.												

Question	Marking guidance	Total marks												
16.2	<p data-bbox="292 344 1283 416">Explain one strength and one weakness of the study described in your answer to question 16.1 above.</p> <table border="1" data-bbox="292 432 1264 1133"> <thead> <tr> <th data-bbox="292 432 395 528">Level</th><th data-bbox="395 432 512 528">Marks</th><th data-bbox="512 432 1264 528">Description</th></tr> </thead> <tbody> <tr> <td data-bbox="292 528 395 775">2</td><td data-bbox="395 528 512 775">3-4</td><td data-bbox="512 528 1264 775"> <p data-bbox="520 564 1227 636">The explanation of one strength and of one weakness of the Eftekhari study is mostly effective.</p> <p data-bbox="520 658 1150 730">Relevant terminology is used appropriately. The answer is clear, coherent and focused.</p> </td></tr> <tr> <td data-bbox="292 775 395 1032">1</td><td data-bbox="395 775 512 1032">1-2</td><td data-bbox="512 775 1264 1032"> <p data-bbox="520 810 1227 882">The explanation of one strength and of one weakness of the Eftekhari study is of limited effectiveness.</p> <p data-bbox="520 904 1238 1010">Relevant terminology may not be used at all or may be muddled. The answer as a whole lacks clarity, accuracy and organisation.</p> </td></tr> <tr> <td data-bbox="292 1032 395 1133"></td><td data-bbox="395 1032 512 1133">0</td><td data-bbox="512 1032 1264 1133">No relevant content.</td></tr> </tbody> </table> <p data-bbox="292 1196 564 1227">Possible strengths:</p> <ul data-bbox="292 1256 1318 1509" style="list-style-type: none"> • As the study was a review, it used a large sample of participants overall which increased the ability to generalise to the wider population of people who have PTSD. • The studies covered a period of 14 years and therefore therapists have been given evidence to support the use of prolonged exposure therapy and guidance about how to do this as it has been shown to be effective for a long time. <p data-bbox="292 1547 603 1579">Possible weaknesses:</p> <ul data-bbox="292 1608 1318 1966" style="list-style-type: none"> • Some therapists are reluctant to use the therapy as the treatment requires the individual with PTSD to relive their traumatic event. As the disorder includes this anyway, they fear it might be too distressing for the client to experience. (Although any client would have to be told this was part of the treatment and could refuse once that had been explained, or could give their informed consent to undergo the treatment). • It is still not clear which part of the treatment (the 4 elements) has the most impact on the client and how long the exposure needs to be. • The therapy has not been used with many cultures so it may only be successful in western society. <p data-bbox="292 1973 1118 2040">Credit answers based on a study described that is not Eftekhari Credit other relevant material.</p>	Level	Marks	Description	2	3-4	<p data-bbox="520 564 1227 636">The explanation of one strength and of one weakness of the Eftekhari study is mostly effective.</p> <p data-bbox="520 658 1150 730">Relevant terminology is used appropriately. The answer is clear, coherent and focused.</p>	1	1-2	<p data-bbox="520 810 1227 882">The explanation of one strength and of one weakness of the Eftekhari study is of limited effectiveness.</p> <p data-bbox="520 904 1238 1010">Relevant terminology may not be used at all or may be muddled. The answer as a whole lacks clarity, accuracy and organisation.</p>		0	No relevant content.	<p data-bbox="1350 344 1465 416">4 AO3 = 4</p>
Level	Marks	Description												
2	3-4	<p data-bbox="520 564 1227 636">The explanation of one strength and of one weakness of the Eftekhari study is mostly effective.</p> <p data-bbox="520 658 1150 730">Relevant terminology is used appropriately. The answer is clear, coherent and focused.</p>												
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	0	No relevant content.												

Section D

Question	Answer	Total marks
17	<p style="text-align: center;">B</p> <p style="text-align: center;">Instructions to participants</p>	<p style="text-align: center;">1</p> <p style="text-align: center;">AO1 = 1</p>

Question	Marking guidance	Total marks
18.1	<p>Write a suitable hypothesis for the study described above.</p> <p>3 marks: a clear, detailed and accurate hypothesis with appropriate use of specialist terminology.</p> <p>2 marks: a clear hypothesis with some detail.</p> <p>1 mark: a limited or muddled hypothesis.</p> <p>Possible content:</p> <ul style="list-style-type: none"> There is a (positive) relationship between the score on a happiness scale and the score on a physical health scale. 	<p>3</p> <p>AO2 = 3</p>

Question	Marking guidance	Total marks
18.2	<p>Explain the relationship seen in Figure 1 above.</p> <p>2 marks: a clear and detailed explanation of the relationship seen in this study.</p> <p>1 mark: a limited or muddled explanation of the relationship seen in this study.</p> <ul style="list-style-type: none"> The scatterdiagram shows a positive relationship. As the values of one variable increases (happiness scores) so does the value of the other variable (physical health scores). 	<p>2</p> <p>AO2 = 2</p>

Question	Marking guidance	Total marks												
18.3	<p>Explain one or more problems of using correlation to investigate the relationship between happiness and physical health in this study.</p> <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Description</th></tr> </thead> <tbody> <tr> <td>2</td><td>3-4</td><td> <p>Explanations of problem(s) of using correlation in this study are mostly effective.</p> <p>Relevant terminology is used appropriately. The answer is clear, coherent and focused.</p> </td></tr> <tr> <td>1</td><td>1-2</td><td> <p>Explanations of problem(s) of using correlation in this study are of limited effectiveness.</p> <p>Relevant terminology may not be used at all or may be muddled. The answer as a whole lacks clarity, accuracy and organisation.</p> </td></tr> <tr> <td></td><td>0</td><td>No relevant content.</td></tr> </tbody> </table> <p>Possible content:</p> <ul style="list-style-type: none"> Although a correlation study can show that two variables are related it cannot show why they are related, so in this study the only thing we do know is that low happiness scores are related to low physical health scores, but not why the two scores are both low. Ther researchers would have to conduct further research to find out why the positive relationship has occurred. There is no causal relationship in a correlation study, so the researchers do not know whether being physically healthy increases happiness or the other way round or whether another variable causes both of these things. <p>Credit other relevant material.</p>	Level	Marks	Description	2	3-4	<p>Explanations of problem(s) of using correlation in this study are mostly effective.</p> <p>Relevant terminology is used appropriately. The answer is clear, coherent and focused.</p>	1	1-2	<p>Explanations of problem(s) of using correlation in this study are of limited effectiveness.</p> <p>Relevant terminology may not be used at all or may be muddled. The answer as a whole lacks clarity, accuracy and organisation.</p>		0	No relevant content.	<p>4</p> <p>AO3 = 4</p>
Level	Marks	Description												
2	3-4	<p>Explanations of problem(s) of using correlation in this study are mostly effective.</p> <p>Relevant terminology is used appropriately. The answer is clear, coherent and focused.</p>												
1	1-2	<p>Explanations of problem(s) of using correlation in this study are of limited effectiveness.</p> <p>Relevant terminology may not be used at all or may be muddled. The answer as a whole lacks clarity, accuracy and organisation.</p>												
	0	No relevant content.												

Question	Marking guidance	Total marks
19	<p>What is the dependent variable in this study?</p> <p>Content:</p> <ul style="list-style-type: none"> The dependent variable (DV) is the score on the memory test 	<p>1</p> <p>AO2 = 1</p>

Question	Marking guidance	Total marks
20	<p>Explain one advantage that might occur if repeated measures had been used in this study.</p> <p>3 marks: a clear, detailed and accurate advantage of using repeated measures in this study with appropriate use of specialist terminology.</p> <p>2 marks: a clear advantage of using repeated measures in this study with some detail.</p> <p>1 mark: a limited or muddled advantage of using repeated measures.</p> <p>Possible content:</p> <ul style="list-style-type: none"> Repeated measures would have eliminated any individual differences that might be present between the participants in the comedy film condition and those in the farming film condition. As the people are the same in both conditions when using a repeated measures design, the psychologist can be sure that the difference in the data in the memory test is due to the type of film seen and not anything else. <p>Credit other relevant advantages</p>	<p>3</p> <p>AO2 = 3</p>

Question	Marking guidance	Total marks
21	<p>Identify and explain the type of data collected in this study.</p> <p>Award marks as follows:</p> <p>AO1</p> <p>Award one mark for: quantitative data (accept primary data).</p> <p>AO2</p> <p>Award one mark for: the data is numerical/scores on a memory test (accept the psychologist collected the data themselves).</p>	<p>2</p> <p>AO1 = 1</p> <p>AO2 = 1</p>

Question	Marking guidance	Total marks
22	<p>Describe a practical way the psychologist could have done this.</p> <p>2 marks: a clear and detailed way of randomly allocating the participants in this study.</p> <p>1 mark: a limited or muddled way of randomly allocating the participants in this study.</p> <p>Content:</p> <ul style="list-style-type: none"> The psychologist could have put 10 pieces of paper with a 1 on them and 10 pieces of paper with a 2 on them into a container. And shaken the container. Each participant could have picked out a piece of paper and the number determined the condition of the study they completed. <p>Credit other practical suggestions</p>	<p>2</p> <p>AO2 = 2</p>

Question	Marking guidance	Total marks
23	<p>Explain why a bar chart would be a useful way of displaying the mean scores from the table.</p> <p>2 marks: a clear and detailed explanation for why a bar chart would be a suitable way of displaying the data in this study.</p> <p>1 mark: a limited or muddled explanation for why a bar chart would be a suitable way of displaying the data.</p> <p>Content:</p> <ul style="list-style-type: none"> • A bar chart would be suitable in this study as the mean scores from the comedy film condition and from the farming film condition are separate categories of data. • The differences between the two categories of data are very easy to see and the bars are easy to compare. 	<p>2 AO2 = 2</p>

Question	Marking guidance	Total marks
24	<p>Why might the median have been a more suitable average for these results than the mean? Explain your answer.</p> <p>3 marks: a clear, detailed and accurate explanation for why the median might have been a more suitable average than the mean in this study with appropriate use of specialist terminology.</p> <p>2 marks: a clear explanation for why the median might have been a more suitable average than the mean in this study with some detail.</p> <p>1 mark: a limited or muddled explanation for why the median might have been a more suitable average than the mean.</p> <p>Possible content</p> <ul style="list-style-type: none"> • As the mean is a precise form of average and uses each value in its computation an outlier/anomalous value can distort it easily. • There is a clear outlier in the study – Participant 14 – and their very high score in the farming film condition where the majority of the other scores are much lower has increased the average value for Condition 2. • Using the median as the average would have meant that Participant 14's score would have been discarded as the median requires only using the middle value in the set. <p>Credit other relevant material.</p>	<p>3 AO2 = 3</p>

Question	Marking guidance	Total marks
25	<p>Explain one reason why conducting a case study of Participant 14 might be useful.</p> <p>2 marks: a clear and detailed reason why a case study of Participant 14 might be useful in this study.</p> <p>1 mark: a limited or muddled reason why a case study of Participant 14 might be useful.</p> <p>Content:</p> <ul style="list-style-type: none"> • It would be useful to see why their score is so high as this could be due to their intellectual ability/photographic memory or they found the film very enjoyable/funny for some reason. • Participant 14 has achieved the highest score in the memory test (87) and this is not similar to all the other participants in the farming film condition. It is anomalous and psychologists are interested in anomalous results and want to explain such behaviour. 	<p>2</p> <p>AO2 = 2</p>

INTERNATIONAL GCSE **PSYCHOLOGY**

9218/2

Paper 2 Social context and behaviour

Mark scheme

Specimen

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [oxfordaqaexams.org.uk](https://www.oxfordaqaexams.org.uk)

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A - Communication

01	<p>Decide if each statement suggests that non-verbal behaviour is more likely to be innate or more likely to be learned.</p> <p>Tick (✓) the correct box next to each statement.</p> <p style="text-align: right;">[3 marks]</p>
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Marks for this question: AO1 - 3 marks**1 mark** for **each** correct tick as below.

	Innate	Learned
Research has shown that all newly born babies had facial expressions of 'disgust' when they were given lemons to taste	✓	
Research has shown that people who are blind from birth have very similar facial expressions, such as 'surprise,' to those of people who are able to see.	✓	
Research has shown that there are differences in the way that people from Japan and America understand what facial expressions mean.		✓

02	<p>Name three factors that affect personal space.</p> <p style="text-align: right;">[3 marks]</p>
-----------	--

Marks for this question: AO1 - 3 marks**1 mark** each for any **three** of the following factors (MAX 3).

- culture
- status
- age
- gender
- relationship/familiarity

Credit other relevant factors.

NOTE: If the candidate has written more than three answers, only mark the first three.

03	The Sapir-Whorf hypothesis suggests thinking depends on language. Evaluate the Sapir-Whorf hypothesis. [6 marks]
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Marks for this question: AO3 - 6 marks

Level	Marks	Description
3	5 - 6	Evaluation of the Sapir-Whorf hypothesis is mostly effective. Any conclusions drawn are sound and fully expressed. Relevant terminology is used appropriately. The answer is clear, coherent and focused.
2	3 - 4	There may be some effective evaluation of the Sapir-Whorf hypothesis. There may be an attempt to draw conclusions. Some relevant terminology is used. The answer may lack some clarity, accuracy and organisation
1	1 - 2	Evaluation of the Sapir-Whorf hypothesis is of limited effectiveness or muddled. Any attempts to draw conclusions are not always successful or present. Relevant terminology may not be used at all or may be muddled. The answer as a whole lacks clarity, accuracy and organisation
	0	No relevant content

Possible content:

- The Sapir-Whorf hypothesis has been challenged due to unreliable evidence such as the number of 'snow' words. There seems to be little difference between the number of words Eskimos and English people have for snow.
- Just because one group of people has more words for something (such as snow), it does not mean that the words came first. It is perhaps more likely that the words developed as a result of there being a need to think about and communicate about something in the situation these people were experiencing.
- There are everyday examples that do not fit with the hypothesis – such as the fact that a book translated from one language to another retains the same meaning.
- The Sapir-Whorf hypothesis does offer an explanation for the link between language and intelligence/education level that has been found by researchers.
- There is research to support the Sapir-Whorf hypothesis – such as studies on the variation in recognition of colours and the variation in recall of events.

Credit other relevant material

04	Name two properties of human communication that are not present in animal communication and give an example of each property. [4 marks]
-----------	---

Marks for this question: AO1 - 2 marks and AO2 - 2 marks

AO1

1 mark each for any **two** of the following properties (MAX 2):

- plan ahead
- discuss future events
- creativity
- displacement
- ambiguity
- variety
- arbitrariness
- discreteness
- duality of patterning
- productivity
- semanticity
- reflexivity
- cultural transmission
- multiple channels.

PLUS

AO2

1 mark for **each** relevant example (MAX 2):

Possible examples:

- deciding with friends where you want to go and eat after you see a movie (plan ahead)
- talking about what you and your friends might do tomorrow after school (discuss future events).

Credit other relevant material.

NOTE: Expect properties to be embedded within the answer.

05	Describe and evaluate Von Frisch's bee study. In your description include the method used, the results (findings) obtained and a conclusion drawn. [9 marks]
-----------	--

Marks for this question: AO1 - 5 marks and AO3 - 4 marks

Level	Marks	Description
3	7 - 9	Relevant knowledge and understanding of Von Frisch's bee study is mostly accurate with detail. Evaluation of Von Frisch's bee study is effective. Any conclusions drawn are sound and fully expressed. Relevant terminology is used throughout. The answer is clear, coherent and focused.
2	4 - 6	Relevant knowledge and understanding of Von Frisch's bee study is present but there are occasional inaccuracies/omissions. There may be some effective evaluation of Von Frisch's bee study. There may be an attempt to draw conclusions. Relevant terminology is occasionally used. The answer may lack clarity, coherence, focus and logical structure.
1	1 - 3	Knowledge and understanding of Von Frisch's bee study is present but limited. Evaluation of Von Frisch's bee study is of limited effectiveness or may be absent. Any attempts to draw conclusions are not always successful or present. Relevant terminology may not be used at all or may be muddled.
	0	No relevant content.

Possible content

- The bees were kept in a glass hive so that they could be observed and their movements could be recorded.
- When bees fed from containers of sugar-water in different locations, they were marked with a tiny dot of paint so that they could be identified when they returned to their hive.
- Von Frisch noticed that when the bees returned to the hive, they made different movements depending on how far away from the hive the sugar-water was. When it was less than 100 metres from the hive, the bees turned rapidly in circles to the right and then the left (a round dance).
- When the sugar-water was further away, the bees moved forward in a straight line, wagging their abdomen from side to side before turning in a circle towards the left. This was followed by the bees moving straight forward again before turning in a circle towards the right (a tail-wagging or waggle dance).
- Von Frisch concluded that bees use movements to communicate to each other about the whereabouts of food sources.

Possible evaluation

- Bees do not collect sugar-water from glass containers every day. So, this is not a test of natural which means it can be argued that the study lacks ecological validity. However, when sugar solution was put onto flowers instead of in glass containers, the bees still behaved in the same way.
- Beehives are not usually glass and this could have changed the bees' natural behaviour. However when research has been done using a wooden hives and a video camera, the same results have been found.
- Von Frisch's conclusions may be too simplistic. Researchers have also found that the noise bees make while doing the dances is important and other researchers have suggested that bees also use cognitive maps, based on their memory of landmarks, to find food.
- Other researchers have replicated Von Frisch's study and found the same results. This suggests that the results are trustworthy and that the original study is reliable.

Credit other relevant material

Section B - Social Influences

06.1	Robert gave medical help to a child who had fallen out of a tree. Robert was called a hero but he said, 'I know I was not at work when the child fell, but I just did what any nurse would do in the same situation.' Shade one box. <div style="text-align: right;">[1 mark]</div>
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Marks for this question: AO2 - 1 mark

Answer: **D** Expertise

06.2	After a football game, a supporter fell over. The only people who stopped to help were wearing shirts showing that they were supporters of the same team as the person who fell over. Shade one box. <div style="text-align: right;">[1 mark]</div>
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Marks for this question: AO2 - 1 mark

Answer: **F** Similarity to victim

07	Using an example, explain what is meant by antisocial behaviour.	[2 marks]
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Marks for this question: AO1 - 1 mark and AO2 - 1 mark

Award 1 mark for an acceptable definition of antisocial behaviour **and** a **further mark** for an appropriate example

AO1

Possible definitions

- Behaviour that is not socially acceptable to other people
- Behaviour that is harmful/likely to be to other people
- Behaviour that ignores the rights of other people.

Credit other definitions

AO2

Possible examples

- When someone is playing loud music at nights when others are trying to sleep
- When someone/a group shouts verbal abuse at another/others.

Credit other examples

08.1	Use your knowledge of one social factor that affects conformity to explain these results.	[3 marks]
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Marks for this question: AO2 - 3 marks

3 marks: a clear and detailed explanation with appropriate use of specialist terminology

2 marks: a clear explanation with some detail

1 mark: a limited or muddled explanation

Possible content:

- The group size in the described study is 8. We are more likely to conform in a group of 3 or more people who are all behaving in a similar way to each other. This fits the results of the study because 91% of the participants conformed.
- The described study required participants to give their answers out loud and so they were not anonymous. We are more likely to conform when others can hear our answers to avoid ridicule/being different. This fits the results of the study because 91% of the participants conformed when speaking their answers.

Accept other creditworthy answers such as those that address the factors of task difficulty and culture.

NOTE: Reference to dispositional factors or any other social factors named in the specification are not creditworthy.

08.2	Briefly evaluate the study described in Question 8.1	[4 marks]
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Marks for this question: AO3 - 4 marks

Level	Marks	Description
2	3 - 4	Evaluation of the conformity study is mostly effective. Any conclusions drawn are sound and fully expressed. Relevant terminology is used appropriately. The answer is clear, coherent and focused.
1	1 - 2	Evaluation of the conformity study is of limited effectiveness or muddled. Any attempts to draw conclusions are not always successful. Relevant terminology may not be used at all or may be muddled. The answer as a whole lacks clarity, accuracy and organisation
	0	No relevant content.

Possible content:

- The task of judging lengths of lines in a room with a group of strangers is not an everyday task. This may have resulted in the participants behaving in ways that they would not usually do. Therefore the study has low ecological validity.
- The task of judging lengths of lines is fairly trivial/not very important, and the cost of saying an incorrect answer is very low. People might be less likely to conform when the consequences are more important.
- The described study could be easily replicated and this will allow other researchers to find out whether or not the findings are reliable.

Credit other relevant material.

NOTE: Credit evaluation based on relevant ethical issues.

09	Briefly outline Milgram's Agency theory of social factors affecting obedience.	[3 marks]
-----------	--	------------------

Marks for this question: AO1 - 3 marks

3 marks: a clear and detailed explanation with appropriate use of specialist terminology

2 marks: a clear explanation with some detail

1 mark: a limited or muddled outline

Possible content:

- We are more likely to obey orders when we are in an agentic state/when we believe we are acting on behalf of an authority figure.
- This happens due to belief that the authority figure will take on responsibility for our actions, we no longer feel responsible.
- When someone we believe to be a figure of authority gives us an order, we go from an autonomous state to an agentic state (an agentic shift).

Credit other relevant material.

NOTE: Answers that only address social factors with no reference to Milgram's Agency theory (max 1 mark).

NOTE: Answers that only describe the method and results from Milgram's study are not creditworthy. However, conclusions could be made creditworthy.

10	Evaluate Adorno's Theory of the Authoritarian Personality.	[6 marks]
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Marks for this question: AO3 - 6 marks

Level	Marks	Description
3	5 - 6	Evaluation of Adorno's theory of the Authoritarian Personality is mostly effective. Any conclusions drawn are sound and fully expressed. Relevant terminology is used appropriately. The answer is clear, coherent and focused.
2	3 - 4	There may be some effective evaluation of Adorno's theory of the Authoritarian Personality. There may be an attempt to draw conclusions. Some relevant terminology is used. The answer may lack some clarity, accuracy and organisation.
1	1 - 2	Evaluation of Adorno's Theory of the Authoritarian Personality is of limited effectiveness or muddled. Attempts to draw conclusions are not always successful or present. Relevant terminology may not be used at all or may be muddled. The answer as a whole lacks clarity, accuracy and organisation

		Relevant terminology may not be used at all or may be muddled. The answer as a whole lacks clarity, accuracy and organisation.
	0	No relevant content

Possible content:

- Adorno based his theory on research that used a questionnaire (F-scale). The F-scale has been criticised because it has a response bias/the questions are written in such a way that giving a yes answer is always authoritarian response. Therefore, Adorno's theory may not be based on research findings that are valid.
- Adorno has not provided proof that an authoritarian personality causes high levels of obedience. There is only a correlation between personality type and obedience. Cause and effect cannot be determined.
- Some of the most obedient participants in Milgram's 'electric shock' study did not have the authoritarian/strict upbringing Adorno's theory suggests is a main factor in the development of an Authoritarian Personality.
- Other researchers have found that people with lower educational levels are more obedient. This suggests that other dispositional factors may be important and that personality type is not enough on its own.
- The authoritarian personality explanation for obedient behaviour also struggles to account for obedience/authoritarianism in whole societies eg Nazi Germany.

Credit other relevant material.

NOTE: Methodological evaluation of a study with no link to the theory is not creditworthy

11.1	What is meant by collective behaviour?	[1 mark]
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Marks for this question: AO1 - 1 mark

Collective behaviour is the **actions that happen** when people are **part of a group**/what people do when they are part of a group.

Credit other relevant wording.

NOTE: If the word 'behaviour' is not defined as part of the answer (e.g. 'the behaviour that happens as part of the group') award 1 mark.

NOTE: Answers that are just examples or types of collective behaviour are not creditworthy.

11.2	Identify two social factors that might have influenced the collective behaviour described in the article. <div style="text-align: right;">[2 marks]</div>
-------------	--

Marks for this question: AO2 - 2 marks

1 mark for **each** correctly identified social factor (MAX 2).

- social loafing
- culture

Accept other creditworthy alternatives for culture - such as social/cultural norms or whether the students' country was collectivist or individualistic.

11.3	Use an example to explain how one dispositional factor could affect collective behaviour. <div style="text-align: right;">[2 marks]</div>
-------------	--

Marks for this question: AO1 - 1 mark and AO2 - 1 mark

Award 2 marks for use of a **relevant example** to explain how one dispositional factor (such as personality or morality) could affect collective behaviour.

2 marks: a clear and accurate explanation

1 mark: a limited or muddled explanation **OR only AO1 or AO2** content is present

Possible content:

AO1 and AO2 embedded

- Someone whose personal sense of morality means they have a very strong belief that violence is wrong, would be much less likely to join in if a peaceful protest turned into a riot.
- When a person's locus of control is internal, this personality characteristic will result in them taking greater responsibility for their own behaviour. So if they were in a group of people and saw someone who was injured they would be more likely to go and help, rather than waiting to see what other people did.

Credit answers explaining other dispositional factors such as relevant personality types, temperament, age, motives and religious or political beliefs.

NOTE: Answers about social factors are not creditworthy.

Section C - Mental Health

12	<p>The number of people with significant mental health problems has changed over time. Use your knowledge of psychology to suggest two reasons for this change.</p> <p style="text-align: right;">[2 marks]</p>
-----------	---

Marks for this question: AO1 - 2 marks

1 mark for **each** appropriate suggestion (MAX 2):

- cultural variations in beliefs about mental health problems
- increased challenges of modern living
- increased (social) isolation in modern lifestyles
- increased recognition of the nature of mental health problems
- lessening of social stigma
- more people seeking help
- increasing economic deprivation

Credit other relevant material

13	<p>Identify two characteristics of mental health.</p> <p style="text-align: right;">[2 marks]</p>
-----------	---

Marks for this question: AO1 - 2 marks

1 mark for any **two** of the following

- positive engagement with / functioning as part of society
- effective coping with challenges
- not being overcome by difficult feelings
- having good effects of significant mental health problems on individuals **and** society and relationships with others
- being able to deal with disappointments and problems
- being able to cope with stresses and demands of everyday life
- being able to make decisions

Credit answers such as any of Jahoda's six criteria of mental health.

14	<p>Briefly outline how significant mental health problems can affect both individuals and society. Refer to the article in your answer.</p> <p style="text-align: right;">[4 marks]</p>
-----------	--

Marks for this question: AO1 - 2 marks and AO2 - 2 marks

Level	Marks	Description
2	3 - 4	<p>Relevant knowledge and understanding of effects of significant mental health problems on individuals and society with some detail.</p> <p>Some application of knowledge and understanding of effects of significant mental health problems on individuals and society.</p> <p>Relevant terminology is used appropriately. The answer is clear, coherent and focused.</p>
1	1 - 2	<p>Limited or muddled knowledge and understanding of effects of significant mental health problems on individuals and society is present.</p> <p>Limited or muddled application of knowledge and understanding of effects of significant mental health problems on individuals and society.</p> <p>Relevant terminology may not be used at all or may be muddled. The answer as a whole lacks clarity, accuracy and organisation</p> <p>OR</p> <p>Only knowledge and application of problems for individuals or society at Level 2</p>
	0	No relevant content.

Possible content:

AO1

Individuals:

- Damage to relationships, such as increased stress for other family members or children going into the care system.
- Difficulties coping with day-to-day life, such as lack of attendance at school or work with the result of things like poor qualifications and unemployment.
- Negative impact on physical wellbeing, such as effects from medication (e.g. concentration difficulties), weight gain or loss, difficulty sleeping.

Society:

- The need for more social care - such as social housing, health care and benefit payments.
- Increased crime rates – such as violence from people with mental health problems who are also abusing alcohol or drugs.
- Implications for the economy – such as greater cost of health care, social care, policing and the justice system.

AO2

- The article says that spending more time on social media sites could affect individuals by being damaging to their relationships and having a negative impact on their physical wellbeing.
- The article says that if our mental health is negatively affected then this could result in an increased need for social care.

Credit other relevant material

NOTE: Expect application to be embedded within the answer.

15	Briefly outline the dual representation theory of post traumatic stress disorder. [3 marks]
-----------	---

Marks for this question: AO1 - 3 marks

3 marks: a clear and detailed outline with appropriate use of specialist terminology

2 marks: a clear outline with some detail

1 mark: a limited or muddled outline

Possible content:

- The theory proposes that there are two levels in memory at which information about a traumatic event can be represented/stored.
- The first level is the persons conscious experience of the traumatic event. This forms verbally accessible memories (VAMs). These are easy to access deliberately/a person can choose to remember these.
- The second level are called 'situationally accessible memories (SAMs). These cannot be deliberately accessed but only appear when the person is in the same situation as when the trauma first happened. SAMs account for the flashbacks and dissociative memories seen in PTSD.

16	Give one strength and one limitation of prolonged exposure therapy for post traumatic stress disorder. [4 marks]
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Marks for this question: AO3 - 4 marks

Award up to 2 marks for **one** strength of prolonged exposure therapy for PTSD

2 marks: a clear and accurate strength

1 mark: a limited or muddled strength

PLUS

Award up to 2 marks for **one** limitation of prolonged exposure therapy for PTSD

2 marks: a clear and accurate limitation

1 mark: a limited or muddled limitation

Possible strengths

- There is much support that the therapy is effective, meta-analyses suggest that PE produces large treatment effects such as symptom reduction and loss of a diagnosis.
- In comparison with other therapies such as stress inoculation therapy (SIT) and supportive counselling (SC,) although there were decreased PTSD symptoms in all groups at the end of therapy, after 3 months at follow-up it was greatest for the prolonged exposure group (Foa 1991)

Possible limitations

- Some people who have undergone this therapy have become more violent/suicidal or depressed rather than less mentally unwell.
- There have been some reports that it has a very high drop-out rate of up to 50%, possibly the highest of any therapy offered for PTSD.

Credit other relevant strengths and limitations.

17	Describe the characteristics of the obsessions and the compulsions in obsessive-compulsive disorder? <div style="text-align: right;">[4 marks]</div>
-----------	---

Marks for this question: AO1 - 4 marks

Award up to 2 marks for a description of the characteristics of obsessions

2 marks: a clear and accurate description of obsessions

1 mark: a limited or muddled description

PLUS

Award up to 2 marks for a description of the characteristics of compulsions

2 marks: a clear and accurate description of compulsions

1 mark: a limited or muddled description

Possible content

- Obsessions are recurrent, unwanted and intrusive thoughts or images that come into the mind
- Obsessions appear to be irrational and uncontrollable to the person who experiences them
- Obsessions are also intensely distressing to the person.
- Compulsions are behaviours or actions that the person feels compelled to repeat over and over again.
- These repetitive behaviours are usually performed to reduce distress or to prevent a disaster of some sort from happening.

18	Evaluate the use of cognitive behaviour therapy to treat obsessive-compulsive disorder. [6 marks]
-----------	---

Marks for this question: AO3 - 6 marks

Level	Marks	Description
3	5 - 6	Evaluation of the use of CBT to treat OCD is mostly effective. Any conclusions drawn are sound and fully expressed. Relevant terminology is used appropriately. The answer is clear, coherent and focused.
2	3 - 4	There may be some effective evaluation of the use of CBT to treat OCD. There may be an attempt to draw conclusions. Some relevant terminology is used. The answer may lack some clarity, accuracy and organisation
1	1 - 2	Evaluation of the use of CBT to treat OCD is of limited effectiveness or muddled. Attempts to draw conclusions are not always successful or present. Relevant terminology may not be used at all or may be muddled. The answer as a whole lacks clarity, accuracy and organisation
	0	No relevant content

Possible evaluation

- CBT is a treatment of choice for OCD. As it is a structured talking therapy tailored to the individual's 'here and now' problems the focus is on alleviating the obsessions and compulsions and not on looking for a cause.
- CBT helps the individual understand that there is risk attached to most things, and this reduces the irrationality of the obsessions. Gradual exposure increases a person's ability to cope with the anxiety and distress until that is overcome.
- The addition of Exposure Response Prevention (ERP) to CBT has increased effectiveness of the treatment. This element focuses on stopping the ritual occurring and therefore reducing the compulsive acts until the need to exhibit these has disappeared.
- Research support suggests success rates (Gragani 2022)
- To be successful, CBT may need to be attended for some time. It is not always easy for people to commit to the required time and dropping out of the therapy will decrease the chances of success.
- Some drug therapies have been shown to reduce symptoms of OCD, such as SSRIs or Clomipramine (TCA) by reducing the obsessions and therefore the need to perform the compulsive act.

Credit other relevant material.

Section D – Research methods

19.1	<p>Apart from ‘making a phone call,’ give two more categories of behaviour that could be observed. Explain why the categories you have chosen are suitable for this observation study.</p> <p style="text-align: right;">[4 marks]</p>
-------------	--

Marks for this question: AO2 - 4 marks

Award up to 2 marks for any two appropriate behavioural categories

Possible categories

- Sending a text message
- Looking at the time
- Reading a message
- Internet use

Credit other relevant observable behaviours

PLUS

2 marks: a clear and accurate explanation for why the chosen categories are suitable

1 mark: a limited or muddled explanation

Possible content

- The behaviours can be done on a cell phone/are ‘cell phone activities’ people often do with their phones.
- The behaviours are observable and therefore easy to record increasing reliability of the data collected.

19.2	<p>Sketch a frequency table that could be used to record the results of this observation study.</p> <p style="text-align: right;">[3 marks]</p>
-------------	--

Marks for this question: AO2 - 3 marks

1 mark for **each** point below

- A sketch/presence of an outline of a table/record sheet suitable for tallies/frequency data with suitable number of rows and columns.
- Row or column headings for males and females.
- Rows/spaces for suitable categories of behaviour, (may not have heading or examples but will be obvious space.)

Example of a suitable frequency table

(Behaviour)	Males	Females
Making a phone call		
Sending a text		
Looking at the time		

19.3	Explain how the researcher and her assistant could make sure that they have high interobserver reliability in their study [4 marks]
-------------	---

Marks for this question: AO2 - 4 marks

Level	Marks	Description
2	3 - 4	Some effective application of knowledge and understanding of how to establish high interobserver reliability. Relevant terminology is used appropriately. The answer is clear, coherent and focused.
1	1 - 2	Limited or muddled application of knowledge and understanding of how to establish high interobserver reliability. Relevant terminology may not be used at all or may be muddled. The answer as a whole lacks clarity, accuracy and organisation.
	0	No relevant content.

Possible content:

- The researcher and assistant should agree on the behavioural categories they will observe/agree of the frequency table details they will use.
- They should observe the same people at the same time.
- They should compare the data they have recorded and discuss any differences they find.
- They could correlate their data using a scatter diagram looking for strong indication of positive relationship.
- They could amend their categories for future use if there are differences in the data recorded for a particular behaviour.

19.4	Explain why the questionnaire data in this study is primary data.	[2 marks]
------	---	-----------

Marks for this question: AO2 - 2 marks

2 marks: a clear and accurate explanation for why the data is primary data.

1 mark: a limited or muddled explanation

Possible content:

- The data has been collected for the purpose or the aim of the study.
- The researcher has collected the data themselves directly from the participants in the study.
- The data is collected first hand by the researcher directly from the source of the data – the participants in the study.

19.5	Explain the difference between the target population and the sample in this second study.	[2 marks]
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Marks for this question: AO2 - 2 marks

2 marks: a clear and accurate explanation of the difference between the target population and sample for this study

1 mark: a limited or muddled explanation of the difference

Content

- The target population is all the people who may use/be in the café, males, females (and children) and the sample is the 10 people who answer the questionnaires, (5 males and 5 females)

19.6	Outline the experimental design that is being used in the second study.	[2 marks]
------	---	-----------

Marks for this question: AO1 - 2 marks

2 marks: a clear and accurate outline of the experimental design being used in this study.

1 mark: a limited or muddled outline of the experimental design

Possible content

- The researcher is comparing/looking for a difference between the two groups/males and the females.
- The participants only take part in one of the conditions of the study/experiment.
- This is an example of independent groups/an unrelated design

19.7	What is meant by an 'extraneous variable'?	[1 mark]
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Marks for this question: AO1 - 1 marks

1 mark for a clear definition

- something other than the independent variable that can affect the dependent variable.

19.8	Identify one extraneous variable the researcher needs to consider and suggest how this variable may affect the responses to the questions if she does not deal with it.	[3 marks]
------	--	-----------

Marks for this question: AO2 - 3 marks

1 mark for any relevant extraneous variables, such as amount of time the person works/not, income or career/ whether they have children/partner/not.

NOTE: Reference to male and female or sex is not creditworthy.

PLUS

2 marks: a clear and accurate description of how the extraneous variable may affect how long they may use the phone for.

1 mark: a limited or muddled description

Possible content:

- (EV – have children) would have to spend time caring for children which affects available phone time
- (EV – limited income/not working) might affect amount of money that could be spent on paying for phone time
- (EV – not working) might mean the person has more time available for using the phone

Credit other relevant material

19.9	Outline two problems that might occur because the researcher is using a questionnaire to collect the data.	[4 marks]
------	---	-----------

Marks for this question: AO2 - 4 marks

Award up to 2 marks for each problem as follows

2 marks: a clear and accurate outline of a possible problem of using a questionnaire to collect this data.

1 mark: a limited or muddled outline of a possible problem

Possible content:

- People may provide socially desirable responses rather than truthful ones. For example, they may record lower daily phone use than they actually use. The data will be inaccurate/unreliable.

- There is no way to check that the data provided by each person is accurate. This means data may not be a reliable measure of daily phone use.
- When filling in a questionnaire, respondents may be unable to ask the researcher for clarification of the questions. For example, the respondent may want to ask if phone use includes talk time only or internet use too.
- Only a certain type of person may agree to fill in a questionnaire about phone use, ie those who do not use their phone a lot. Therefore, the results may not be generalisable to everyone.

**GCSE
PSYCHOLOGY
8182/2**

Paper 2 Social Context and Behaviour

Mark scheme

June 2020

Version: 1.0 Final Mark Scheme

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk.

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Examiners are reminded that AO1 and AO2 are regarded as interdependent. When deciding on a mark in instances where there is an attempt at more than one assessment objective all attempts should be considered together using the best fit approach. In doing so, examiners should bear in mind the relative weightings of the assessment objectives.

When an answer only contains content related to one of the skills (AO1/AO2), then the levels descriptors for the award of marks for the skill attempted should be applied to the answer, up to the maximum mark available.

Section A

Social influence

01	<p>Which two of the following statements about conformity are correct?</p> <p>Shade two boxes.</p> <p style="text-align: right;">[2 marks]</p>
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Marks for this question: AO1 – 2 marks

C, E

02.1	<p>You have been asked to design an experiment to investigate the effect of anonymity on conformity.</p> <p>In your answer outline the following information:</p> <ul style="list-style-type: none"> • what your independent and dependent variables would be • one thing you would do to standardise your procedure and why this would benefit your research • the results you would expect to find from your experiment. <p style="text-align: right;">[6 marks]</p>
-------------	--

Marks for this question: AO2 – 4 marks, AO3 – 2 marks

AO2

Up to **2 marks** for appropriate conditions of the independent variable and an appropriate dependent variable.

2 marks: a clear and accurate outline with at least two conditions of the IV and a DV

1 mark: a limited or muddled outline.

PLUS

Up to **2 marks** for a standardised procedure and an appropriate benefit for this procedure.

2 marks: a clear and accurate outline with both elements addressed.

1 mark: a limited or muddled outline.

Possible content:

Standardised procedures

- standardised instructions
- all participants tested in same environment (except when this is IV)
- all participants should be given same information during briefing and debriefing.

Benefits of standardised procedures

- It helps to make sure that only the IV is affecting DV.
- It limits extraneous variables.
- It means cause and effect can be demonstrated.

- It means research can be replicated.
- It makes findings more reliable.

Credit other relevant content.

PLUS

AO3

Up to **2 marks** for a description of the expected results.

2 marks: a clear and accurate description with at least two conditions of the IV.

1 mark: a limited or muddled description.

02.2	<p>When carrying out the experiment you have outlined in your answer to Question 02.1, you should consider ethical issues.</p> <p>Identify two ethical issues that you would need to consider.</p> <p>Suggest one appropriate way of dealing with each of the issues you identify.</p> <p style="text-align: right;">[4 marks]</p>
-------------	---

Marks for this question: AO2 – 4 marks

Up to **2 marks** for **each** ethical issue and appropriate way of dealing with it.

2 marks: a clear and accurate answer appropriate to the context of the outlined study.

1 mark: a limited or muddled answer.

Possible content:

Possible ethical issues:

- respect
- competence
- responsibility
- integrity
- confidentiality/anonymity
- informed consent
- parental consent
- deception
- right to withdraw
- protection from harm
- debrief.

PLUS

Appropriate ways of dealing with possible ethical issues in the context of the study

- Do not use the participant's names in any report that is written.
- If participants must be referred to, use a number or a letter.
- Explain what the participants will be taking part in and ask if they are happy to do so.

- If the participants are under 16, also ask their parents for permission for them to take part.
- Tell participants as soon as possible if they were lied to in any way about what took place.
- Tell the participants before and during that they can stop taking part at any point. Afterwards tell them they can remove their results.
- Make sure that the risk to participants is no greater than that they face in everyday life.
- After the experiment, explain to the participants what they took part in and why, and how the results will be used.

Credit other relevant content.

03.1	Which of the following research methods is being used in this study on bystander behaviour?
	<p>Shade one box.</p> <p>A. Case study B. Field experiment C. Interview D. Natural experiment</p> <p style="text-align: right;">[1 mark]</p>

Marks for this question: AO2 – 1 mark

B

03.2	When data is plotted on a graph and makes the shape seen in Figure 1 , what name is given to it?
	[1 mark]

Marks for this question: AO2 – 1 mark

1 mark for any **one** of:

- normal distribution
- a normal distribution curve
- a normal probability curve
- a normal curve
- a bell curve
- a Gaussian curve
- Gaussian distribution.

03.3	Name two other descriptive statistics that would have a very similar value to the mean in Figure 1 .
	[2 marks]

Marks for this question: AO2 – 2 marks

1 mark each for the following:

- mode
- median

NOTE: If the candidate has written more than **one** answer on a numbered line, only mark the **first one**.

NOTE: Do **not** award any marks for mean or average.

04	Describe and evaluate Milgram's Agency theory of obedience.	[9 marks]
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Marks for this question: AO1 – 4 marks and AO3 – 5 marks

Level	Marks	Description
3 Detailed	7–9	<p>AO1: Relevant knowledge and understanding of Milgram's Agency theory is accurate with detail.</p> <p>AO3: Analysis and evaluation of Milgram's Agency theory is effective. Any conclusions drawn are sound and fully expressed.</p> <p>Relevant terminology is used consistently throughout. The answer demonstrates a high level of substantiated reasoning, is clear, coherent and focused.</p>
2 Clear	4–6	<p>AO1: Relevant knowledge and understanding of Milgram's Agency theory is present but there are occasional inaccuracies/omissions.</p> <p>AO3: There may be some effective analysis and evaluation of Milgram's Agency theory. There may be an attempt to draw conclusions.</p> <p>Relevant terminology is usually used. The answer frequently demonstrates substantiated reasoning, and is clear, generally coherent and focused although structure may lack some logic.</p>
1 Basic	1–3	<p>AO1: Knowledge and understanding of Milgram's Agency theory is present but limited.</p> <p>AO3: Analysis and evaluation of Milgram's Agency theory is of limited effectiveness or may be absent. Any attempts to draw conclusions are not always successful or present.</p> <p>Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, coherence, focus and logical structure.</p>
0	0	No relevant content.

Possible content:

AO1

- We are more likely to obey orders when we are in an agentic state/when we believe we are acting on behalf of an authority figure.
- Because we believe the authority figure will take on responsibility for our actions, we no longer feel responsible.
- When someone we believe to be a figure of authority gives us an order, we go from an autonomous state to an agentic state (an agentic shift).

Credit other relevant description.

NOTE: answers that only describe the method and results from Milgram's study are not creditworthy. However, conclusions could be made creditworthy.

AO3

- There is real world evidence to support Milgram's theory – for example the Nazi guards in concentration camps during the Second World War.
- There is research evidence to support Milgram's theory – for example Milgram's 'electric shock' study and Thomas, Blass and Schmitt (2000).
- Theory doesn't fully explain why some people are not as obedient as others. In Milgram's study – only 65% of his participants were willing to give the fatal 'electric shock' to another person. This may mean that some people are more likely to enter the agentic state than others.
- Milgram only addresses social factors that may affect obedience, but other psychologists (eg Adorno) think dispositional factors such as personality are very important.
- The use of appropriate supporting or contradictory evidence/theories can be credited.

Credit other relevant evaluation.

NOTE: evaluation of Milgram's study with no link to the theory (max 1 mark).

Section B

Language, thought and communication

05.1	<p>Which is the correct ratio of time taken by non-English speaking participants to time taken by English speaking participants?</p> <p>Shade one box.</p> <p>A. 1:5 B. 2:5 C. 3:5 D. 4:5</p> <p style="text-align: right;">[1 mark]</p>
-------------	--

Marks for this question: AO2 – 1 mark

C

05.2	<p>Identify one conclusion about the participants' recognition of colours that the researcher could draw from his results.</p> <p>Use the data in Table 1 to explain your answer.</p> <p>How can this conclusion be explained using the Sapir-Whorf hypothesis about thinking and language?</p> <p style="text-align: right;">[6 marks]</p>
-------------	--

Marks for this question: AO2 – 2 and AO3 – 4

AO3

1 mark for identifying an appropriate conclusion about the participants' recognition of colours.

Example:

- a conclusion that the researcher could draw from this is that it was easier for the non-English speakers to recognise the shades of green as light or dark.

PLUS

AO2

Up to **2 marks** for an explanation of the conclusion using the data in Table 1.

2 marks: a clear and accurate explanation.

1 mark: a limited or muddled explanation.

Possible content:

- The data in Table 1 shows that the 10 English speaking participants took 500 seconds to give a correct answer but the 10 non-English speakers only took 300 seconds.

- This means that the participants whose native language includes words that mean 'light shade of green' and 'dark shade of green', took less time to correctly recognise the shades of green as light or dark.

PLUS

AO3

Up to **3 marks** for an explanation of the conclusion using one theory of language and thought.

3 marks: a clear and detailed explanation.

2 marks: a limited explanation.

1 mark: a very limited/ muddled explanation.

Possible content:

- The Sapir-Whorf hypothesis claims that thinking depends on language. This means that people's thoughts and behaviours are affected by the language they speak.
- The conclusion that it was easier for the non-English speakers to recognise the shades of green as light or dark supports this theory because when the participants' language meant they were more used to thinking about green as having light and dark shades, they were almost twice as fast to give a correct answer.
- If thinking does not depend on language, it is unlikely that there would be such a big difference in the results.

Credit other relevant content.

06	Name two properties of human communication that are not present in animal communication and give an example of each property.
	[4 marks]

Marks for this question: AO1 – 2 marks and AO2 – 2 marks

AO1

1 mark each for any **two** of the following properties (MAX 2):

- plan ahead
- discuss future events
- creativity
- displacement
- ambiguity
- variety
- arbitrariness
- discreteness
- duality of patterning
- productivity
- semanticity
- reflexivity
- cultural transmission
- multiple channels.

PLUS

AO2

1 mark for each relevant example (MAX 2):

Examples:

- deciding with friends where you want to go and eat after you see a movie (plan ahead)
- talking about what you and your friends might do tomorrow after school (discuss future events).

Credit other relevant content.

NOTE: AO1 answer can be embedded within the body of the answer.

07.1	<p>In the conversation, eye contact has been affected by Rosie wearing sunglasses.</p> <p>What is meant by eye contact?</p> <p style="text-align: right;">[1 mark]</p>
-------------	---

Marks for this question: AO1 – 1 mark

When two people are looking at each other's eyes at the same time.

07.2	<p>Identify two functions of eye contact that could have been affected by Rosie wearing sunglasses.</p> <p>Use the conversation between Aaron and Rosie to explain at least one of the functions of eye contact that you have identified.</p> <p style="text-align: right;">[4 marks]</p>
-------------	--

Marks for this question: AO1 – 2 marks and AO2 – 2 marks

AO1

1 mark each for any **two** of the following functions of eye contact (MAX 2):

- regulating the flow of conversation
- expressing emotions
- signalling attraction.

Accept other creditworthy answers such as it shows that you are paying attention to what someone is saying.

NOTE: To be creditworthy, the identified functions do not need to be specifically seen to be affected in the conversation.

PLUS

AO2

Up to **2 marks** for an explanation of **at least one** identified function of eye contact that uses the conversation.

2 marks: one clear and accurate explanation OR more than one explanation with less detail.

1 mark: a limited or muddled explanation(s).

Possible content:

- Rosie's glasses stop Aaron from seeing her eyes and this stops the conversation from flowing because he doesn't know when it is his turn to speak. That's why he pauses and um's.
- Aaron found it hard to work out how Rosie was feeling because he couldn't see the emotion being expressed in her eyes. This meant that Rosie's eyes were not giving feedback about her emotional state.
- Because of the sunglasses, Aaron couldn't get feedback about Rosie's level of interest or emotional state and this meant that the conversation did not flow smoothly and that's why he pauses and um's.

Credit other relevant content.

NOTE: AO1 answer can be embedded within the body of the answer.

NOTE: Do **not** credit explanations that concern a function of eye contact not previously identified, or that do not use the conversation.

<p>08</p>	<p>A friend of yours is going to have an interview for a summer holiday job and asks for your advice about body language.</p> <p>Using your knowledge of psychology, suggest an appropriate posture for your friend to use during the interview. Justify your answer.</p> <p style="text-align: right;">[3 marks]</p>
------------------	--

Marks for this question: AO2 – 1 mark and AO3 – 2 marks

AO2

1 mark for any **one** of the following:

- open posture
- postural echo/ mirroring/ congruence
- confident/ assertive posture

PLUS

AO3

Up to **2 marks** for a justification of the suggested posture.

2 marks: a clear and accurate justification.

1 mark: a limited or muddled justification.

Possible content:

- Research suggests that people who use an open posture will be seen as being friendlier/more agreeable/more approachable. Therefore using an open posture in a job interview could help increase the chances of people getting the job.
- Research suggests that people who use postural echo will be seen as being friendlier/on 'same wavelength'. Therefore using postural echo in a job interview could help increase the chances of people getting the job.

Credit other relevant content.

09	Describe and evaluate Darwin's evolutionary theory of non-verbal communication. [6 marks]
-----------	--

Marks for this question: AO1 – 3 marks and AO3 – 3

Level	Marks	Description
3 Detailed	5–6	<p>AO1: Relevant knowledge and understanding of Darwin's theory is accurate with detail.</p> <p>AO3: Analysis and evaluation of Darwin's theory is effective. Any conclusions drawn are sound and fully expressed.</p> <p>Relevant terminology is used consistently throughout. The answer demonstrates a high level of substantiated reasoning, is clear, coherent and focused.</p>
2 Clear	3–4	<p>AO1: Relevant knowledge and understanding of Darwin's theory is present but there are occasional inaccuracies/omissions.</p> <p>AO3: There may be some effective analysis and evaluation of Darwin's theory. There may be an attempt to draw conclusions.</p> <p>Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, coherence, focus and logical structure.</p>
1 Basic	1–2	<p>AO1: Knowledge and understanding of Darwin's theory is present but limited.</p> <p>AO3: Analysis and evaluation of Darwin's theory is of limited effectiveness or may be absent. Any attempts to draw conclusions are not always successful or present.</p> <p>Relevant terminology may not be used at all or may be muddled.</p>
0	0	No relevant content.

Possible content:

AO1

- Some of Darwin's key ideas are natural selection and survival of the fittest. He said that organisms that make the best changes in order to fit their situation and environment, are the ones most likely to survive and reproduce.
- In his book, *The Expression of the Emotions in Man and Animals* (1872), Darwin put forward the idea that non-verbal communication has evolved as a way of expressing emotions.
- Darwin wrote about the principle of serviceable associated habits. A serviceable behaviour has a purpose. An example would be when people expose their teeth when they have an angry facial expression. Originally, humans may have used biting as a form of self-defence. So just like many animals, they may have exposed their teeth as a way of saying 'back off'. A serviceable associated habit happens when behaviour regularly occurs when we feel a certain way or in certain situations (such as feeling angry and wanting to be left alone).
- Darwin also suggested that some non-verbal communication is caused by our nervous system. Examples include dilated pupils and an open mouth when we are frightened. They are some of the effects of the fight or flight response and could help our survival. Pupil dilation increases how much we can see – allowing us to find the best way to escape and an open mouth increases how much oxygen we can take in – allowing us to run away much faster.

AO3

- Some research suggests that at least some non-verbal behaviours are genetic or innate – such as studies that show that emotions such as anger and happiness are linked with the same facial expressions in all cultures.
- Medical evidence backs up the idea that our nervous system causes certain actions, such as pupil dilation.
- Research into new born babies shows that some non-verbal behaviours are already present at birth.
- Research into people born with a sensory deprivation (for example being blind) shows that some non-verbal behaviours are present even though people haven't been able to experience others making them.
- However, Social Learning theory suggests that some non-verbal behaviours are learned through observing and copying others. This means that they can be affected by the culture we grow up in (ie Yuki's study of emoticons).
- Other behaviours may be both innate and learned. For example when we are born, we can already cry and laugh but as we grow up, we can learn how to control these behaviours.
- Not all non-verbal behaviour helps humans to survive or reproduce – for example the use of gestures.

Credit other relevant content.

Section C

Brain and neuropsychology

10	Identify each of the divisions by placing the correct letter in the appropriate box in Table 2 . [3 marks]
-----------	---

Marks for this question: AO1 – 3 marks

Name of the division of the human nervous system	Letter given in Figure 2
The autonomic nervous system	C
The central nervous system	A
The peripheral nervous system	B
The somatic nervous system	D

For one correct answer award 1 mark.
For two correct answers award 2 marks.
For three correct answers award 3 marks.
For four correct answers award **also** 3 marks.

NOTE: Where the same letter is used more than once, award **NO** marks for this letter.

11	Evaluate the James-Lange theory of emotion. [4 marks]
-----------	---

Marks for this question: AO3 – 4 marks

Level	Marks	Description
2 Clear	3–4	Analysis and evaluation of the James-Lange theory of emotion is effective. Any conclusions drawn are sound and fully expressed. Relevant terminology is used consistently throughout. The answer demonstrates a high level of substantiated reasoning, is clear, coherent and focused.
1 Basic	1–2	Analysis and evaluation of the James-Lange theory of emotion is of limited effectiveness or muddled. Any attempts to draw conclusions are not always successful. Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, coherence, focus and logical structure.
0	0	No relevant content

Possible content:

- Real life examples back up the theory – for example phobias and panic disorders.
- Other researchers have challenged the theory. For example, Cannon-Bard claim that people actually experience emotions at the same time as the related physiological arousal.
- The James-Lange theory is not based on any research findings from experiments. James and Lange relied on correlational research and clinical findings, such as observations by doctors, to develop their claims. This may mean that their theory lacks validity.
- It has been suggested that the theory can only be correct if there is a separate and unique pattern of physiological arousal for every different emotion we experience. There is no research to suggest that this is actually the case.
- Schachter and Singer's two-factor theory of emotion views the James-Lange theory as accurate but sees it as too simplistic. They say there is also a cognitive element involved as we use social cues present in order to decide what physiological arousal may mean in different situations.
- According to the James-Lange theory, physiological responses should be necessary to experience emotion, but researchers have shown that people with muscle paralysis and a lack of sensation can still experience emotions.

Credit other relevant content.

NOTE: Answers that are only generic evaluations are considered to be level 1 Basic.

12	<p>Neurons are nerve cells that carry messages.</p> <p>Explain the specific function of a sensory neuron.</p> <p>Give one example of a situation that would cause the sensory neuron to send a message.</p> <p style="text-align: right;">[3 marks]</p>
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Marks for this question: AO1 – 2 marks and AO2 – 1

AO1

Up to **2 marks** for an explanation of the specific function of a sensory neuron.

2 marks: a clear and accurate explanation.

1 mark: a limited or muddled explanation.

Possible content:

- One end of the neuron receives the information from the sense organs (like skin or eyes)/peripheral nervous system (PNS) and the other passes it on to the central nervous system (CNS)/ brain and spinal cord.
- Responsible for changing external stimuli from the environment into internal stimuli. Activated by physical stimuli (such as visible light, sound, heat, physical contact, etc) or by chemical signals (such as smell and taste).

NOTE: Do **not** award any marks for just stating knowledge in the question.

PLUS

AO2

1 mark for a relevant example of a situation that would cause the sensory neuron to send a message.

Examples:

- touching something hot
- smelling something unpleasant
- tasting something yummy.

Credit other relevant content.

NOTE: If the candidate has written more than one example, **only** mark the **first one**.

13	<p>Use your knowledge of Hebb's theory of learning and neuronal growth to explain Vijay's behaviour.</p> <p style="text-align: right;">[3 marks]</p>
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Marks for this question: AO2 – 3 marks

Up to 3 marks for an explanation using Hebb's theory of learning.

3 marks: a clear and detailed explanation of Vijay's behaviour.

2 marks: a limited explanation of Vijay's behaviour.

1 mark: a very limited/ muddled explanation **OR** an answer that does not specifically address Vijay's behaviour.

Possible content:

- When Vijay started to learn to drive, he needed to concentrate really hard because he was just starting to develop the neural pathways/synaptic connections needed for these behaviours.
- After doing the same driving behaviours over and over again, the neural pathways/synaptic connections are stronger and more efficient so Vijay can drive almost without thinking.

Credit other relevant content.

14	<p>Describe Penfield's case study of the interpretive cortex.</p> <p>Evaluate the research method used in this study.</p> <p style="text-align: right;">[9 marks]</p>
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Marks for this question: AO1 – 4 marks and AO3 – 5 marks

Level	Marks	Description
3 Detailed	7–9	<p>AO1: Relevant knowledge and understanding of Penfield's study of the interpretive cortex is accurate with detail.</p> <p>AO3: Analysis and evaluation of case studies is effective. Any conclusions drawn are sound and fully expressed.</p> <p>Relevant terminology is used consistently throughout. The answer demonstrates a high level of substantiated reasoning, is clear, coherent and focused.</p>
2 Clear	4–6	<p>AO1: Relevant knowledge and understanding of Penfield's study of the interpretive cortex is present but there are occasional inaccuracies/omissions.</p> <p>AO3: There may be some effective analysis and evaluation of case studies. There may be an attempt to draw conclusions.</p> <p>Relevant terminology is usually used. The answer frequently demonstrates substantiated reasoning, and is clear, generally coherent and focused although structure may lack some logic.</p>
1 Basic	1–3	<p>AO1: Knowledge and understanding of Penfield's study of the interpretive cortex is present but limited.</p> <p>AO3: Analysis and evaluation of case studies is of limited effectiveness or may be absent. Any attempts to draw conclusions are not always successful or present.</p> <p>Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, coherence, focus and logical structure.</p>
0	0	No relevant content

Possible content:

AO1

- Penfield carried out case studies into the brain function of patients while they were having brain surgery and while they were conscious.
- The doctor applied gentle electrical stimulation to different areas of the cortex and asked the patients to describe what happened to them.
- As a control, the doctor sometimes told the patients that he was stimulating the brain but he actually was not doing so.

- When the temporal lobe was stimulated, some patients described re-living memories. Other patients experienced feelings such as fear. Others heard different things – one patient could hear a piano playing and a different patient heard an orchestra playing.
- In earlier research, Penfield had stimulated the visual cortex and people ‘saw’ different things – like colours, shadows and even balloons floating into the sky.
- When he had stimulated the motor and sensory areas of the brain, patients made different physical actions or they believed that someone had touched them.
- Penfield concluded that his findings were evidence for the idea of localisation of function and that the temporal lobe must have a strong role in memories.

AO3

- The information gathered from a case study cannot be applied to anyone else because it is very specific to the participants involved. For example, the patients in Penfield’s study were having brain surgery because they were severely epileptic. Therefore, they may not have been representative of the wider population.
- There are various ethical issues to consider when carrying out a case study. For example, because the participants are so unique, it may be possible to identify them from any reports of the results and this would break their confidentiality.
- Researchers tend to be more open about what the results may be when carrying out a case study – they don’t have a hypothesis in mind already. This makes unexpected results and new discoveries more likely.
- Case studies are a good way of studying unusual behaviour/phenomena. In doing so, they often help our understanding of what is ‘normal’.

Credit other relevant content.

15	Describe how a PET scan is used to look at brain functioning.	[3 marks]
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Marks for this question: AO1 – 3 marks

Up to 3 marks for a description of how a PET scan is used to look at brain functioning.

3 marks: a clear and detailed description.

2 marks: a limited description.

1 mark: a very limited/ muddled description.

Possible content:

- PET scans measure metabolic activity in the brain. They monitor a radioactive chemical/ a radiotracer (e.g. glucose) which has been injected into someone’s blood stream.
- Brain cells that are active use more blood/ oxygen/ have a higher metabolism than ones that are inactive, so PET scan can identify the more active parts of the brain. Different levels of activity show up as different colours on the computer screen.

Credit other relevant content.

Section D**Psychological problems**

16	<p>The article gives a number of examples of the effects of significant mental health problems.</p> <p>Identify two examples of effects on individuals and two examples of effects on society that the article refers to.</p>
	<p>Write your answers in the correct boxes.</p> <p style="text-align: right;">[4 marks]</p>

Marks for this question: AO2 – 4 marks**1 mark** for each correct response for individuals (MAX 2):**1 mark** for each correct response for society (MAX 2):

Effects on individuals	Effects on society
Negative impact on physical well-being	Increased costs to health care system
More time/money used to attend appointments with doctors and other healthcare professionals	Need for more health care professionals
(Decreased income from) missing work	Decreased productivity
Risk of losing job (due to being less productive/missing work)	Slower economic growth
Increased fear of being victim of crime	Increase in crime rates
Damage caused to relationships	Increased cost of policing

Credit other relevant content.

17	<p>The number of people with significant mental health problems has changed over time.</p> <p>Use your knowledge of psychology to suggest two reasons for this change.</p> <p style="text-align: right;">[2 marks]</p>
-----------	--

Marks for this question: AO1 – 2 marks**AO1****1 mark** for each correctly identified reason (MAX 2):

- cultural variations in beliefs about mental health problems

- increased challenges of modern living
- increased (social) isolation in modern lifestyles
- increased recognition of the nature of mental health problems
- lessening of social stigma
- more people seeking help
- increasing economic deprivation

Credit other relevant content.

18.1	<p>Calculate the percentage of participants who said their sleep patterns were affected.</p> <p>Show your workings.</p> <p style="text-align: right;">[2 marks]</p>
-------------	--

Marks for this question: AO2 – 2 marks

2 marks for the correct answer.

OR

1 mark for correct workings only.

$$\frac{28}{50} \times 100$$

$$= 56$$

18.2	<p>'Changes in sleep patterns' is listed in the International Classification of Diseases (ICD) as a symptom of unipolar depression.</p> <p>Identify two other symptoms of unipolar depression listed in the ICD.</p> <p style="text-align: right;">[2 marks]</p>
-------------	--

Marks for this question: AO1 – 2 marks

1 mark for any of the following (MAX 2):

- low mood
- reduced energy/activity levels/ fatigue
- changes in appetite levels
- decrease in self-confidence
- lack of interest/enjoyment (in activities)
- reduced/difficulty in concentration/focus
- feelings of worthlessness
- excessive or inappropriate guilt
- negative thoughts about the future / feelings of hopelessness
- suicidal thoughts.
- agitation or slowing down of thoughts and movements

NOTE: Do **not** award any marks for 'changes in sleep patterns'.

18.3	<p>The researchers used opportunity sampling to select the participants who answered the questionnaire.</p> <p>Explain one weakness of using opportunity sampling in psychological research.</p> <p style="text-align: right;">[2 marks]</p>
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Marks for this question: AO3 – 2 marks

Up to **2 marks** for an explanation of **one** weakness of using opportunity sampling.

2 marks: a clear and accurate explanation.

1 mark: a limited or muddled explanation.

Possible content:

- The participants often know the researcher or are all chosen for being in the same place at the same time. This means that they may not represent the target population very well and can be seen as a biased sample.
- Because an opportunity sample often results in an unrepresentative sample, generalisation is limited to specific population that the sample was taken from.
- If participants know the researcher, they might try to 'help' the researcher by behaving in the way they think they should. This will make the results of the study less reliable.

Credit other relevant content.

NOTE: If the candidate has written about more than one weakness, award marks to the **one** that is clearest and most effective.

19	Briefly evaluate the use of antidepressant medications as an intervention for depression. [3 marks]
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Marks for this question: AO3 – 3 marks

Up to 3 marks for an evaluation of the use of antidepressant medications.

3 marks: a clear and detailed evaluation.

2 marks: a limited evaluation.

1 mark: a very limited/ muddled evaluation.

Possible content:

- The research suggests that antidepressants seem to be more effective for lessening of severe depressive symptoms than they do for mild depression.
- Although around 50 to 65% of people will experience some lessening of depressive symptoms, 25 to 30% of people will also improve when they take a fake pill, or placebo.
- Antidepressants also have side effects, for example insomnia, dizziness and having more frequent suicidal thoughts. One reason for antidepressants not working is that people stop taking them because of such side effects.
- Just using antidepressants is reductionist because it only concentrates on one aspect.
- Research by Wiles found that when antidepressants were used alongside CBT, people improved more than when they were just given antidepressants.

Credit other relevant content.

20	One characteristic of addiction is dependence. What is meant by dependence? [2 marks]
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Marks for this question: AO1 – 2 marks

Up to 2 marks for a definition of dependence.

2 marks: a clear and accurate definition.

1 mark: a limited or muddled definition.

- Strong need to continue behaviour/substance use because brain/body only works normally when substance/behaviour is present.
- When the behaviour is not repeated or the substance is not present, withdrawal symptoms will occur.

NOTE: To be considered clear and accurate, reference to both bullet points must be made.

NOTE: Where the words 'dependent', 'depending' or 'depend' are used as part of the answer and are not defined/explained, (e.g. 'dependence is when your body depends on a drug'), this will reduce the clarity of the answer.

21	Use your knowledge of theories of addiction to suggest why both David and Georgie started smoking. Use the conversation to explain your answer. [5 marks]
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Marks for this question: AO2 – 5 marks

Level	Marks	Description
3 Detailed	4–5	<p>Clear application of knowledge and understanding of theories of addiction to suggest why both David and Georgie started smoking.</p> <p>Relevant terminology is used consistently throughout. The answer demonstrates a high level of substantiated reasoning, is clear, coherent and focused.</p>
2 Clear	2–3	<p>Clear application of knowledge and understanding of theories of addiction to suggest why David or Georgie started smoking.</p> <p>OR</p> <p>Reasonable application of knowledge and understanding of theories of addiction to suggest why David and/or Georgie started smoking.</p> <p>Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning but may lack clarity, coherence, focus and logical structure.</p>
1 Basic	1	<p>Limited or muddled application of knowledge and understanding of theories of addiction to suggest why David and/or Georgie started smoking.</p> <p>Relevant terminology may not be used at all or may be muddled. The answer lacks clarity, coherence, focus and logical structure.</p>
0	0	No relevant content.

Possible content:

- Peer influence is one theory for addiction and research has found that many people who start smoking as teenagers are strongly influenced by seeing others, such as friends, smoking. Georgie said that his/her smoking behaviour was partly influenced by the behaviour of peers (ie 'my best friends').
- Georgie said her/his smoking behaviour was partly influenced by the behaviour of someone he/she looked up to (ie 'my favourite celebrities'). The social learning theory suggests that we are most likely to copy people like celebrities because we identify with them.
- Both Georgie and David may have started smoking in order to fit in. Georgie with his/her friends and David with the members of his family. Social identity theory suggests that we change our behaviour in order to avoid being rejected and to feel that we are part of a group. Research has found that young people are more likely to conform.
- David says that he started smoking because most of his family did. This may mean that it was the social norm in his family and he learnt this behaviour from watching them. This would mean that David's smoking behaviour was influenced by nurture.
- David says that he started smoking because most of his family did. A biological explanation may explain David's behaviour. He may have a genetic vulnerability which means that he is more likely than others to become addicted. Research such as the twin study by Kaij supports the idea that addiction in some people may be the result of hereditary factors. This would mean that David's smoking behaviour was influenced by nature.

Credit other relevant content.

22	<p>Identify one intervention or therapy for addiction that could be viewed as holistic. Explain your answer.</p> <p style="text-align: right;">[3 marks]</p>
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Marks for this question: AO1 – 3 marks

1 mark for any **one** of:

- self-management programme
- self-help groups
- 12 step recovery programme
- talking therapies/counselling/psychotherapy.

Credit other relevant interventions or therapies.

NOTE: DO **not** award any marks for combined interventions or therapies – such as Aversion therapy + CBT.

PLUS

Up to **2 marks** for an explanation of why the identified intervention **or** therapy could be viewed as holistic.

2 marks: a clear and accurate explanation.

1 mark: a limited or muddled explanation.

Possible content:

- A holistic perspective is one that views all the parts of something (eg human behaviour) as being connected and only able to be fully understood by looking at the 'bigger picture' or referring to the whole.
- Self-management programmes/self-help groups/12 step recovery programme can be viewed as holistic because they help people to work on the 'bigger picture'. This is done by not only dealing with someone's urge to use a substance, but also by addressing other factors that are often linked to addiction, such as environmental or social factors. They also help people to address things from their past like trauma or loss.

Credit other relevant content.

GCSE
PSYCHOLOGY
8182/2

Paper 2 Social Context and Behaviour

Mark scheme

June 2021

Version: 1.1 Final Mark Scheme



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Possible content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the possible content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Examiners are reminded that AO1 and AO2 are regarded as interdependent. When deciding on a mark in instances where there is an attempt at more than one assessment objective all attempts should be considered together using the best fit approach. In doing so, examiners should bear in mind the relative weightings of the assessment objectives.

When an answer only contains content related to one of the skills (AO1/AO2), then the levels descriptors for the award of marks for the skill attempted should be applied to the answer, up to the maximum mark available.

Section A

Social influence

01	<p>Which of the following is a social factor that affects obedience?</p> <p>Shade one box.</p> <p style="text-align: right;">[1 mark]</p>
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Marks for this question: AO1 – 1 mark

Answer – B (Proximity)

02	<p>Task difficulty and expertise are two factors known to affect conformity.</p> <p>Use an example to describe how each of these factors could affect conformity.</p> <p style="text-align: right;">[2 marks]</p>
-----------	--

Marks for this question: AO2 – 2 marks

Up to **2 marks** for appropriate example(s) used to describe how task difficulty and expertise could affect conformity.

2 marks: clear and accurate example(s) that describe **HOW** each factor could affect conformity.

1 mark: limited or muddled example(s).

Possible content

- If a task is complicated (e.g. solving a complex maths problem), people are more likely to conform than when it is easy (e.g. being asked to work out 2+2).
- If a participant has expertise that they could use (e.g. being a mathematician), they would be less likely to conform than when they do not have relevant knowledge/experience.

NOTE: Answers can give two different examples or use the same one for both factors. Both are equally acceptable.

NOTE: If the answer is just a definition/outline of the factor(s) and **does not** use an example, award **NO** mark.

03	Briefly evaluate Adorno's theory of the Authoritarian Personality. [3 marks]
----	--

Marks for this question: AO3 – 3 marks

Up to **3 marks** for evaluation of Adorno's theory of the Authoritarian Personality.

3 marks: a clear and detailed evaluation.

2 marks: a limited evaluation.

1 mark: a very limited and/or muddled evaluation.

Possible content

- Adorno based his theory on a questionnaire (F-scale). The F-scale has been criticised because it has a response bias/the questions are written in such a way that giving a yes answer is always an authoritarian response.
- Adorno has not provided proof that an authoritarian personality actually causes high levels of obedience. He only found a correlation between personality type and obedience. This means that cause and effect cannot be proved.
- Some of Milgram's most obedient participants did not have the authoritarian/strict upbringing as Adorno suggested they would.
- Researchers have found that people with lower educational levels are more obedient. This suggests that other dispositional factors may be important, and that personality type is not enough on its own.

Credit other relevant content.

NOTE: Do not award marks for 'it excuses people who do terrible things because they have been ordered to'.

04	Briefly explain two weaknesses of laboratory experiments. Refer to Asch's study of conformity in your answer. [4 marks]
-----------	--

Marks for this question: **AO2 – 2 marks and AO3 – 2 marks**

Level	Marks	Description
2 Clear	3–4	<p>AO2: Clear and accurate application of knowledge and understanding of Asch's study of conformity.</p> <p>AO3: Analysis and evaluation of laboratory experiments is effective and addresses two weaknesses. Any conclusions drawn are sound and fully expressed.</p> <p>Relevant terminology is used consistently throughout. The answer demonstrates a high level of substantiated reasoning, and is clear, coherent and focused.</p>
1 Basic	1–2	<p>AO2: Limited or muddled application of knowledge and understanding of Asch's study of conformity.</p> <p>AO3: Analysis and evaluation of laboratory experiments is of limited effectiveness or muddled and may not address two weaknesses. Any attempts to draw conclusions are not always successful.</p> <p>Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, coherence, focus and logical structure.</p>
0	0	No relevant content.

Possible content

AO2 and AO3

- Participants know they are taking part in a study because of the artificial situation. Even though Asch's participants didn't know they were the only real participant, they did know they were in a study, and that would have changed their behaviour.
- Laboratory experiments often use artificial tasks that people do not normally have to do in real life. In Asch's study they had to compare the length of lines which is nothing like an everyday task that people do.
- Laboratory experiments need to be ethical and ask participants to do tasks that are safe. This often means that the tasks are trivial – like comparing the length of lines.

Credit other relevant content.

NOTE: The AO2 may be embedded in the AO3 or separate; both are equally acceptable.

05	Describe and evaluate Piliavin's subway study.	[9 marks]
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Marks for this question: AO1 – 4 marks and AO3 – 5 marks

Level	Marks	Description
3 Detailed	7–9	<p>AO1: Relevant knowledge and understanding of Piliavin's subway study is accurate with detail.</p> <p>AO3: Analysis and evaluation of Piliavin's subway study is effective. Any conclusions drawn are sound and fully expressed.</p> <p>Relevant terminology is used consistently throughout. The answer demonstrates a high level of substantiated reasoning, is clear, coherent and focused.</p>
2 Clear	4–6	<p>AO1: Relevant knowledge and understanding of Piliavin's subway study is present but there are occasional inaccuracies/omissions.</p> <p>AO3: There may be some effective analysis and evaluation of Piliavin's subway study. There may be an attempt to draw conclusions.</p> <p>Relevant terminology is usually used. The answer frequently demonstrates substantiated reasoning, and is clear, generally coherent and focused although structure may lack some logic.</p>
1 Basic	1–3	<p>AO1: Knowledge and understanding of Piliavin's subway study is present but limited.</p> <p>AO3: Analysis and evaluation of Piliavin's subway study is of limited effectiveness or may be absent. Any attempts to draw conclusions are not always successful or present.</p> <p>Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, coherence, focus and logical structure.</p>
0	0	No relevant content.

Possible content

AO1

- Piliavin's aim was to investigate the effect that a victim's appearance would have on helping behaviour.
- His study was a field experiment carried out on a subway train in New York City. On a number of different journeys, an actor pretended to collapse in a train carriage. Each time, the actor's appearance was changed. In some of the trials he appeared to be drunk, in others he appeared to be sober and carried a walking stick.
- Observers recorded how often and how quickly the actor/victim was helped.
- When the actor/victim was carrying a walking stick, he was helped within 70 seconds in 95 per cent of the incidents. But when he appeared to be drunk, he was only helped 50 per cent of the time.

- Piliavin concluded that a person's appearance will affect whether or not they receive help and how quickly help is given.

AO3

- Piliavin's study was a field experiment which means that there was very little control of possible extraneous variables. This means that it is not possible to know for sure if the independent variable was the only thing affecting the dependent variable.
- This study was carried out in a natural setting and the participants were passengers on the subway who were just doing what they did every day. They did not know they were taking part in a study. This is positive because it meant they did not show demand characteristics but acted as they usually would, and this means that it has high ecological validity and can be applied to explain bystander behaviour in real-life situations.
- Because the participants were unaware that they were taking part in a psychological study, they were not able to give any consent and because they were on a subway carriage and left at different points and carried on with their day, they also were not debriefed or asked for permission to use their results. This makes the ethics somewhat questionable.
- The participants were most likely people who lived in New York, and they may behave differently to people from other countries or those who don't live in big cities. This means their behaviour cannot be generalised to other places and cultures – especially collectivist cultures.

Credit other relevant content.

NOTE: Methodological issues are creditworthy as long as they are not generic.

06.1	What is meant by the term deindividuation? Refer to the conversation in your answer. [3 marks]
-------------	--

Marks for this question: AO1 – 2 marks and AO2 – 1 mark

AO1

Up to **2 marks** for a definition of the term deindividuation.

2 marks: a clear and accurate definition.

1 mark: a limited or muddled definition.

Deindividuation is becoming so immersed in the norms of the group that people lose their sense of individuality/identity and self-awareness, resulting in feeling less responsibility for their actions.

PLUS

AO2

1 mark for a reference to the conversation that is relevant to the concept of deindividuation.

Example:

Liam wasn't sure why he joined in the fight; this may be because he lost his sense of self-awareness.

Credit other relevant content.

06.2	Explain why Liam joined in the fight but Lukas did not. Use the conversation and your knowledge of dispositional factors in your answer. [3 marks]
-------------	---

Marks for this question: AO2 – 3 marks

Up to **3 marks** for an explanation.

3 marks: a clear and detailed explanation of **both** boys' behaviour using the conversation **and** knowledge of dispositional factors.

2 marks: a limited explanation.

1 mark: a very limited and /or muddled explanation.

Possible content

- One dispositional factor that affects how likely it is that people take part in collective behaviour is personality. Liam may be more likely to go along with the crowd because he is concerned about what others think about him and didn't see that he had a choice.
- Another dispositional factor that affects how likely it is that people take part in collective behaviour is morality. Lukas has a strong belief that violence is wrong, and this has helped him to walk away instead of joining in.

Credit other relevant content.

Section B

Language, thought and communication

07	<p>Read the following descriptions of types of body language.</p> <p>Write A, B, C or D in the box next to each description.</p>
	<p>A. Closed posture B. Open posture C. Postural echo D. Touch</p> <p style="text-align: right;">[2 marks]</p>

Marks for this question: AO1 – 2 marks

Mirroring another person's body position	C
Positioning the arms so that they are folded across the body	A

08	Outline Piaget's theory that language depends on thought.	[4 marks]
-----------	---	------------------

Marks for this question: AO1 – 4 marks

Level	Marks	Description
2 Clear	3–4	Clear and accurate knowledge of Piaget's theory with some detail. Relevant terminology is used consistently throughout. The answer demonstrates a high level of substantiated reasoning, is clear, coherent and focused.
1 Basic	1–2	Limited or muddled knowledge of Piaget's theory is present. Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, coherence, focus and logical structure.
0	0	No relevant content.

Possible content

- Piaget's theory says that children develop language by matching the correct words to their existing knowledge of the world. The child's understanding of the concept comes first and then they learn how to express their understanding of it – hence his theory is that language depends on thought.
- Piaget believed that cognitive development leads to the growth of language, and this means that we can only use language at a level that matches our cognitive development.
- A child may copy a word when they hear others use it, but, until they understand the concept, they will not actually be able to use the word to communicate.
- Piaget's theory is that children develop their ability to use language in stages.
- In the sensorimotor stage, babies are learning what their bodies can do, and this includes making vocal sounds. Babies begin to copy the sounds that they hear others making.
- In the preoperational stage, children are able to voice their internal thoughts but there is limited use of language for communicating with other people.
- In the concrete operational stage, language has developed a lot, but it is only used to talk about actual, concrete things.
- In the formal operational stage, language can be used to talk about abstract, theoretical ideas.
- Piaget believed that, while all children move through these stages, some people do not get to the formal operational stage.

Credit other relevant content.

09.1	Using your knowledge of Von Frisch's bee study, identify the dance the painted bees would use to communicate how close the sugar water was. [1 mark]
------	--

Marks for this question: AO2 – 1 mark

Possible content

- The round dance.
- The bees would have turned rapidly in circles (to the right and then the left).

NOTE: Drawings of the dance are creditworthy as long as they are for the round dance and not the waggle dance.

09.2	Explain one reason why the described study carried out by the psychologist might not produce valid results. [2 marks]
------	--

Marks for this question: AO2 – 2 marks

Up to **2 marks** for an appropriate explanation.

2 marks: a clear and accurate explanation.

1 mark: a limited or muddled explanation.

Possible content

- Bees do not normally collect sugar water for food. So this is not a test of natural behaviour, which means it can be argued that the study lacks ecological validity.
- Bees are not normally painted with small dots, and this could have changed the bees' natural behaviour, so the study wouldn't actually be studying what it claimed.

Credit other relevant content.

NOTE: Answers that evaluate Von Frisch's study are only creditworthy if they also fit with the information provided in the described study.

09.3	Briefly outline one function of animal communication. Refer to the described study carried out by the psychologist in your answer. [3 marks]
-------------	---

Marks for this question: AO1 – 2 marks and AO2 – 1 mark

AO1

Up to **2 marks** for an outline of **one** function of animal communication.

2 marks: a clear and accurate outline.

1 mark: a limited or muddled outline.

Possible content

- Survival – meeting and protecting the needs of the individual/social group in order to ensure continued existence, (e.g. alarm signals that provide information about the presence of a predator or rival).
- Reproduction – courtship/attracting a mate or competing with other potential suitors for access to mates. Mating/coordinating the mating act.
- Territory - to mark, maintain, protect/defend, or increase territory. To establish dominance over a rival/social group/area.
Food – alerting a mate or those in the same social group to the discovery/presence/quality/quantity of food. To help others find the location of food sources. To keep others away from a food source (e.g. threat display to warn others off).

Accept other creditworthy answers such as parent-offspring socialisation, self-defence, and navigation.

PLUS

AO2

1 mark for an appropriate reference to the study.

Examples:

In the study, the bees used dance moves to communicate where the food source was.

In the study, the bees couldn't communicate that the food was 'up'. This is because the functions of animal communication are limited.

Credit other relevant references.

NOTE: The AO1 may be embedded in the AO2 or separate; both are equally acceptable.

10	Use the conversation above to explain two factors that can affect personal space. [4 marks]
----	--

Marks for this question: AO2 – 4 marks

Up to **2 marks** for each explanation of factors that can affect personal space **using** the conversation.

2 marks: a clear and accurate explanation.

1 mark: a limited or muddled explanation.

Possible content

- One factor affecting personal space is gender and that's why Mr Brent stands further away from Miss Williams (someone of the opposite gender) than he does from Mr Douglas (someone of the same gender).
- Another factor affecting personal space is status and that's why Mr Brent stands further away from Mrs Wilkes (someone of higher status) than he does from Miss Williams (someone of the same status).

Accept other creditworthy answers such as age, culture/cultural norms, similarity, and familiarity/relationship.

NOTE: If the answer is just an outline/description of the factor(s) and **does not** use the conversation, award **NO** mark.

11	<p>Briefly describe both Yuki's study of emoticons and Gregory's constructivist theory of perception.</p> <p>Discuss whether or not the results of Yuki's study support Gregory's theory. Use your knowledge of both in your answer.</p> <p style="text-align: right;">[9 marks]</p>
-----------	--

Marks for this question: AO1 – 4 marks and AO3 – 5 marks

Level	Marks	Description
3 Detailed	7–9	<p>AO1: Relevant knowledge and understanding of both Yuki's study of emoticons and Gregory's constructivist theory of perception is accurate with detail.</p> <p>AO3: Analysis and evaluation of how Yuki's study of emoticons may or may not support Gregory's constructivist theory of perception is effective. Any conclusions drawn are sound and fully expressed.</p> <p>Relevant terminology is used consistently throughout. The answer demonstrates a high level of substantiated reasoning, is clear, coherent and focused.</p>
2 Clear	4–6	<p>AO1: Relevant knowledge and understanding of Yuki's study of emoticons and/or Gregory's constructivist theory of perception is present but there are occasional inaccuracies/omissions.</p> <p>AO3: Analysis and evaluation of how Yuki's study of emoticons may or may not support Gregory's constructivist theory of perception is present and is somewhat effective. There may be an attempt to draw conclusions.</p> <p>Relevant terminology is usually used. The answer frequently demonstrates substantiated reasoning, and is clear, generally coherent and focused although structure may lack some logic.</p>
1 Basic	1–3	<p>AO1: Knowledge and understanding of Yuki's study of emoticons and/or Gregory's constructivist theory of perception is present but limited.</p> <p>AO3: Analysis and evaluation of how Yuki's study of emoticons may or may not support Gregory's constructivist theory of perception is of limited effectiveness or may be absent. Any attempts to draw conclusions are not always successful or present.</p> <p>Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, coherence, focus and logical structure.</p>
0	0	No relevant content.

Possible content

AO1

- Yuki asked American and Japanese students to rate six different emoticon faces on how happy they thought they were.
- The Japanese students gave the highest ratings to the faces with happy eyes and lowest ratings to the faces with sad eyes. The American students gave the highest ratings to the faces with the happy mouths and the lowest ratings to the faces with sad mouths – showing that the Japanese focused more on the eyes while the Americans focused more on the mouth.
- According to Gregory, perception is an active process and involves drawing inferences/guesses about the best explanation for what is being experienced using both sensations (nature) and stored knowledge (nurture).
- Stored knowledge and expectations come from past experiences which will be individual depending on the nurturing environment.

AO3

- Gregory says that perception is an active process, and we need to interpret what we see based on experience. This means that not all people understand things they see in the same way – Yuki's results support this because the Japanese and American students did not interpret the emoticon faces in the same way.
- Gregory says that our past experiences and nurturing environment affect how we understand what we see – Yuki's results support this because the differences in how his participants understood the emoticon faces was the result of growing up in different cultures.
- Therefore it is possible to say that the results of Yuki's study do support Gregory's theory.

Credit other relevant content.

Section C

Brain and neuropsychology

12.1	Complete the following sentence. Shade one box only. Sensory neurons carry information... [1 mark]
-------------	---

Marks for this question: AO1 – 1 mark

Answer – C (to the central nervous system)

12.2	Complete the following sentence. Shade one box only. Relay neurons carry information... [1 mark]
-------------	---

Marks for this question: AO1 – 1 mark

Answer – E (within the central nervous system)

13	Outline two differences between the autonomic nervous system and the somatic nervous system. [4 marks]
----	---

Marks for this question: AO1 – 4 marks

Up to **2 marks** for each outline of a difference between the autonomic nervous system and the somatic nervous system.

2 marks: a clear and accurate outline.

1 mark: a limited or muddled outline.

Possible content

- The autonomic nervous system acts involuntarily but the somatic nervous system controls voluntary movements.
- The autonomic nervous system is divided into two parts (the sympathetic and parasympathetic divisions) but the somatic nervous system isn't.
- The nerve fibres in the autonomic nervous system are not myelinated but the nerve fibres in the somatic nervous system are.
- Nerve fibres in the autonomic nervous system carry messages more slowly than those in the somatic nervous system.

Credit other relevant content.

14	Using your knowledge of the nervous system, explain why you are likely to be experiencing the described physical effects. <div style="text-align: right;">[4 marks]</div>
-----------	---

Marks for this question: AO2 – 4 marks

Level	Marks	Description
2 Clear	3–4	Clear and accurate application of knowledge and understanding of fight or flight response addressing the physical effects stated in the described scenario. Relevant terminology is used consistently throughout. The answer demonstrates a high level of substantiated reasoning, is clear, coherent and focused.
1 Basic	1–2	Limited or muddled application of knowledge and understanding of fight or flight response addressing the physical effects stated in the described scenario. Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, coherence, focus and logical structure.
0	0	No relevant content

Possible content

- It is likely that I am experiencing the fight or flight response. This is an automatic response to a real or perceived threat – like almost being hit by a car!
- My autonomic nervous system has reacted to the threat of nearly being run over by switching from parasympathetic activity to sympathetic activity. There is now adrenaline being released into my blood stream.
- When this happens, a number of changes take place physically – I am breathing more quickly and my heart rate has increased so that I have more oxygen in my blood and I am sweating to cool down my muscles. These are all so that I can run away from the danger – the out-of-control car.
- My mouth is dry because in the sympathetic state, I am not producing saliva – because eating is definitely not important when faced with something that might run you over!

Credit other relevant content.

NOTE: If answers **do not** address the physical effects stated in the described scenario but simply explain the fight or flight response, award a maximum of **one** mark.

NOTE: There are a high number of possible technical terms that are relevant here. Answers can be considered clear and accurate without using all of them.

15	Explain how excitation and inhibition are involved in synaptic transmission.	[4 marks]
----	---	------------------

Marks for this question: AO1 – 4 marks

Level	Marks	Description
2 Clear	3–4	<p>Clear and accurate knowledge of how excitation and inhibition are involved in synaptic transmission with some detail.</p> <p>Relevant terminology is used consistently throughout. The answer demonstrates a high level of substantiated reasoning, is clear, coherent and focused.</p>
1 Basic	1–2	<p>Limited or muddled knowledge of how excitation and/or inhibition are involved in synaptic transmission is present.</p> <p>Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, coherence, focus and logical structure.</p>
0	0	No relevant content

Possible content

- Synaptic transmission is how neurons communicate. It's when signals are sent from one neuron to another by neurotransmitters crossing the synaptic gap so they can bind with receptors on the next neuron.
- Excitation is when a neurotransmitter binds with a receptor on the next neuron and increases the neuron's positive charge. This increases the likelihood that the next neuron will fire an electrical impulse.
- Inhibition is when a neurotransmitter binds with a receptor on the next neuron and increases the neuron's negative charge. This decreases the likelihood that the next neuron will fire an electrical impulse.

Credit other relevant content.

16.1	Name one of the lobes of the brain where a language area is located.	[1 mark]
-------------	---	-----------------

Marks for this question: AO1 – 1 mark

1 mark for either of the following (MAX 1):

- frontal
- temporal.

These are the **only** accepted responses.

16.2	What is the mode for the decrease in time taken when the speech and language therapy was provided by the trained therapist?	[1 mark]
-------------	---	-----------------

Marks for this question: AO2 – 1 mark

Answer – 15

This is the **only** accepted response.

16.3	Calculate the range for the decrease in time taken when the speech and language therapy was provided by the virtual therapist.	[1 mark]
-------------	--	-----------------

Marks for this question: AO2 – 1 mark

1 mark for either of the following (MAX 1):

- 40
- 41

These are the **only** accepted responses.

16.4	<p>What percentage of the twenty participants were able to read the text more than 40 seconds faster after six weeks of therapy?</p> <p>Show your workings.</p>	[2 marks]
-------------	---	------------------

Marks for this question: AO2 – 2 marks

2 marks for the correct answer.

1 mark for correct workings but incorrect/no answer.

$$\begin{aligned} &4/20 \times 100 \\ &= 20 \end{aligned}$$

17	Describe and evaluate Tulving's 'gold' memory study.	[6 marks]
----	---	------------------

Marks for this question: AO1 – 3 marks and AO3 – 3 marks

Level	Marks	Description
3 Detailed	5–6	<p>AO1: Relevant knowledge and understanding of Tulving's 'gold' memory study is accurate with detail.</p> <p>AO3: Analysis and evaluation of Tulving's 'gold' memory study is effective. Any conclusions drawn are sound and fully expressed.</p> <p>Relevant terminology is used consistently throughout. The answer demonstrates a high level of substantiated reasoning, is clear, coherent and focused.</p>
2 Clear	3–4	<p>AO1: Relevant knowledge and understanding of Tulving's 'gold' memory study is present but there are occasional inaccuracies/omissions.</p> <p>AO3: There may be some effective analysis and evaluation of Tulving's 'gold' memory study. There may be an attempt to draw conclusions.</p> <p>Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, coherence, focus and logical structure.</p>
1 Basic	1–2	<p>AO1: Knowledge and understanding of Tulving's 'gold' memory study is present but limited.</p> <p>AO3: Analysis and evaluation of Tulving's 'gold' memory study is of limited effectiveness or may be absent. Any attempts to draw conclusions are not always successful or present.</p> <p>Relevant terminology may not be used at all or may be muddled.</p>
0	0	No relevant content.

Possible content

AO1

- Tulving's aim was to find out where activity occurred in the brain when people were experiencing episodic and semantic memories.
- Tulving injected six volunteers with mildly radioactive gold. They had a type of PET scan that measures blood flow in different parts of the brain.
- Each participant's brain activity was watched while they thought about a episodic memory or semantic memory.
- The results of three of the participants weren't used because their results weren't consistent enough. The scans of the others did show clear differences in blood flow patterns.
- When experiencing an episodic memory there was more activity and blood flow in the frontal and temporal lobes. When experiencing a semantic memory there was more activity and blood flow in the parietal and occipital lobes.
- Tulving concluded that semantic and episodic memories are not only different types of memory, but that they also result in different parts of the brain being active.

AO3

- The study was one of the first to use brain scans to study cognitive processes in the living brain.
- Tulving's study used scientific methods and produced objective, unbiased findings.
- Even though the gold was a radioactive isotope, it only had a half-life of 30 seconds so risk to the participants was very small.
- Only three participants had consistent results, so the sample size is very small, and the findings might not apply to everyone.
- It is not possible to make sure that the participants only thought about what they were asked to, so we can't be sure the scan was really measuring a specific type of memory.
- The study was ethical as all the participants were volunteers and had given their informed consent.
- In thinking about a personal experience, there is likely to be a mixture of episodic and semantic memories. This means that more parts of the brain might have been activated than the researcher actually intended.

Credit other relevant content.

NOTE: Methodological issues are creditworthy as long as they are not generic.

Section D

Psychological problems

18.1	Identify the type of correlation the researcher found.	[1 mark]
-------------	--	-----------------

Marks for this question: AO2 – 1 mark

Answer – C (Positive correlation)

18.2	State whether the data collected by the researcher was primary or secondary.	
	Explain your answer.	[2 marks]

Marks for this question: AO2 – 2 marks

1 mark for secondary data.

PLUS

1 mark for an appropriate explanation.

Possible content

- The researcher did not collect the data himself.
- The data came from statistics published by the Office of National Statistics.

Credit other relevant content.

18.3	Outline two weaknesses of correlations.	[4 marks]
------	--	-----------

Marks for this question: AO3 – 4 marks

Level	Marks	Description
2 Clear	3–4	Analysis and evaluation of correlations is effective and addresses two weaknesses. Any conclusions drawn are sound and fully expressed. Relevant terminology is used consistently throughout. The answer demonstrates a high level of substantiated reasoning, is clear, coherent and focused.
1 Basic	1–2	Analysis and evaluation of correlations is of limited effectiveness, muddled OR only addresses one weakness. Any attempts to draw conclusions are not always successful. Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, coherence, focus and logical structure.
0	0	No relevant content.

Possible content

- If a correlation is found, it does not show which of the two variables measured actually caused the relationship to occur.
- Sometimes it is another variable altogether that is the reason for the correlation.
- May lead to false conclusions that one variable causes the other.
- Although finding a correlation may show that variables are related, it does not show why the relationship exists. This inability to be able to show cause and effect limits the conclusions that can be drawn from the results of correlation studies.
- Correlations based on small samples are not very reliable. There needs to be a large amount of data for each variable for a pattern to be seen and the findings to be informative. This can be time-consuming to collect.

Credit other relevant content.

NOTE: If the candidate has outlined more than **two** weaknesses, award marks to the **two** that are clearest and most effective.

19.1	According to the International Classification of Diseases, which three symptoms of unipolar depression was Noah experiencing? [3 marks]
------	--

Marks for this question: AO2 – 3 marks

1 mark for any of the following (MAX 3):

- reduced energy/activity levels/changes in sleep pattern
- low mood
- decreased/reduced self-esteem/ self-confidence.
- loss of interest and enjoyment

19.2	Describe one difference between unipolar depression and bipolar depression. [2 marks]
------	--

Marks for this question: AO1 – 2 marks

Up to **2 marks** for description of one difference between unipolar depression and bipolar depression.

2 marks: a clear and accurate description.

1 mark: a limited or muddled description.

Possible content

- With unipolar depression the mood is continuous while with bipolar it fluctuates.
- People with unipolar depression have a low mood, those with bipolar experience low, normal and manic moods.
- Bipolar depression is a lifelong condition with no known cure. Although unipolar depression can be lifelong and can re-occur, many people do get better.

Credit other relevant content.

NOTE: Answers that **only** address unipolar **OR** bipolar are considered limited or muddled.

NOTE: If the candidate has written about more than one difference, award marks to the **one** that is clearest and most effective.

20	Evaluate one study that has investigated whether or not hereditary factors are a possible explanation for alcohol abuse. <div style="text-align: right;">[4 marks]</div>
-----------	---

Marks for this question: AO3 – 4 marks

Level	Marks	Description
2 Clear	3–4	Analysis and evaluation of relevant study is effective. Any conclusions drawn are sound and fully expressed. Relevant terminology is used consistently throughout. The answer demonstrates a high level of substantiated reasoning, is clear, coherent and focused.
1 Basic	1–2	Analysis and evaluation of relevant study is of limited effectiveness or muddled. Any attempts to draw conclusions are not always successful. Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, coherence, focus and logical structure.
0	0	No relevant content.

Possible content

- In Kaij's Twin Study, the information on alcohol use came from the participant and other family members. This type of self-report method is subjective and there are many reasons why the information provided may not be correct. These include lying about the amount of alcohol consumed in order to give a socially desirable answer.
- Kaij's sample is limited because all of the participants were twins, male, and Swedish. This means that the findings are not representative of people who are female or who are not twins or Swedish.
- The sample is also limited because the participants were twins where at least one of them was publicly known to abuse alcohol. Therefore, the results are not representative of those who abused alcohol but did so in private.
- Findings from twin studies such as Kaij's may be limited because identical twins are often brought up in the same way, so it may be the environment (nurture) and not genetics (nature) that was the cause of the comparable rates of alcohol use.
- Although Kaij found that 54% of the identical twins were in the same category as their co-twin for alcohol use, that also means that 46% were not in the same category and that suggests there are not just genetic factors involved in alcohol use.

Credit other relevant content, including other relevant studies.

NOTE: Methodological issues are creditworthy as long as they are not generic.

21.1	<p>You have been asked to research the effectiveness of self-management programmes as an intervention for addiction.</p> <p>Explain how you would use interviews to do this research.</p> <p>You need to include the following information in your answer:</p> <ul style="list-style-type: none"> • who your target population would be • what your sampling method would be and how you would select your sample using this method • an appropriate interview question you could use in your research. <p style="text-align: right;">[4 marks]</p>
------	--

Marks for this question: AO2 – 4 marks

1 mark for an appropriate target population. To be considered appropriate it must clearly include people with an addiction who have some experience of attending a self-management programme.

PLUS

1 mark for a sampling method.

PLUS

1 mark for an appropriate way of carrying out the sampling method. To be considered appropriate it must fit with both the identified target population and the identified sampling method. It does **not** need to be ethical to be creditworthy.

Examples:

Putting up a poster in the doctor's surgery asking for volunteers.

Asking someone you know that attends a self-management programme to help you by asking others from their programme to take part.

PLUS

1 mark for an appropriate interview question.

Examples:

What are you addicted to?

Do you find the self-management programme helpful?

21.2	Identify an appropriate way of dealing with the ethical issue of anonymity in the research you described in 21.1. [1 mark]
-------------	--

Marks for this question: AO2 – 1 mark

1 mark for an appropriate way that is relevant to the research described in 21.1.

Possible content

- I will not ask the participants or any other group members for anyone's names.
- I will not publish any names or identifying information – including where the self-management group meets.
- I will not meet the participants in person – they will complete the interview by telephone.

Credit other relevant content.

22	Evaluate self-management programmes as an intervention for addiction.	[4 marks]
-----------	---	------------------

Marks for this question: AO3 – 4 marks

Level	Marks	Description
2 Clear	3–4	Analysis and evaluation of self-management programmes as an intervention for addiction is effective. Any conclusions drawn are sound and fully expressed. Relevant terminology is used consistently throughout. The answer demonstrates a high level of substantiated reasoning, is clear, coherent, and focused.
1 Basic	1–2	Analysis and evaluation of self-management programmes as an intervention for addiction is of limited effectiveness or muddled. Any attempts to draw conclusions are not always successful. Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, coherence, focus and logical structure.
0	0	No relevant content.

Possible content

- Some research suggests that there is no significant difference in the success rate of these programmes and other available treatments.
- Self-management programmes work best when attended regularly and for a long time.
- There is research suggesting the dropout rate for self-management programmes is between 40% and 60%.
- People need to be willing to share their personal experiences and emotions with others. This type of intervention may not appeal to everyone.
- Self-management programmes are holistic. They help people address their need to use a substance as well as considering reasons people became addicted.
- Control groups cannot be used for ethical and methodological reasons which limits the scientific rigour of research into effectiveness.

Accept other creditworthy answers such as comparisons with aversion therapy and other treatments.

**GCSE
PSYCHOLOGY
8182/2**

Paper 2 Social context and behaviour

Mark scheme

June 2022

Version: 1.0 Final Mark Scheme



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Possible content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the possible content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Examiners are reminded that AO1 and AO2 are regarded as interdependent. When deciding on a mark in instances where there is an attempt at more than one assessment objective all attempts should be considered together using the best fit approach. In doing so, examiners should bear in mind the relative weightings of the assessment objectives.

When an answer only contains content related to one of the skills (AO1/AO2), then the levels descriptors for the award of marks for the skill attempted should be applied to the answer, up to the maximum mark available.

Section A

Social influence

01	<p>People in crowds may join in with anti-social behaviour because they lose their sense of personal identity and feel less responsibility for their actions.</p> <p>Which one of the following factors causes this?</p>
	<p>Shade one box.</p> <p style="text-align: right;">[1 mark]</p>

Marks for this question: AO1 – 1 mark

Answer

A (Deindividuation)

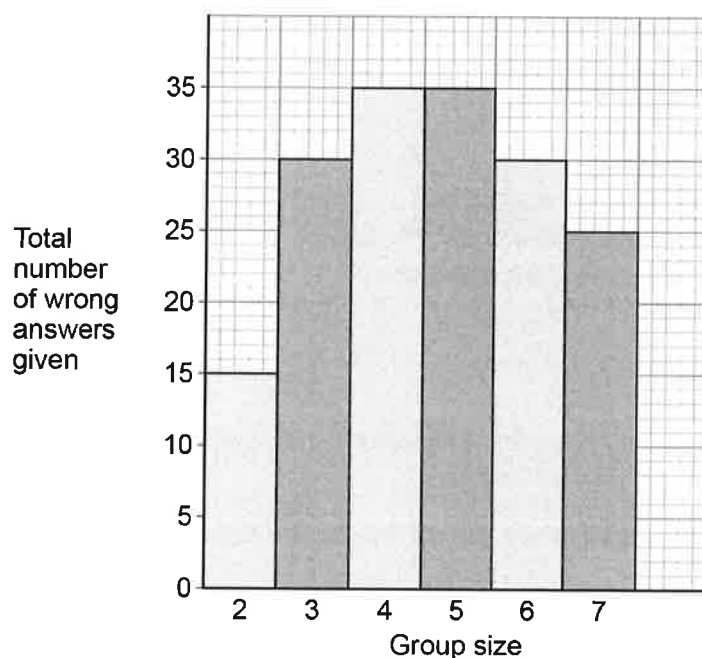
02.1	<p>Use the results in Table 1 to draw a histogram.</p> <p>Provide a suitable title and labels for your histogram.</p> <p style="text-align: right;">[4 marks]</p>
------	---

Marks for this question: AO2 – 4 marks

1 mark for each of the following:

- Suitable graph is a histogram.
- Informative title, for example 'A histogram to show the total wrong answers given by people in groups of between 2 and 7 people.'
- Correct labelling of **both** axes, for example 'Total number of wrong answers given' and 'group size' PLUS suitable scale/numbers for **both** axes.
- Correct plotting of the results from **Table 1**.

A histogram to show the total wrong answers given by people in groups of between 2 and 7 people.



NOTE: If bars are not touching then no credit can be given for 'suitable graph'.

NOTE: To be considered to be an 'informative title', there needs to be an element of both variables.

02.2	<p>What is the ratio of the number of times the participants gave the wrong answer when the group size was 2 compared to when the group size was 6?</p> <p>Write this ratio in its simplest form.</p> <p style="text-align: right;">[1 mark]</p>
-------------	---

Marks for this question: AO2 – 1 mark

1:2

02.3	<p>Outline one conclusion that the psychologist could draw about conformity from the results in Table 1.</p> <p style="text-align: right;">[2 marks]</p>
-------------	---

Marks for this question: AO3 – 2 marks

Up to **2 marks** for an outline of one conclusion **about conformity** drawn from the results in **Table 1**.

2 marks: a clear and accurate outline.

1 mark: a limited or muddled outline.

Examples:

- People are most likely to conform in groups of 4 or 5. (2 marks)
- As group size increases so does conformity. (1 mark)
- The smaller the group, the less conformity. 1 mark)
- The larger the group the more wrong answers. (0 marks)

Credit other relevant content.

NOTE: To be considered as clear and accurate, an outline needs to clearly be relevant to the results in the table but does not need to use any numbers.

NOTE: If the candidate has written about more than one conclusion, award marks to the **one** that is clearest and most effective.

<p>02.4</p>	<p>In research investigating conformity, participants are often not told the real reason for the research. This goes against the British Psychological Society guidelines on ethical issues.</p> <p>Justify the use of deception in studies of conformity.</p> <p style="text-align: right;">[2 marks]</p>
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Marks for this question: AO3 – 2 marks

Up to **2 marks** for a justification for the use of deception in studies of conformity.

2 marks: a clear and accurate justification.

1 mark: a limited or muddled justification.

Possible content:

- Conformity is about changing behaviour because of pressure from the group – knowing the pressure was not real but part of an experiment, would reduce the effect on behaviour and make any findings less valid.
- Once participants know what the real aim of the study is, they could try to help / hinder the researcher. This means that the behaviour being measured would be less likely to be natural behaviour. This may make the findings less reliable/valid.

Credit other relevant content.

NOTE: References to results not being accurate are not creditworthy as a justification.

03	<p>Social factors can affect obedience.</p> <p>Use your knowledge of social factors to explain Nathan's likely behaviour.</p> <p>Refer to Nathan being told to help carry shopping bags and when he was told to put the rubbish into the bin.</p> <p style="text-align: right;">[4 marks]</p>
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Marks for this question: **AO1 – 2 marks and AO2 – 2 marks**

Level	Marks	Description
2 Clear	3–4	<p>AO1: Clear and accurate knowledge and understanding of how social factors can affect obedience with some detail.</p> <p>AO2: Clear and accurate application of knowledge and understanding of how social factors can affect obedience to explain Nathan's likely behaviour when he was told to help carry shopping bags and when he was told to put the rubbish into the bin.</p> <p>Relevant terminology is used consistently throughout. The answer demonstrates a high level of substantiated reasoning, and is clear, coherent and focused.</p>
1 Basic	1–2	<p>AO1: Limited or muddled knowledge and understanding of how social factors can affect obedience is present.</p> <p>AO2: Limited or muddled application of knowledge and understanding of how social factors can affect obedience to explain Nathan's likely behaviour when he was told to help carry shopping bags and/or when he was told to put the rubbish into the bin.</p> <p>Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, coherence, focus and logical structure.</p>
0	0	No relevant content.

Possible content:

AO1

- Authority is when a person has the right to give orders, or when they are perceived by others to have the right to do so. In many cultures, people are brought up to obey people in authority. Milgram found that (perceived) authority is an element in whether or not people obey.
- Proximity is how near or far away something or someone is. When we are close to an authority figure we are more likely to obey. Milgram also suggests that proximity to the consequences of our actions increases the 'moral strain' which leads to an increase in personal responsibility.

AO2

- Nathan is likely to have obeyed the order from the person in the security guard uniform because he perceived them as having authority.
- Nathan is likely to have obeyed the order from the person in the security guard uniform because he was close to him.
- Nathan is likely to have ignored the order to help carry shopping bags because the person did not appear to have authority.
- Nathan is likely to have ignored the order to help carry shopping bags because the person was not close to him.

Credit other relevant content.

NOTE: References to dispositional factors are not relevant content.

NOTE: AO2 may be embedded within the answer for AO1 or vice versa. Both are equally acceptable.

04.1	Name one dispositional factor and one social factor that can influence bystander intervention. <div style="text-align: right;">[2 marks]</div>
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Marks for this question: AO1 – 2 marks

1 mark for naming any **one** of the following dispositional factors (MAX 1):

- Similarity to victim.
- Expertise.

Accept other creditworthy dispositional factors such as personality and morality.

1 mark for naming any **one** of the following social factors (MAX 1):

- Presence of others.
- Cost of helping.

Accept other creditworthy social factors such as culture and proximity.

NOTE: Answers do not need to be written on the matching prompt line in order to be creditworthy.

04.2	Explain how factors that affect bystander behaviour may have stopped Aiden and Reena from offering their help in the described situation. <div style="text-align: right;">[3 marks]</div>
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Marks for this question: AO2 – 3 marks

Up to **3 marks** for an explanation of how factors that affect bystander behaviour may have stopped Aiden **and** Reena from offering their help.

3 marks: a clear and detailed explanation for **both** Aiden **and** Reena's behaviour.

2 marks: a limited explanation.

1 mark: a very limited/muddled explanation.

Possible content:

- Aiden may not have offered to help because he did not feel he had the expertise to know what to do. He said he wished he had taken a first aid course and so he probably thought that someone else with first aid training would be more able to help than he would.
- Reena may not have offered to help because she feels very nervous around people who have been drinking and so for her, the cost of helping may have been too great. She might also have weighed up any possible rewards from helping and decided that they did not outweigh the costs.

Credit other relevant content.

05	Describe and evaluate Adorno's theory of Authoritarian Personality.	[6 marks]
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Marks for this question: AO1 – 3 marks and AO3 – 3 marks

Level	Marks	Description
3 Detailed	5–6	<p>AO1: Relevant knowledge and understanding of Adorno's theory of Authoritarian Personality is accurate with detail.</p> <p>AO3: Analysis and evaluation of Adorno's theory of Authoritarian Personality is effective. Any conclusions drawn are sound and fully expressed.</p> <p>Relevant terminology is used consistently throughout. The answer demonstrates a high level of substantiated reasoning, and is clear, coherent and focused.</p>
2 Clear	3–4	<p>AO1: Relevant knowledge and understanding of Adorno's theory of Authoritarian Personality is present but there are occasional inaccuracies/omissions.</p> <p>AO3: There may be some effective analysis and evaluation of Adorno's theory of Authoritarian Personality. There may be an attempt to draw conclusions.</p> <p>Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, coherence, focus and logical structure.</p>
1 Basic	1–2	<p>AO1: Knowledge and understanding of Adorno's theory of Authoritarian Personality is present but limited.</p> <p>AO3: Analysis and evaluation of Adorno's theory of Authoritarian Personality is of limited effectiveness or may be absent. Any attempts to draw conclusions are not always successful or present.</p> <p>Relevant terminology may not be used at all or may be muddled.</p>
0	0	No relevant content.

Possible content:

AO1

- Adorno's theory is that some people have a personality that makes them more likely to be obedient. He called this the Authoritarian Personality.
- A person who is very obedient to those in authority, or people with a higher status than them, are likely to have this type of personality.
- People with an Authoritarian Personality are also likely to 'look down' on people they view as having inferior status.
- They are also likely to have 'black and white' thinking.

- Adorno based his theory on research that used a questionnaire (F-scale). He concluded that people who had a harsh upbringing and critical/strict parenting, were more likely to have an Authoritarian Personality.

AO3

- Adorno based his theory on his research using the F-scale. The F-scale has been criticised because it has a response bias/the questions are written in such a way that giving a yes answer is always an authoritarian response. Therefore, Adorno's theory may not be based on research findings that are valid.
- Adorno has not provided proof that an authoritarian personality actually causes high levels of obedience. He has only found a correlation between personality type and obedience. This means that cause and effect cannot be proved.
- Some of the most obedient participants in Milgram's 'electric shock' study did not have the authoritarian/strict upbringing Adorno's theory suggests is a main factor in the development of an Authoritarian Personality.
- Other researchers have found that people with lower educational levels are more obedient. This suggests that other dispositional factors may be important and that personality type is not enough on its own.

Credit other relevant content.

NOTE: Description and/or evaluation of a study with **no** link to the theory should be marked in the Basic Level.

Section B

Language, thought and communication

06	<p>Which of the following is not a function of animal communication?</p> <p>Shade one box.</p> <p style="text-align: right;">[1 mark]</p>
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Marks for this question: AO1 – 1 mark

Answer

B (Motivating others)

07.1	<p>Describe the results from Von Frisch's bee study.</p> <p style="text-align: right;">[3 marks]</p>
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Marks for this question: AO1 – 3 marks

Up to 3 marks for a description of the results from Von Frisch's bee study.

3 marks: a clear and detailed description.

2 marks: a limited description.

1 mark: a very limited/muddled description.

Possible content:

- Von Frisch found that when bees return to the hive, they make different movements depending on how far away from the hive the sugar-water/food source is.
- When it is less than 100 metres from the hive, the bees turn rapidly in circles to the right and then the left (a round dance).
- When the sugar-water/food source is further away, the bees move forward in a straight line, wagging their abdomen from side to side before turning in a circle towards the left. This is followed by the bees moving straight forward again before turning in a circle towards the right (a tail-wagging or waggle dance).
- Von Frisch found that 60% of bees who saw the dances, went to the food source at the distance indicated – suggesting they had understood the message sent by the different movements.

Credit other relevant content.

07.2	Briefly evaluate Von Frisch's bee study.	[3 marks]
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Marks for this question: AO3 – 3 marks

Up to 3 marks for an evaluation of Von Frisch's bee study.

3 marks: a clear and detailed evaluation.

2 marks: a limited evaluation.

1 mark: a very limited/muddled evaluation.

Possible content:

- Von Frisch's bee study demonstrated the complexity of animal communication.
- Bees do not collect sugar-water from glass containers every day. So this is not a test of natural behaviour which means it can be argued that the study lacks ecological validity. However when sugar solution was put onto flowers instead of in glass containers, the bees still behaved in the same way.
- Beehives are not usually glass and this could have changed the bees' natural behaviour. However when research has been done using wooden hives and a video camera, the same results have been found.
- Von Frisch's conclusions may be too simplistic. Researchers have also found that the noise bees make while doing the dances is important and other researchers have suggested that bees also use cognitive maps, based on their memory of landmarks, to find food.
- Other researchers have replicated Von Frisch's study and found the same results. This suggests that the results are trustworthy and that the original study is reliable.

Credit other relevant content.

08	<p>Outline the difference between non-verbal communication and verbal communication.</p> <p>Refer to the conversation above in your answer.</p> <p style="text-align: right;">[3 marks]</p>
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Marks for this question: AO1 – 2 marks and AO2 – 1 mark

AO1

Up to **2 marks** for outlining the difference between non-verbal communication and verbal communication.

2 marks: a clear and accurate outline that goes beyond just giving examples.

1 mark: a limited or muddled outline.

Possible content:

- Non-verbal communication is the sending and receiving of messages without using words.
- Non-verbal communication is the part of communication that does not involve words – like body language, facial expressions, and paralinguistics (for example tone, pitch, volume, and intonation).
- Verbal communication is sending and receiving messages using words.

PLUS

AO2

1 mark for an appropriate reference to the conversation.

Example:

Evan thinks that non-verbal communication is not talking, but in fact any communication using words – including messages on social media, is verbal communication.

Credit other relevant content.

NOTE: AO2 may be embedded within the answer for AO1 or vice versa. Both are equally acceptable.

09	<p>Imagine that you have been asked to conduct a study to investigate the idea that non-verbal behaviour is learned. Use your knowledge of psychology to describe how you would do this.</p> <p>In your answer include:</p> <ul style="list-style-type: none"> • who your target population would be • a description of the procedure you would use and what data you would collect • one ethical consideration you would need to consider and how you would deal with this. <p style="text-align: right;">[6 marks]</p>
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Marks for this question: AO2 – 6 marks

1 mark for an appropriate target population.

PLUS

Up to **3 marks** for a suitable procedure **and** for identifying the data to be collected.

3 marks: a clear and detailed answer that includes a suitable procedure **and** data identification.

2 marks: a limited answer.

1 mark: a very limited/muddled answer.

PLUS

Up to **2 marks** for **one** ethical issue **and** an appropriate way of dealing with it.

2 marks: a clear and accurate answer appropriate to the context of the outlined study.

1 mark: a limited or muddled answer.

Possible content:

Possible ethical issues:

- Respect
- Competence
- Responsibility
- Integrity
- Confidentiality/anonymity
- Informed consent
- Parental consent
- Deception
- Right to withdraw
- Protection from harm.

PLUS

Appropriate ways of dealing with possible ethical issues in the context of the study:

- Do not use the participant's names in any report that is written.
- If participants must be referred to, use a number or a letter.
- explain what the participants will be taking part in and ask if they are happy to do so.
- If the participants are under 16, also ask their parents for permission for them to take part.
- Tell participants as soon as possible if they were lied to in any way about what took place.
- Tell the participants before and during that they can stop taking part at any point. Afterwards tell them they can remove their results.
- Make sure that the risk to participants is no greater than that they face in everyday life.
- After the experiment, explain to the participants what they took part in and why, and how the results will be used.

Credit other relevant content.

NOTE: If the candidate has written about more than one ethical issue and an appropriate way of dealing with it, award marks to the **one** that is clearest and most effective.

10	<p>Briefly describe the fight or flight response and Darwin's theory of non-verbal communication as evolved and adaptive.</p> <p>Discuss whether or not the fight or flight response can be used to support Darwin's theory of non-verbal communication. Use your knowledge of both in your answer.</p> <p style="text-align: right;">[9 marks]</p>
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Marks for this question: **AO1 – 4 marks and AO3 – 5 marks**

Level	Marks	Description
3 Detailed	7–9	<p>AO1: Relevant knowledge and understanding of the fight or flight response and Darwin's theory of non-verbal communication is accurate with detail.</p> <p>AO3: Analysis and evaluation of whether or not the fight or flight response can be used to support Darwin's theory of non-verbal communication is effective. Any conclusions drawn are sound and fully expressed.</p> <p>Relevant terminology is used consistently throughout. The answer demonstrates a high level of substantiated reasoning, and is clear, coherent and focused.</p>
2 Clear	4–6	<p>AO1: Relevant knowledge and understanding of the fight or flight response and/or Darwin's theory of non-verbal communication is present but there are occasional inaccuracies/omissions.</p> <p>AO3: There may be some effective analysis and evaluation of whether or not the fight or flight response can be used to support Darwin's theory of non-verbal communication. There may be an attempt to draw conclusions.</p> <p>Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, coherence, focus and logical structure.</p>
1 Basic	1–3	<p>AO1: Knowledge and understanding of the fight or flight response and/or Darwin's theory of non-verbal communication is present but limited.</p> <p>AO3: Analysis and evaluation of whether or not the fight or flight response can be used to support Darwin's theory of non-verbal communication is of limited effectiveness or may be absent. Any attempts to draw conclusions are not always successful or present.</p> <p>Relevant terminology may not be used at all or may be muddled.</p>
0	0	No relevant content.

Possible content:

AO1

- The fight or flight response is an automatic response to a real or perceived threat.
 - The autonomic nervous system reacts to a threat by switching from parasympathetic activity to sympathetic activity. Adrenaline is released into the bloodstream.
 - Then a number of changes take place physically – breathing becomes more rapid, heart rate increases so that there is more oxygen in the blood and sweating increases in order to cool down the muscles.
 - Other changes include the pupils dilating and digestion slowing right down.
 - These are all so that people can confront or run away from the threat.
 - After the threat has passed, there is a switch back to parasympathetic activity and the body enters a 'rest and digest' phase.
-
- Some of Darwin's key ideas are natural selection and survival of the fittest. He said that organisms that make the best changes in order to fit their situation and environment, are the ones most likely to survive and reproduce.
 - Darwin put forward the idea that non-verbal communication has evolved as a way of expressing emotions.
 - Darwin wrote about the principle of serviceable associated habits. A serviceable behaviour has a purpose.
 - An example of a serviceable behaviour would be when people expose their teeth when they have an angry facial expression. Originally, humans may have used biting as a form of self-defence. So just like many animals, they may have exposed their teeth as a way of saying 'back off'.

AO3

- Darwin suggested that some non-verbal communication is caused by our nervous system. Examples include dilated pupils and an open mouth when we are frightened.
- These are some of the effects of the fight or flight response and as such, could help our survival. Pupil dilation increases how much we can see – allowing us to find the best way to escape and an open mouth increases how much oxygen we can take in – allowing us to run away much faster.
- Medical evidence backs up the idea that our nervous system causes certain actions, such as pupil dilation.
- Some research suggests that at least some non-verbal behaviours are genetic or innate. For example, research into new-born babies showing that some non-verbal behaviours are already present at birth. Other research has found that some facial expressions are seen and recognised in all cultures, including fear.
- The fight or flight response can also be considered to be innate as it is an automatic physical response to a threat and not altered by culture or upbringing.
- Not all non-verbal behaviour helps humans to confront or run from a threat.

Credit other relevant content.

NOTE: Reference to 'the fight or flight response' or 'non-verbal communication as evolved and adaptive' is not by itself enough for 'relevant content' because it is part of the question stem.

Section C

Brain and neuropsychology

11	Which two of the following statements about the James-Lange theory of emotion are correct? Shade two boxes.	[2 marks]
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Marks for this question: AO1 – 2 marks

Answers

B (The theory does not suggest physiological changes are experienced at the same time as emotions)

D (The theory suggests that our interpretation of physiological changes causes the emotions we experience)

12	From the information, identify two examples of situations where sensory neurons would have been involved and identify two examples of situations where motor neurons would have been involved. Write your answers in the correct boxes.	[4 marks]
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Marks for this question: AO2 – 4 marks

1 mark for each correct response for sensory neurons (MAX 2):

1 mark for each correct response for motor neurons (MAX 2):

Sensory neuron examples	Motor neuron examples
Tasting candy floss	Chewing/swallowing candy floss/popcorn
Smelling popcorn	Screaming
Hearing screams	Waving / moving arms

Credit other relevant examples.

NOTE: If the candidate has written more than one answer within a box, **only** mark the **first one**.

13	<p>This outline of the brain shows the temporal lobe. This is one of four lobes in the brain.</p> <p>On the outline, sketch the location of the three other lobes. Label these three lobes and the cerebellum.</p> <p style="text-align: right;">[3 marks]</p>
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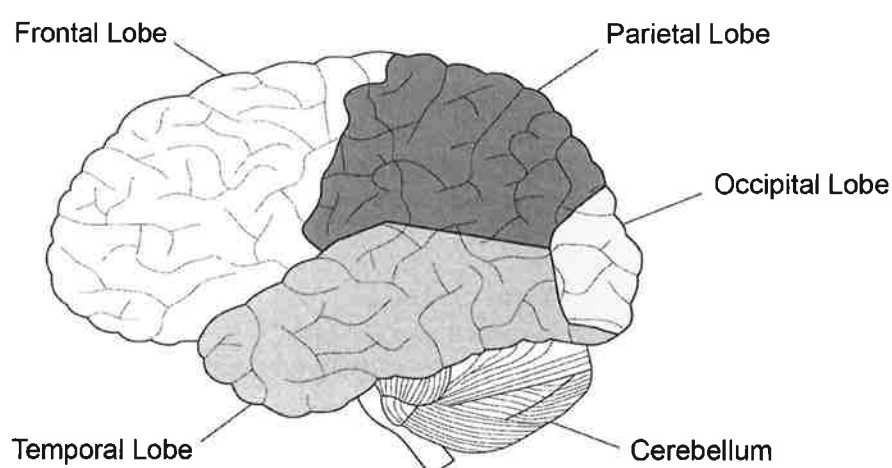
Marks for this question: AO1 – 3 marks

Up to **3 marks** for sketching and labelling the three other lobes and the cerebellum.

3 marks: for all three lobes **and** the cerebellum.

2 marks: for two lobes **and** the cerebellum **OR** all three lobes.

1 mark: for one lobe **and** the cerebellum **OR** two lobes.



NOTE: The command term 'sketch' only requires the location of the lobes to be 'roughly' drawn. For clearly inaccurate/missing sketching (MAX 2 marks).

14	<p>Briefly explain localisation of function in the brain.</p> <p>Refer to the article in your answer.</p> <p style="text-align: right;">[3 marks]</p>
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Marks for this question: AO1 – 2 marks and AO2 – 1 mark

Up to **3 marks** for an explanation of localisation of function in the brain and an appropriate reference to the article.

3 marks: a clear and accurate answer that includes an explanation **and** an appropriate reference to the article.

2 marks a limited answer.

1 mark: a very limited or muddled answer.

Possible content:

AO1

- Certain cognitive functions / behavioural processes are carried out by specific areas of the brain.
- Localised functions include sensations, movement, touch, vision, hearing, and language.

AO2

- Patient M's motor area seems fine because he can still walk.
- Patient M's language area seems fine because he can still talk.
- Patient M's somatosensory area/ parietal lobe may be damaged because he can feel hardly any sensation in his hands and experiences very little pain.

Credit other relevant content.

NOTE: If answer is **ONLY** an appropriate reference to the article (MAX 1).

NOTE: AO2 may be embedded within the answer for AO1 or vice versa. Both are equally acceptable.

15.1	Briefly describe Penfield's study of the interpretive cortex.	[3 marks]
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Marks for this question: AO1 – 3 marks

Up to **3 marks** for a brief description of Penfield's study of the interpretive cortex.

3 marks: a clear and detailed description.

2 marks: a limited description.

1 mark: a very limited/muddled description.

Possible content:

- Penfield carried out case studies into the brain function of patients while they were having brain surgery and while they were conscious.
- The neurosurgeon applied gentle electrical stimulation to different areas of the cortex and asked the patients to describe what happened to them.
- When the temporal lobe was stimulated, some patients described a vivid recall of memories. Other patients experienced feelings such as fear. Others heard different things – one patient could hear a piano playing and a different patient heard an orchestra playing.
- When he had stimulated the motor and sensory areas of the brain, patients made different physical actions, or they believed that someone had touched them.

Credit other relevant content.

15.2	Evaluate Penfield's study of the interpretive cortex.	[5 marks]
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Marks for this question: AO3 – 5 marks

Level	Marks	Description
3 Detailed	4–5	Analysis and evaluation of Penfield's study of the interpretive cortex is effective. Any conclusions drawn are sound and fully expressed. Relevant terminology is used consistently throughout. The answer demonstrates a high level of substantiated reasoning, and is clear, coherent and focused.
2 Clear	2–3	There may be some effective analysis and evaluation of Penfield's study of the interpretive cortex. There may be an attempt to draw conclusions. Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, coherence, focus and logical structure.
1 Basic	1	Analysis and evaluation of Penfield's study of the interpretive cortex is of limited effectiveness or may be absent. Any attempts to draw conclusions are not always successful or present. Relevant terminology may not be used at all or may be muddled.
0	0	No relevant content.

Possible content:

- The medical procedure used was very precise and detailed.
- The participants were all having brain surgery because they were severely epileptic. This is a very unique sample, so they may not have been representative of the wider population.
- The findings were different for each participant, so it is hard to draw conclusions.
- The participants may have found it difficult to describe their experiences.
- While vivid recall of memories did occur, it was seen in less than five percent of Penfield's participants.
- Penfield's work provided a lot of information about localisation of function in the brain and contributed to the mapping of the brain.
- Penfield's later research did not support his earlier findings.

Credit other relevant content.

16	<p>You have been asked to compare the different scanning techniques used to identify brain functioning. To do this, you are going to interview people who use scanning techniques to carry out their jobs.</p> <p>You need to:</p> <ul style="list-style-type: none"> • write one appropriate question that you could ask your participants • explain whether the data you collect from the interview will be quantitative or qualitative and why this type of data would be suitable • identify one ethical issue you would need to consider and how you would deal with this issue. <p style="text-align: right;">[5 marks]</p>
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Marks for this question: AO2 – 5 marks

1 mark for an appropriate question.

Examples:

- Which scanning techniques do you use to carry out your job?
- Do you find a particular scanning technique easier to use?

PLUS

1 mark for explaining whether the data collected from the interview will be quantitative or qualitative **and**

1 mark for explaining why this would be suitable.

Example:

- My data will be quantitative because it is numeric. (I will count the number of people who give each answer to my closed questions). This is suitable because it allows easy comparison between the different scanning techniques (2 marks).

NOTE: Answers that simply **state** that the data is quantitative or qualitative are not creditworthy.

PLUS

Up to **2 marks** for one ethical issue and an appropriate way of dealing with it.

2 marks: a clear and accurate answer appropriate to the context of the outlined study.

1 mark: a limited or muddled answer.

Possible content:

Possible ethical issues:

- Respect
- Competence
- Responsibility
- Integrity
- Confidentiality/anonymity

- Informed consent
- Deception
- Right to withdraw
- Protection from harm.

PLUS

Appropriate ways of dealing with possible ethical issues in the context of the study

- Do not use the participants' names in any report that is written.
- If participants must be referred to, use a number or a letter.
- Explain what the participants will be taking part in and ask if they are happy to do so.
- Tell participants as soon as possible if they were lied to in any way about what took place.
- Tell the participants before and during that they can stop taking part at any point. Afterwards tell them they can remove their results.
- Make sure that the risk to participants is no greater than that they face in everyday life.
- After the study, explain to the participants what they took part in and why, and how the results will be used.

Credit other relevant content.

Section D

Psychological problems

17.1	<p>Research suggests that nurture plays a role in people experiencing depression.</p> <p>Which of the following is not a way that nurture can influence depression?</p> <p>Shade one box only.</p> <p style="text-align: right;">[1 mark]</p>
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Marks for this question: AO1 – 1 mark

Answer

C (Having certain hereditary factors)

17.2	<p>Briefly evaluate the theory that nurture influences depression.</p> <p style="text-align: right;">[3 marks]</p>
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Marks for this question: AO3 – 3 marks

Up to **3 marks** for a brief evaluation of the theory that nurture influences depression.

3 marks: a clear and detailed evaluation.

2 marks: a limited evaluation.

1 mark: a very limited/muddled evaluation.

Possible content:

- There is support from research into learned helplessness that shows the negative effect of certain thinking patterns.
- Research into negative schemas/attributions has led to effective treatments for mental health disorders like depression through helping people to identify and challenge their negative patterns of thinking (CBT).
- There is evidence to show that nature/biological explanations for depression (eg chemical imbalances, genetics) are also part of the reason that people experience depression.

Credit other relevant content.

18	<p>Explain what is meant in psychology by 'mental health'.</p> <p>Refer to the conversation in your answer.</p> <p style="text-align: right;">[3 marks]</p>
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Marks for this question: AO1 – 2 marks and AO2 – 1 mark

AO1

Up to **2 marks** for an explanation of what is meant by mental health.

2 marks: a clear and accurate explanation that goes beyond just listing characteristics.

1 mark: a limited or muddled explanation.

0 marks: an inaccurate answer **OR** just listing characteristics in the stem.

Possible content:

- An individual's emotional and psychological wellbeing.
- Enables people to cope and function in everyday life and society.
- How a person feels about themselves and how they deal with life.
- Characteristics of mental health **that are not mentioned in the stem** =
 - positive engagement with / functioning as part of society
 - effective coping with challenges
 - not being overcome by difficult feelings
 - having good relationships with others
 - being able to cope with stresses and demands of everyday life
 - coping with disappointments.

PLUS

AO2

1 mark for an appropriate reference to the article.

Example:

- Our mental health can help us to cope and function, but Anne-Marie says she is finding it harder to cope.

Credit other relevant content.

NOTE: AO1 answers that describe mental health as negative / a problem / an issue, are unlikely to be creditworthy.

NOTE: Where the words 'mental' or 'health' are used as part of the answer and are **not** defined/explained, (eg 'mental health is someone's mental wellbeing'), this will reduce the clarity of the answer.

NOTE: The AO2 may be embedded in the AO1 or vice versa. Both are equally acceptable.

19.1	Explain how researchers would select a random sample from this target population. [3 marks]
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Marks for this question: AO2 – 3 marks

Up to **3 marks** for an explanation of how researchers would select a random sample from this target population.

3 marks: a clear and detailed explanation.

2 marks: a limited explanation.

1 mark: a very limited/muddled explanation.

Possible content:

- Obtain a list of all the patients from the Good Health Medical Centre (in London who had been diagnosed with unipolar depression within the past 6 months and who were aged between 25 and 42 years of age).
- Split the list into individual names.
- Use a method of random selection, (eg selecting names from a hat).
- Select 150 names.

Credit other relevant methods of selecting a random sample.

NOTE: Generic answers that do not refer in any way to the described study (ie no mention of words such as 'Medical Centre', 'patients' or '150') are to be considered very limited.

19.2	Identify one strength and one weakness of random sampling. [2 marks]
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Marks for this question: AO3 – 2 marks

1 mark for identifying **one** strength of random sampling.

Possible content:

- No researcher bias (because the researcher does not choose who takes part).
- Everyone in the target population has an equal chance of being chosen.
- The sample is likely to be more representative.

PLUS

1 mark for identifying **one** weakness of random sampling.

Possible content:

- Takes more time / effort / resources / than some other sampling methods.
- Some people who are chosen may not be willing to participate (and this decreases the sample size).

Accept other creditworthy answers such as those that compare random sampling with other methods.

NOTE: If the candidate has written about more than **one** strength and/or weakness, award marks to the answers that are clearest and most accurate.

19.3	Complete Table 2 using the information from the bar graph.	[2 marks]
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Marks for this question: AO2 – 2 marks

1 mark for each correct number added to the correct part of the table (MAX 2).

A lot = **35**

Not at all = **40**

Level of improvement to mood:	A lot	A little	Not at all
Total number of participants:	35	75	40

19.4	Calculate the percentage of participants who stated that their mood improved ' a little '. Show your workings.	[2 marks]
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Marks for this question: AO2 – 2 marks

2 marks for the correct answer.

50

1 mark for correct workings but incorrect/no answer.

$75/150 \times 100$

NOTE: Credit may be given for correct answers written in the workings box – not just on the answer line.

20	<p>Aversion therapy and self-management programmes are both used as interventions for addiction.</p> <p>Explain how aversion therapy is used as an intervention for addiction.</p> <p>Use your knowledge of both the reductionist and the holistic perspectives to compare aversion therapy with self-management programmes.</p> <p style="text-align: right;">[9 marks]</p>
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Marks for this question: **AO1 – 4 marks and AO3 – 5 marks**

Level	Marks	Description
3 Detailed	7–9	<p>AO1: Relevant knowledge and understanding of aversion therapy as an intervention for addiction is accurate with detail.</p> <p>AO3: Analysis and evaluation of aversion therapy and self-management programmes from the reductionist and the holistic perspectives is effective. Any conclusions drawn are sound and fully expressed.</p> <p>Relevant terminology is used consistently throughout. The answer demonstrates a high level of substantiated reasoning, and is clear, coherent and focused.</p>
2 Clear	4–6	<p>AO1: Relevant knowledge and understanding of aversion therapy as an intervention for addiction is present but there are occasional inaccuracies/omissions.</p> <p>AO3: There may be some effective analysis and evaluation of aversion therapy and/or self-management programmes from the reductionist and/or the holistic perspectives. There may be an attempt to draw conclusions.</p> <p>Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, coherence, focus and logical structure.</p>
1 Basic	1–3	<p>AO1: Knowledge and understanding of aversion therapy as an intervention for addiction is present but limited.</p> <p>AO3: Analysis and evaluation of aversion therapy and/or self-management programmes from the reductionist and/or the holistic perspectives is of limited effectiveness or may be absent. Any attempts to draw conclusions are not always successful or present.</p> <p>Relevant terminology may not be used at all or may be muddled.</p>
0	0	No relevant content.

Possible content:

AO1

- Tries to stop people from using the substance they are addicted to by causing them to experience something unpleasant when they carry out the unwanted behaviour.
- This results in a link being made between the unwanted behaviour and the unpleasant experience.
- Based on principles of classical conditioning.
- One example of this is when an alcoholic is given an emetic (a medicine that causes vomiting) (eg Antabuse) to take whenever they have an alcoholic drink.
- Electrical aversion therapy may also be used. This involves an addict being given a safe but painful shock while they do the unwanted behaviour (eg gambling).

AO3

- The reductionist perspective is the belief that something (eg human behaviour) is only fully able to be understood by simplifying it to its most fundamental and basic parts.
- The holistic perspective is the belief that all the parts of something (eg human behaviour) are connected and are only fully able to be understood by looking at the 'bigger picture' or referring to the whole.
- By itself, aversion therapy is reductionist because it only focuses on changing the link between the unwanted behaviour and pleasure. However if it is combined with other treatments or therapies (such as CBT), it becomes more holistic.
- Self-management programmes can be viewed as holistic because they help people to work on the 'bigger picture'. This is done by not only dealing with someone's urge to use a substance, but also by addressing other factors that are often linked to addiction, such as environmental or social factors. They also help people to address things from their past like trauma or loss.
- Self-management programmes tend to be more holistic than aversion therapy.

Credit other relevant content.

NOTE: Description of self-management programmes / evaluation of aversion therapy / evaluation of self-management programmes are all unlikely to be creditworthy.



GCSE PSYCHOLOGY 8182/2

Paper 2 Social Context and Behaviour

Mark scheme

June 2023

Version: 1.0 Final



2 3 6 G 8 1 8 2 / 2 / M S

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Possible content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the possible content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Examiners are reminded that AO1 and AO2 are regarded as interdependent. When deciding on a mark in instances where there is an attempt at more than one assessment objective all attempts should be considered together using the best fit approach. In doing so, examiners should bear in mind the relative weightings of the assessment objectives.

When an answer only contains content related to one of the skills (AO1/AO2), then the levels descriptors for the award of marks for the skill attempted should be applied to the answer, up to the maximum mark available.

Section A

Social influence

01	<p>The following definition of 'deindividuation' is not complete.</p> <p>Deindividuation happens when someone loses their _____.</p> <p>This causes them to feel less responsibility for their actions.</p> <p>You have been given four suggestions of what the missing words are.</p> <p>Complete the definition by identifying the correct missing words.</p> <p>Shade one box only.</p> <p style="text-align: right;">[1 mark]</p>
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Marks for this question: AO1 – 1 mark

C (individuality and personal identity)

02	<p>The 'cost of helping' affects bystander intervention.</p> <p>Use an example to describe how the 'cost of helping' could affect bystander intervention.</p> <p style="text-align: right;">[1 mark]</p>
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Marks for this question: AO2 – 1 mark

1 mark for an appropriate example used to describe how the 'cost of helping' could affect bystander intervention.

For an example to be considered appropriate it must include the direction of the affect (ie more or less likely to help) **and** some example of the cost/risk.

Example

If you will miss your psychology exam if you stop to help someone, the cost of missing your exam would make it less likely that you would help.

NOTE: If the answer is just a definition/outline of the cost of helping and **does not** use an example, award **NO** mark.

03	Outline one factor that affects obedience.	[2 marks]
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Marks for this question: AO1 – 2 marks

Up to **2 marks** for an outline of one factor that affects obedience.

2 marks: clear and accurate outline.

1 mark: limited or muddled outline.

Possible content

- The level of agency ie the awareness we have of carrying out and being in control of, and therefore responsible for, our own actions. If we have less agency, we are more likely to obey.
- Whether or not we believe that we are acting as an 'agent' for someone else (ie the person giving the orders).
- The level of authority ie whether or not a person is perceived by others to have the right to give orders. If they are viewed as having a high level of authority, we are more likely to obey.
- Symbols of authority eg uniforms - people are more likely to obey the orders given by someone who is wearing a uniform when compared to someone dressed in everyday clothes.
- Culture ie the unwritten rules a group of people with the same customs, beliefs and behaviours have about obeying others. Some groups value obedience more highly than others.
- Proximity ie how nearby or far away someone is when they give orders.
 - We are less likely to obey someone who gives orders from a distance than someone who is right by us.
 - We are less likely to obey orders to harm someone who is right by us than someone who is a distance from us.
- Location ie research has shown that there is a reduction in the level of obedience when the orders are given in a less credible location (eg a run-down office building) compared to when the orders are given in a credible location (eg a laboratory).
- Dispositional factors such as (Authoritarian) personality. Adorno believed some people have a more obedient personality type that is developed as the result of early childhood experiences.

Credit other relevant content.

NOTE: The command term 'outline' requires answers to 'set out the main characteristics'. Therefore, answers that **only** name a factor that affects obedience are too limited to be creditworthy.

NOTE: If the candidate has written about more than one factor, award marks to the **one** that is clearest and most effective.

04	<p>What is meant by the term 'social loafing'?</p> <p>Refer to the conversation to support your answer.</p> <p style="text-align: right;">[3 marks]</p>
----	--

Marks for this question: AO1 – 2 marks and AO2 – 1 mark

AO1

Up to **2 marks** for a definition of 'social loafing'.

2 marks: Clear and accurate definition.

1 mark: Limited or muddled definition.

Possible content

Making less effort when working with others than when working alone.

NOTE: To be considered clear and accurate, answers should make reference to 'making less effort with others' and 'than when alone'.

PLUS

AO2

1 mark for a reference to the conversation that is relevant to the concept of social loafing.

Example

Mrs Kaur was aware that she could prevent social loafing by making sure her students knew she would be able to tell who had done what.

Credit other relevant content.

NOTE: The AO2 may be embedded in the AO1 or separate, both are equally acceptable.

05.1	Outline one strength and one weakness of using correlations in psychological research. [4 marks]
-------------	--

Marks for this question: AO3 – 4 marks

Up to **2 marks** for an outline of **one strength** of using correlations in psychological research.

2 marks: clear and accurate outline.

1 mark: limited or muddled outline.

Possible content

- They are a good starting point for psychological research because they allow researchers to see if two variables are connected in some way. If a relationship is found, further research using a different method can take place in order to find the cause of the results.
- Correlations can be used to investigate relationships without the researcher manipulating variables. This means that correlations can be used when other research methods are not suitable due to ethical or practical reasons – for example, to investigate whether social media use is linked to mental health problems.
- Correlations can be used to identify and investigate non-linear (curvilinear) relationships between two variables, for example, stress level and task performance.

PLUS

Up to **2 marks** for an outline of **one weakness** using correlations in psychological research.

2 marks: clear and accurate outline.

1 mark: limited or muddled outline.

Possible content

- If a correlation is found, it does not show which of the two variables measured actually caused the relationship to occur. Sometimes it is another variable altogether that is the reason for the correlation.
- Although finding a correlation may show that variables are related, it does not show why the relationship exists. This inability to be able to show cause and effect limits the conclusions that can be drawn from the results of correlation studies.
- Correlations based on small samples are not very reliable. There needs to be a large amount of data for each variable for a pattern to be seen and the findings to be informative.
- Collecting a large enough data set for correlations to be considered reliable can be time consuming and expensive for researchers.

Credit other relevant content.

NOTE: If the candidate has written about more than one strength and/or weakness, award marks to the **one** that is clearest and most effective.

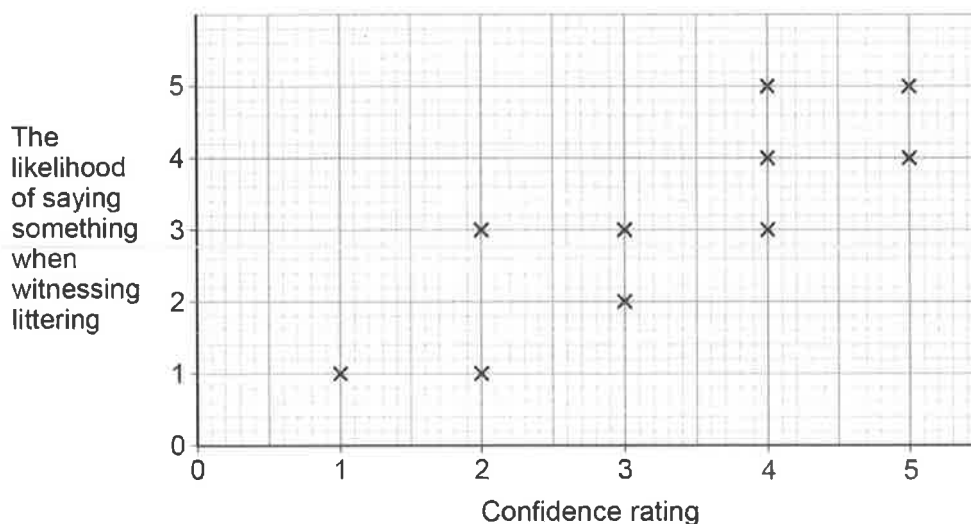
<p>05.2</p>	<p>Use the results in Table 1 to sketch a suitable graph to show the ratings for participants' confidence and the likelihood of them saying something when witnessing littering.</p> <p>Also include in your answer:</p> <ul style="list-style-type: none"> • a label for the Y axis • a scale for both axes • a suitable title for your graph. <p style="text-align: right;">[4 marks]</p>
--------------------	--

Marks for this question: AO2 – 4 marks

1 mark for each of the following:

- Suitable graph ie a scatter diagram.
- Suitable title, for example, '(A scatter diagram) to show the relationship between ratings for participants' confidence and the likelihood of them saying something when witnessing littering'.
- Correct labelling of the Y axis, for example 'rating for the likelihood of saying something when witnessing littering' **PLUS** suitable scale/numbers for **both** axes.
- Correct plotting of the results – as per scatter diagram below.

The relationship between the ratings for participants' confidence and the likelihood of them saying something when witnessing littering



NOTE: For a title to be considered suitable, it needs to have a reference to 'relationship' (correlation, comparison etc) and an appropriate reference to both of the variables.

NOTE: The command term 'sketch' only requires the graph to be 'roughly' drawn or plotted. Therefore, 100% accuracy is not required for the 'correct plotting' mark.

05.3	<p>Describe how you would design a field experiment to find out more about how personality affects whether people would say something when witnessing anti-social behaviour.</p> <p>In your answer include:</p> <ul style="list-style-type: none"> • a description of the procedure you would use • what your dependent variable would be. <p style="text-align: right;">[4 marks]</p>
-------------	--

Marks for this question: AO2 – 4 marks

Level	Marks	Description
2 Clear	3–4	<p>Clear and accurate application of knowledge and understanding shown in a description of procedure / dependent variable that addresses the described scenario.</p> <p>Relevant terminology is used consistently throughout. The answer demonstrates a high level of substantiated reasoning, is clear, coherent and focused.</p>
1 Basic	1–2	<p>Limited or muddled application of knowledge and understanding shown in a description of procedure / dependent variable that addresses the described scenario.</p> <p>Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, coherence, focus and logical structure.</p>
0	0	No relevant content

In order to fully address the described scenario, a procedure needs to:

- Involve participants witnessing anti-social behaviour.
- Make use of personality trait(s) or the previously completed ratings scale/questionnaire.
- Be a field experiment.

The dependent variable needs to be a measurement of whether people would say something.

NOTE: An accurate dependent variable must be provided for an answer to be awarded 4 marks.

NOTE: Reference to measuring how quickly people would say something can be credited as a dependent variable.

06	<p>Solomon Asch carried out his famous 'line' experiment in the 1950s.</p> <p>Discuss whether or not Asch's study of conformity would be considered to be ethical now.</p> <p>Use your knowledge of the British Psychological Society guidelines on ethical issues in psychological research to inform your discussion.</p> <p style="text-align: right;">[6 marks]</p>
-----------	--

Marks for this question: AO1 – 3 marks and AO3 – 3 marks

Level	Marks	Description
3 Detailed	5–6	<p>AO1: Relevant knowledge and understanding of Asch's study of conformity and the British Psychological Society guidelines on ethical issues is accurate with detail.</p> <p>AO3: Analysis and evaluation of whether or not Asch's study of conformity would be considered to be ethical now is effective. Any conclusions drawn are sound and fully expressed.</p> <p>Relevant terminology is used consistently throughout. The answer demonstrates a high level of substantiated reasoning, is clear, coherent and focused.</p>
2 Clear	3–4	<p>AO1: Relevant knowledge and understanding of Asch's study of conformity and the British Psychological Society guidelines on ethical issues is present but there are occasional inaccuracies/omissions.</p> <p>AO3: There may be some effective analysis and evaluation of whether or not Asch's study of conformity would be considered to be ethical now. There may be an attempt to draw conclusions.</p> <p>Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, coherence, focus and logical structure.</p>
1 Basic	1–2	<p>AO1: Knowledge and understanding of Asch's study of conformity and the British Psychological Society guidelines on ethical issues is present but limited.</p> <p>AO3: Analysis and evaluation of whether or not Asch's study of conformity would be considered to be ethical now is of limited effectiveness or may be absent. Any attempts to draw conclusions are not always successful or present.</p> <p>Relevant terminology may not be used at all or may be muddled.</p>
0	0	No relevant content.

Possible content

AO1 and AO3

- The British Psychological Society guidelines say that participants should be asked to give informed consent. In order to do this, they need to know everything that they are consenting to. However, in Asch's study this was not the case because his participants thought they were taking part in a vision test. This makes the study less likely to be considered to be ethical now.
- The guidelines also say that psychologists should avoid deception unless the research would not be possible if participants were told everything to begin with. In Asch's study, there was deception because the participants did not know that everyone else in the group was a confederate and were deliberately giving incorrect answers. However, it would not have been possible to do this study without the use of deception. As long as the participants were debriefed after the study and informed about the deception, it could be considered to be ethical now.
- The British Psychological Society guidelines say that researchers have a duty to protect their participants from harm and that any risk should be no greater than the risk from everyday life. Asch's participants may have felt very uncomfortable being the only one to give a different answer – it is likely that this is why they conformed and gave wrong answers. In everyday life, we are often faced with difficult situations where we have to decide whether we change our behaviour to fit with others or deal with any discomfort that may come from 'standing out from the crowd'. It is arguable that the level of harm was not greater than that of everyday life and it would therefore be considered to be ethical now.
- For Asch's study to be considered to be ethical now participants would also need to know that they have the right to withdraw themselves and their data at any point.

Credit other relevant content.

NOTE: The AO3 may be embedded in the AO1 or separate; both are equally acceptable.

Section B

Language, thought and communication

07	Which two of the following behaviours are examples of using 'verbal communication'? Shade two boxes. [2 marks]
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Marks for this question: AO2 – 2 marks

A (A chat with your friend about what they are doing later)
and

D (Sending a text message to arrange when you are meeting a friend)

08	<p>Outline one function of animal communication.</p> <p>Refer to the article to support your answer.</p> <p style="text-align: right;">[3 marks]</p>
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Marks for this question: AO1 – 2 marks and AO2 – 1 mark

AO1

Up to **2 marks** for an outline of one function of animal communication.

2 marks: clear and accurate outline.

1 mark: limited or muddled outline.

Possible content

- Survival – meeting and protecting the needs of the individual/social group in order to ensure continued existence (eg alarm signals that provide information about the presence of a predator or rival).
- Reproduction – courtship/attracting a mate or competing with other potential suitors for access to mates. Mating/coordinating the mating act.
- Territory – to mark, maintain, protect/defend, or increase territory. To establish dominance over a rival/social group/area.
- Food – alerting a mate or those in the same social group to the discovery/presence/quality/quantity of food. To help others find the location of food sources. To keep others away from a food source (eg threat display to warn others off).

Accept other creditworthy answers such as parent-offspring socialisation, self-defence, and navigation.

NOTE: The command term 'outline' requires answers to 'set out the main characteristics'. Therefore, answers that **only** name a function of animal communication are too limited to be creditworthy.

NOTE: If the candidate has written about more than one function, award marks to the **one** that is clearest and most effective.

PLUS

AO2

1 mark for an appropriate reference to the article.

Example

One of the things that bats argue about is who gets to eat what. It is likely they are doing this as a way of keeping other bats away from their food.

Credit other relevant content.

NOTE: The AO2 may be embedded in the AO1 or separate; both are equally acceptable.

09	<p>Outline how status can affect personal space.</p> <p>Refer to both Brandon and Lane's comments in your answer.</p> <p style="text-align: right;">[4 marks]</p>
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Marks for this question: AO1 – 2 marks and AO2 – 2 marks

Level	Marks	Description
2 Clear	3–4	<p>AO1: Clear and accurate knowledge of how status can affect personal space with some detail.</p> <p>AO2: Clear and accurate application of knowledge and understanding of how status can affect personal space with reference to both Brandon and Lane's comments.</p> <p>Relevant terminology is used consistently throughout. The answer demonstrates a high level of substantiated reasoning, and is clear, coherent and focused.</p>
1 Basic	1–2	<p>AO1: Limited or muddled knowledge of how status can affect personal space is present.</p> <p>AO2: Limited or muddled application of knowledge and understanding of how status can affect personal space with reference to Brandon and/or Lane's comments.</p> <p>Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, coherence, focus and logical structure.</p>
0	0	No relevant content.

Possible content

AO1

- Research shows that people of a similar status stand closer together (ie have less personal space) than people of dissimilar status.
- People of a lower status stand closer to one another (ie have less personal space) than they stand to people with a higher status.
- Research has also found that people of lower status feel less able to choose how close they get to someone than people of higher status.

AO2

- Brandon felt like his boss was standing too close even though he was the same distance away as Lane. This is because his boss is of a higher status than him but Lane is of a similar status.
- Lane feels like the Head Teacher stands too close even though they are the same distance away as the Year 7 students. That's because the Head Teacher is of a higher status but the Year 7s are of a lower status.

Credit other relevant content.

NOTE: The AO2 may be embedded in the AO1 or separate; both are equally acceptable.

10.1	<p>Write a suitable alternative hypothesis for Yuki's study of emoticons.</p> <p style="text-align: right;">[2 marks]</p>
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Marks for this question: AO2 – 2 marks

2 marks: there must be at least two conditions of the IV and a clear DV which makes the statement operational.

1 mark: the hypothesis lacks clarity.

Examples

- There will be a difference in the happiness ratings given to each face by Japanese or American students. (2 marks)
- The Japanese students will be more likely to give the highest ratings to the faces with the happy eyes and the American students will be more likely to give the highest ratings to the faces with the happy mouths. (2 marks)
- Japanese students will give the highest ratings to the faces with the happy eyes. (1 mark)
- The ratings will be different when given by Japanese or American students. (1 mark)

NOTE: Do not accept null hypotheses, aims, questions, correlational statements, conclusions or statements of the results (eg scored/was/did/used).

10.2	<p>Describe the results of Yuki's study of emoticons.</p> <p>Suggest a possible conclusion that can be drawn from his results. Justify your answer.</p> <p style="text-align: right;">[5 marks]</p>
------	--

Marks for this question: AO1 – 2 marks and AO3 – 3 marks

AO1

Up to **2 marks** for a description of the results of Yuki's study of emoticons.

2 marks: clear and accurate description.

1 mark: limited or muddled description.

Possible content

- The Japanese students gave the highest happiness ratings to the faces with happy eyes and lowest ratings to the faces with sad eyes.
- The American students gave the highest happiness ratings to the faces with the happy mouths and the lowest ratings to the faces with sad mouths.

AO3

Up to **3 marks** for suggesting and justifying a conclusion that can be drawn from Yuki's results.

3 marks: a clear and detailed suggestion and justification.

2 marks: a limited suggestion and justification.

1 mark: a very limited and/or muddled suggestion/justification.

Possible content

- A conclusion that can be drawn is that different cultures have different norms for expressing and interpreting non-verbal communications and expressing emotions.
- It is possible to draw this conclusion because the results show that the Japanese students focused more on the eyes while the American students focused more on the mouth.
- Therefore, using facial cues to understanding other people's emotions is at least to some extent a learned behaviour and affected by the cultural norms that we grow up with.

Credit other relevant content.

11	Describe and evaluate Piaget's theory that language depends on thought.	[9 marks]
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Marks for this question: AO1 – 4 marks and AO3 – 5 marks

Level	Marks	Description
3 Detailed	7–9	<p>AO1: Relevant knowledge and understanding of Piaget's theory that language depends on thought is accurate with detail.</p> <p>AO3: Analysis and evaluation of Piaget's theory that language depends on thought is effective. Any conclusions drawn are sound and fully expressed.</p> <p>Relevant terminology is used consistently throughout. The answer demonstrates a high level of substantiated reasoning, is clear, coherent and focused.</p>
2 Clear	4–6	<p>AO1: Relevant knowledge and understanding of Piaget's theory that language depends on thought is present but there are occasional inaccuracies/omissions.</p> <p>AO3: There may be some effective analysis and evaluation of Piaget's theory that language depends on thought. There may be an attempt to draw conclusions.</p> <p>Relevant terminology is usually used. The answer frequently demonstrates substantiated reasoning, and is clear, generally coherent and focused although structure may lack some logic.</p>
1 Basic	1–3	<p>AO1: Knowledge and understanding of Piaget's theory that language depends on thought is present but limited.</p> <p>AO3: Analysis and evaluation of Piaget's theory that language depends on thought is of limited effectiveness or may be absent. Any attempts to draw conclusions are not always successful or present.</p> <p>Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, coherence, focus and logical structure.</p>
0	0	No relevant content.

Possible content

AO1

- Piaget's theory says that children develop language by matching the correct words to their existing knowledge of the world (schemas). The child's understanding of the concept comes first and then they learn how to express their understanding of it – hence his theory is that language depends on thought.
- Piaget believed that cognitive development leads to the growth of language, and this means that we can only use language at a level that matches our cognitive development.

- A child may copy a word when they hear others use it, but until they understand the concept, they will not actually be able to use the word to communicate.
- Piaget's theory is that children develop their ability to use language in stages.
- In the sensorimotor stage, babies are learning what their bodies can do, and this includes making vocal sounds. Babies begin to copy the sounds that they hear others making.
- In the preoperational stage, children are able to voice their internal thoughts but there is limited use of language for communicating with other people.
- In the concrete operational stage, language has developed a lot, but it is only used to talk about actual, concrete things.
- In the formal operational stage, language can be used to talk about abstract, theoretical ideas.
- Piaget believed that, while all children move through these stages, some people do not get to the formal operational stage.

AO3

- A strength of Piaget's theory is that early language is not random. Children's early language often consists of two-word phrases (such as 'Mummy up' or 'Daddy phone') that show they have some understanding of the two words being connected.
- A weakness of Piaget's theory is that it is not possible to scientifically measure when a child has developed a schema.
- There is more research to support other theories about language and thought, including the Sapir-Whorf hypothesis.
- Piaget may have misjudged the degree to which children use language to ask questions and learn about the world.
- Piaget neglected the social function of language.
- Piaget's theory is based on data from his research, a lot of which was carried out on his own children. One strength of this is that the behaviour he was observing was very natural as his children were unlikely to realise anything unusual was happening.
- However, Piaget's theory may be based on flawed data because he may have allowed his personal biases about his children to affect his judgement. This would result in a lack of objectivity and would decrease the validity of Piaget's findings.
- Piaget's theory is not representative of all children because he developed his theory using a small sample of children who were middle-class and from Switzerland. This means his findings may not tell us about the use of language of children from different social classes or cultures.

Credit other relevant content.

Section C**Language, thought and communication**

12	Read the following descriptions of two structures of the brain. Write the correct letter A, B, C, D or E in the box next to each description. [2 marks]
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Marks for this question: AO1 – 2 marks

It is located at the back of the brain and looks like a mini-brain. It is only about 10% of the brain's total volume but has over 50% of the neurons.	A (Cerebellum)
It is located near the top and centre of the cerebral cortex (cerebrum). It is above one lobe and between two others.	D (Parietal lobe)

13	<p>From the information, identify two examples of situations where the parietal lobe was involved and identify two examples of situations where the occipital lobe was involved.</p> <p>Write your answers in the correct boxes.</p> <p style="text-align: right;">[4 marks]</p>
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Marks for this question: AO2 – 4 marks

1 mark for each correct response for the parietal lobe (MAX 2):

1 mark for each correct response for the occipital lobe (MAX 2):

Parietal lobe examples	Occipital lobe examples
Experiencing the temperature of the popcorn as hot (eg = Jayla felt how hot the popcorn was)	Seeing popcorn as being burnt in colour (eg = Jayla saw the popcorn was burnt)
Experiencing the pain from burnt lip (eg 'ouch, that hurt')	Seeing lip as being quite red in colour (eg 'Your lip does look quite red')
Awareness of body position in relation to the freezer (eg = Jayla knew she could reach for the ice cubes from where she was standing)	Perception of distance from freezer (eg = Jayla saw how far away the freezer was)
Experiencing the temperature of the ice cubes as cold (eg = Jayla felt how cold the ice cubes were)	Watching a movie

Credit other relevant wording.

NOTE: If the candidate has written more than one answer within a box, **only** mark the **first one**.

NOTE: Answers that are written in such a way as to indicate that an incorrect lobe / part of the body is involved with the situation are not creditworthy. For example, 'deciding to make popcorn' and 'tried to ignore how cold it was', would both be the frontal lobe.

NOTE: Although both lobes have some involvement with visual senses, they are fundamentally different:

- The parietal lobe integrates information from all senses to form the basis of complex behaviours, such as helping us to orientate our body within a space.
- The occipital lobe is responsible for visual perception, including colour, distance and motion.

14	Briefly outline the basic functions of the central division of the human nervous system. Refer to the conversation to support your answer. [4 marks]
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Marks for this question: AO1 – 2 marks and AO2 – 2 marks

AO1

Up to **2 marks** for an outline of the basic functions of the central division of the human nervous system.

2 marks: clear and accurate outline.

1 mark: limited or muddled outline.

Possible content

The basic functions of the central nervous system are:

- processing incoming sensory information
- coordinating this information
- making decisions about the body's responses to the information that has been received
- sending instructions to other parts of the nervous system.

NOTE: AO1 answers that **only** address **functions** specific to the brain and/or spinal cord (eg control of body movements) rather than the CNS as a whole, are considered limited.

NOTE: Answers that just use information taken from the stem (eg 'the CNS is responsible for decision making') are not creditworthy as AO1.

PLUS

AO2

Up to **2 marks** for an appropriate reference to the conversation.

2 marks: clear and accurate reference that supports the AO1 answer.

1 mark: limited / muddled reference OR a clear and accurate reference that **does not** support the AO1 answer.

Example

The ability to make decisions about the body's responses to sensory information will be affected if there is damage to the CNS. Arun said this could mean difficulties in moving the arms or legs.

Credit other relevant content.

NOTE: The AO2 may be embedded in the AO1 or separate, both are equally acceptable.

15	Describe and evaluate the James-Lange theory of emotion.	[6 marks]
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Marks for this question: AO1 – 3 marks and AO3 – 3 marks

Level	Marks	Description
3 Detailed	5–6	<p>AO1: Relevant knowledge and understanding of the James-Lange theory of emotion is accurate with detail.</p> <p>AO3: Analysis and evaluation of the James-Lange theory of emotion is effective. Any conclusions drawn are sound and fully expressed.</p> <p>Relevant terminology is used consistently throughout. The answer demonstrates a high level of substantiated reasoning, is clear, coherent and focused.</p>
2 Clear	3–4	<p>AO1: Relevant knowledge and understanding of the James-Lange theory of emotion is present but there are occasional inaccuracies/omissions.</p> <p>AO3: There may be some effective analysis and evaluation of the James-Lange theory of emotion. There may be an attempt to draw conclusions.</p> <p>Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, coherence, focus and logical structure.</p>
1 Basic	1–2	<p>AO1: Knowledge and understanding of the James-Lange theory of emotion is present but limited.</p> <p>AO3: Analysis and evaluation of the James-Lange theory of emotion is of limited effectiveness or may be absent. Any attempts to draw conclusions are not always successful or present.</p> <p>Relevant terminology may not be used at all or may be muddled.</p>
0	0	No relevant content.

Possible content

AO1

- Two men suggested a similar idea around the same time. Their surnames are used together to give us the name for this theory.
- The theory can be summed up as = event → arousal → interpretation → emotion.
- The theory says our emotions are just us noticing and interpreting physical changes in our body.
- The brain makes sense of these changes by concluding that we are feeling certain emotions.
- William James said “We do not weep because we feel sorrow: we feel sorrow because we weep.”
- If there is no physical change in the body that we notice, then no emotion is experienced.

AO3

- Real-life examples back up the theory – for example, phobias and panic disorders.
- Other researchers have challenged the theory. For example, the Cannon-Bard theory claims that people actually experience emotions at the same time as the related physiological arousal.
- The James-Lange theory is not based on any research findings from experiments. James and Lange relied on correlational research and clinical findings, such as observations by doctors, to develop their claims. This may mean that their theory lacks validity.
- It has been suggested that the theory can only be correct if there is a separate and unique pattern of physiological arousal for every different emotion we experience. There is no research to suggest that this is actually the case.
- Schachter and Singer's two-factor theory of emotion views the James-Lange theory as accurate but sees it as too simplistic. They say there is also a cognitive element involved as we use social cues present in order to decide what physiological arousal may mean in different situations.
- According to the James-Lange theory, physiological responses should be necessary to experience emotion, but researchers have shown that people with muscle paralysis and a lack of sensation can still experience emotions.

Credit other relevant content.

16	<p>Explain what Dweck means by 'fixed mindset' and 'growth mindset'.</p> <p>Briefly describe Hebb's theory.</p> <p>Discuss whether or not Hebb's theory supports the idea that having a growth mindset is an advantage when learning.</p> <p style="text-align: right;">[9 marks]</p>
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Marks for this question: AO1 – 4 marks and AO3 – 5 marks

Level	Marks	Description
3 Detailed	7–9	<p>AO1: Relevant knowledge and understanding of Dweck's terms 'fixed mindset' and 'growth mindset' and Hebb's theory of learning and neuronal growth is accurate with detail.</p> <p>AO3: Analysis and evaluation of whether or not Hebb's theory supports the idea that having a growth mindset is an advantage when learning, is effective. Any conclusions drawn are sound and fully expressed.</p> <p>Relevant terminology is used consistently throughout. The answer demonstrates a high level of substantiated reasoning, is clear, coherent and focused.</p>
2 Clear	4–6	<p>AO1: Relevant knowledge and understanding of Dweck's terms 'fixed mindset' and 'growth mindset' and/or Hebb's theory of learning and neuronal growth is present but there are occasional inaccuracies/omissions.</p> <p>AO3: There may be some effective analysis and evaluation of whether or not Hebb's theory supports the idea that having a growth mindset is an advantage when learning. There may be an attempt to draw conclusions.</p> <p>Relevant terminology is usually used. The answer frequently demonstrates substantiated reasoning, and is clear, generally coherent and focused although structure may lack some logic.</p>
1 Basic	1–3	<p>AO1: Knowledge and understanding of Dweck's terms 'fixed mindset' and 'growth mindset' and/or Hebb's theory of learning and neuronal growth is present but limited.</p> <p>AO3: Analysis and evaluation of whether or not Hebb's theory supports the idea that having a growth mindset is an advantage when learning is of limited effectiveness or may be absent. Any attempts to draw conclusions are not always successful or present.</p> <p>Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, coherence, focus and logical structure.</p>
0	0	No relevant content.

Possible content

AO1

'Fixed mindset' and 'growth mindset'

- A fixed mindset is the belief that success is due to innate factors like genes. This means there is nothing you can do to change your ability or talent. Someone with a fixed mindset is more likely to be focused on performance goals and put off by failure.
- A growth mindset is the belief that ability and achievement are due to hard work and can be increased through effort. Someone with a growth mindset is more likely to be focused on learning goals and motivated by failure.

Hebb's theory

- Hebb's theory of learning and neuronal growth suggests that when we learn, a new connection or trace – an engram – is created in our brains.
- This 'trace' can be made permanent if we repeat and practice the thing we have learned.
- Hebb suggested that if a neuron repeatedly excites another neuron, neuronal growth occurs and the synaptic knob becomes larger.
- During learning, groups of neurons (cell assemblies) fire/act together and if this happens frequently, neural pathways are developed.
- The more we do the task we have learnt, the stronger and more efficient these new neural pathways/synaptic connections become.

AO3

- A growth mindset means being more willing to try new things and to persist at doing them, even if they do not immediately happen.
- According to Hebb, because of brain plasticity, we grow new connections in our brains from doing new things.
- A growth mindset means the ability to see that putting in extra time and effort will be worthwhile.
- According to Hebb, putting in more time and effort will result in stronger and more efficient neural pathways/synaptic connections.
- Believing it is worthwhile to try learning new things and to work hard at improving our abilities will result in being more willing to try new things.
- Trying new things will result in new and more efficient neural pathways/synaptic connections. This will in turn lead to higher achievement which will reinforce the growth mindset.
- Recent developments in neuroscience and brain scanning technology have found further evidence that Hebb's theory supports the idea of a growth mindset being an advantage when learning.

Credit other relevant content.

Section D

Psychological problems

17.1	<p>One result is missing from Table 2.</p> <p>Which of the following is the most likely estimate of the missing result?</p> <p>Use the results from the rest of the table to help with your decision.</p> <p style="text-align: right;">[1 mark]</p>
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Marks for this question: AO2 – 1 mark

B (45)

17.2	<p>The questionnaire was answered by 671 females.</p> <p>What percentage of females mentioned experiencing stigma about their mental health problem as a difficulty they had to deal with in their day?</p> <p>State your answer using three significant figures and show your workings.</p> <p style="text-align: right;">[3 marks]</p>
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Marks for this question: AO2 – 3 marks

3 marks for correct percentage to three significant figures

19.1

2 marks for the correct percentage but not rounded to three significant figures.

Examples

- 19.0760059613
- 19.08
- 19

1 mark for correct workings.

$$128/671 \times 100$$

Accept other creditworthy workings such as $100/671 \times 128$

OR

1 mark for the 'correct' percentage but rounded incorrectly.

Examples

19.075
19.07

17.3	<p>Identify one ethical issue that the researchers carrying out the questionnaire needed to consider.</p> <p>Describe how the 'One day at a time' researchers could have dealt with the ethical issue you have identified.</p> <p style="text-align: right;">[3 marks]</p>
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Marks for this question: AO2 – 3 marks

1 mark for identifying **one** ethical issue that the researchers carrying out the questionnaire needed to consider.

Possible ethical issues:

- respect
- competence
- responsibility
- integrity
- confidentiality/anonymity/privacy
- informed consent
- parental consent
- deception
- right to withdraw
- protection from harm
- debrief.

NOTE: The command term 'identify' requires answers to 'Name **or** otherwise characterise'. Therefore, answers **do not** have to give a recognised technical term.

PLUS

Up to **2 marks** for describing how the 'One day at a time' researchers could have dealt with the identified ethical issue.

2 marks: a clear and accurate description.

1 mark: a limited or muddled description.

Possible content

- Not using the participant's names when their stories were put on the internet or in any report that is written.
- Asking participants to refer to themselves and others in their story with a letter or a nickname.
- Explaining fully to the participants what would happen to their story once it was submitted.
- Allowing participants' stories to be removed from the internet if they changed their minds.

Credit other relevant content.

NOTE: Answers that do not specifically address the described scenario, but simply explain how to deal with the identified ethical issue, are to be considered to be limited.

NOTE: The ethical issue may be embedded in the description or separate; both are equally acceptable.

17.4	Outline one strength of using questionnaires to carry out psychological research. [2 marks]
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Marks for this question: AO3 – 2 marks

Up to **2 marks** for an outline of **one** strength of using questionnaires to carry out psychological research.

2 marks: a clear and accurate outline.

1 mark: a limited or muddled outline.

Possible content

- It is an efficient way of collecting data from a large number of people, especially when compared to other methods eg interviews.
- Can be used to gather data from a very large number of people. This makes it more possible to make generalisations from the findings.
- Although the questionnaire itself may take a bit of time to prepare, after that it is quite quick and easy to do.
- People know they are filling in a questionnaire – which deals with some ethical issues, such as consent.
- Data collected from questionnaires will be easy to collate and analyse if closed questions are used/quantitative data is collected.
- Questionnaires are flexible in the way they can be carried out. Questionnaires can be done online, by phone, on paper or face-to-face.
- Questionnaires can be completed privately (and often anonymously), responses may be more likely to be honest.
- Because the participant can complete the questionnaire, any effects from the researcher being present (Investigator effects) are removed.

Credit other relevant content.

NOTE: If the candidate has written about more than one strength, award marks to the **one** that is clearest and most effective.

17.5	<p>You have decided to carry out your study by doing a questionnaire. You plan to use opportunity sampling to select your participants.</p> <p>In your answer:</p> <ul style="list-style-type: none"> • explain how you will select your opportunity sample • write one question that will help you to collect relevant quantitative data • write one question that will help you to collect relevant qualitative data. <p>Write your answers in the correct spaces provided.</p> <p style="text-align: right;">[3 marks]</p>
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Marks for this question: AO2 – 3 marks

1 mark for explaining how the opportunity sample will be selected.

NOTE: Only answers that would result in a sample in which everyone has a mental health problem, or people who would be suitably knowledgeable of the physical effects of having one, are creditworthy.

NOTE: Answers that do not address the described scenario are **not** creditworthy.

NOTE: Explanations that would result in a volunteer sample are creditworthy.

PLUS

1 mark for writing an appropriate question to collect relevant **quantitative** data (ie where answers given would result in the collection of numerical data. This includes questions with very limited answers – such as yes/no and questions that ask for a number as the answer – such as ‘how many’, ‘how often’).

PLUS

1 mark for writing an appropriate question to collect relevant **qualitative** data (ie data that is descriptive and non-numerical. Questions with very limited answers – such as yes/no **are not** creditworthy).

NOTE: Answers should be marked based on the space they have been written in.

NOTE: If the candidate has written more than one answer for any of the bullet points, award marks to the one that is clearest and most effective.

18	<p>Briefly outline one psychological explanation of addiction.</p> <p>Refer to the information in your answer.</p> <p style="text-align: right;">[4 marks]</p>
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Marks for this question: AO1 – 2 marks and AO2 – 2 marks

Up to **2 marks** for a brief outline of **one** psychological explanation of addiction.

2 marks: a clear and accurate outline.

1 mark: a limited or muddled outline.

AO1

Possible content

Peer influence

- People's behaviour and choices can be affected by other people who are similar to themselves in some way, for example age or social group.
- Peer influence can lead to people feeling that they have to try/use addictive substances, and over time, developing an addiction.
- Social Learning Theory suggests that we learn from observing others and that we often imitate the behaviours we observe – especially if we believe we will be rewarded for doing so.
- We are also most likely to imitate those we look up to – such as peers or role models.
- Social Identity Theory suggests that we get our self-esteem from the groups we belong to. Teenagers tend to identify very strongly with their peers. They often feel pressure to follow the social norms of the group they belong to in order to fit in.
- The effect of peer influence can be towards both positive and negative behaviours and choices.

Self-medication theories

- People may begin to use addictive substances in an attempt to improve mood, emotional state or reduce physical/emotional pain/discomfort, and over time, develop an addiction.

Accept other creditworthy answers such as environment, upbringing, and trauma.

PLUS

AO2

Up to **2 marks** for an appropriate reference to the information.

2 marks: a clear and accurate reference.

1 mark: a limited or muddled reference.

Example

The information says that research shows that teenagers whose friends use drugs are more likely to also use them. This is because they are influenced by the people they relate to and want to be most like.

Credit other relevant examples.

NOTE: The AO2 may be embedded in the AO1 or separate; both are equally acceptable.

NOTE: If the candidate has written about more than one psychological explanation of addiction, award marks to the **one** that is clearest and most effective.

19.1	Describe Wiles' study of the effectiveness of CBT.	[4 marks]
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Marks for this question: AO1 – 4 marks

Level	Marks	Description
2 Clear	3–4	Clear and accurate knowledge of Wiles' study of the effectiveness of CBT with some detail. Relevant terminology is used consistently throughout. The answer demonstrates a high level of substantiated reasoning, is clear, coherent and focused.
1 Basic	1–2	Limited or muddled knowledge of Wiles' study of the effectiveness of CBT is present. Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, coherence, focus and logical structure.
0	0	No relevant content.

Possible content

- Wiles' study looked at the effectiveness of CBT in treating people diagnosed with depression and prescribed anti-depressants but not showing signs of improving (treatment-resistant). The participants had been taking antidepressants for at least 6 weeks.
- Participants were randomly put into two different groups.
- 234 participants were given CBT while staying on their antidepressants. They had 12, individual, one-hour sessions of CBT with a trained CBT practitioner.
- A control group of 235 participants just continued taking their antidepressants.
- Both groups of participants also continued to access any other usual medical care considered necessary for their depression.
- The participants were followed up after six months. 46% of the group having CBT showed more than 50% improvement in their symptoms. Only 22% of the control group showed a similar level of improvement.
- The participants were followed up again after 12 months. The participants who had attended CBT sessions continued to show greater improvement, and had a higher likelihood of symptoms having been reduced completely.
- Wiles concluded that using CBT and antidepressants together was more effective in treating depression than when antidepressants were used on their own.

Credit other relevant content.

19.2	Evaluate Wiles' study of the effectiveness of CBT.	[5 marks]
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Marks for this question: AO3 – 5 marks

Level	Marks	Description
3 Detailed	4–5	<p>Analysis and evaluation of Wiles' study of the effectiveness of CBT is effective. Conclusions drawn are sound and fully expressed.</p> <p>Relevant terminology is used consistently throughout. The answer demonstrates a high level of substantiated reasoning, and is clear, coherent and focused.</p>
2 Clear	2–3	<p>There may be some effective analysis and evaluation of Wiles' study of the effectiveness of CBT. Any attempt to draw conclusions may be limited.</p> <p>Relevant terminology is usually used. The answer frequently demonstrates substantiated reasoning and is clear, generally coherent and focused although structure may lack some logic.</p>
1 Basic	1	<p>Analysis and evaluation of Wiles' study of the effectiveness of CBT is of limited effectiveness. Any attempts to draw conclusions are very limited or muddled.</p> <p>Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, coherence, focus and logical structure.</p>
0	0	No relevant content.

Possible content

- Wiles carried out a longitudinal study. This increases the likelihood that not all participants will complete the study. 32% of Wiles' participants did not attend all 12 sessions of CBT and only 84% were able to be followed up after a year. However, longitudinal studies do allow for change to be seen over time and this is not possible in a shorter study.
- Participants remained in their real-life environment. This makes it difficult for researchers to control extraneous variables. There were some controls of participant variables put in place though. People diagnosed with bipolar disorder or substance addiction were not used as participants. Anyone already attending, or previously attending CBT or counselling for their depression, were also not used as participants.
- The self-report method was used to measure the levels of symptoms being experienced. These are subjective measurements and so may not be entirely accurate. Participants may also lie or moderate their answers to try and 'help the researcher'.
- Another way of reducing the effect of participant variables was the random allocation to the two groups.
- Participants were treated ethically because they all continued to access any other usual medical care considered necessary for their depression.
- There is support for Wiles' findings from other research that has found similar results.

- The research has a real-world application because it provides support for the use of CBT alongside anti-depressants as a way of treating depression.

Credit other relevant content.

