

# Mark Scheme

## Summer 2016

Pearson Edexcel GCSE in Design and  
Technology (5PS02) Paper 01

Unit: Social and Biological Psychological  
Debates



## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2016

Publications Code 5PS02\_01\_1606\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2016

## General Marking Guidance

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

The strands are as follows:

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

OWTTE = Or Words To That Effect

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

Question Number	<p>Crystal decided to conduct a content analysis to investigate how much aggression was depicted in comic books and magazines. She decided to analyse comic magazines for children aged 7-15 years, which contained superheroes and villains.</p> <p>Explain <b>one</b> way that Crystal could have ensured that her sample of comic magazines was generalisable.</p>	Mark
<b>1a</b>	<p>One mark for a correct identification of one way and a further mark for explanation. If more than one way, mark all and credit the best.</p> <ul style="list-style-type: none"> <li>• Increase the sample size/use lots of comic magazines/eq;</li> <li>• So that the results were not based on a limited sample/so the findings were not a one-off/eq;</li> <li>• Use a range of different comics/eq;</li> <li>• So the sample was not limited to a few titles/eq;</li> <li>• Select comics for both boys and girls/eq;</li> </ul> <p>Accept other reasonable marking points.</p>	<p><b>AO 3=2</b></p> <p><b>(2)</b></p>

Question Number	<p>Crystal is recording her data in the coding sheet below. She wants three categories of aggressive behaviour. She identifies 'fighting' as the first category of aggressive behaviour.</p> <p>Suggest <b>two</b> further categories of aggressive behaviours in the coding sheet below.</p>	Mark
<b>1b</b>	<p>One mark per aggressive behaviour. If more than two, accept the first given.</p> <p>The aggressive behaviours should be conceivably found in a comic magazine (therefore things such as swearing would not be creditable)</p> <ul style="list-style-type: none"> <li>• Hitting/eq;</li> <li>• Shouting/eq;</li> <li>• Kicking/eq;</li> </ul> <p>Accept other reasonable aggressive behaviours</p>	<p><b>AO3 = 2</b></p> <p><b>(2)</b></p>

Question Number	Crystal was concerned that her 'fighting' category might be subjective. This means that she thought	Mark
	Answer	
<b>1c</b>	C. x the category would be open to interpretation	<b>AO3 = 1</b>  <b>(1)</b>

Question Number	Suggest how Crystal might improve the reliability of her content analysis.	Mark
	Answer	
<b>1d</b>	<p>One mark per point/elaboration. One way explained or more than one way to improve reliability can be accepted.</p> <p>She can conduct her content analysis again/eq; If she has the same outcome her results are reliable/eq;</p> <p>She could use different people to rate the same magazines/eq; Inter-rater reliability is used to check the same results are found/eq;</p> <p>She could ask other people to check her categories are objective/eq; If others agree, her categories are more likely to be reliable/eq;</p> <p>She needs to ensure there is no overlap between her categories/eq; This limits the subjectivity of her coding/eq;</p> <p>Accept other reasonable marking points</p>	<b>AO3 = 2</b>  <b>(2)</b>

Question Number	Crystal followed up her content analysis with an experiment to see whether reading the comic magazines causes aggressive behaviour. Crystal used two groups of participants who read different materials: aggressive comic magazines or a story book. This was her independent variable. She then measured how aggressive the participants were 30 minutes later.  Which research design did Crystal use?	Mark
	Answer	
<b>1e</b>	B. x Independent groups design	<b>AO3 = 1</b>  <b>(1)</b>

Question Number	Suggest how Crystal could measure the dependent variable (DV) of the children's aggressive behaviour after reading the material.  Answer	Mark
<b>1f</b>	<p>One mark for a correct and identifiable dependent variable. Do not accept independent variables. It should be clear but does not need to be fully operationalised.</p> <p>The answers here are not exhaustive and all responses should be considered. The DV can be measured by observation, survey or other form.</p> <p>The answer should be credited for how aggression will be measured not what aggression is measured.</p> <ul style="list-style-type: none"> <li>• Aggression rating on a questionnaire/eq;</li> <li>• Count the number of times a child shouts/eq;</li> <li>• Would see how many times they see hitting/withholding a toy from another child during play/eq;</li> </ul> <p>Accept other reasonable marking points</p>	<p><b>AO3 = 1</b></p> <p><b>(1)</b></p>

Question Number	Anderson and Dill (2000) conducted a study to investigate the effects of video games on aggression.  They deceived their participants because they told them the aim of the study was about:  Answer	Mark
<b>2a</b>	<p>B. x motor skills.</p>	<p><b>AO1 = 1</b></p> <p><b>(1)</b></p>

Question Number	Why was it necessary for Anderson and Dill to deceive their participants?  Answer	Mark
<b>2b</b>	<p>One mark per point/elaboration.</p> <p>Max 1 for generic statements not linked to the study explicitly.</p> <ul style="list-style-type: none"> <li>• It ensured they did not display demand characteristics/eq;</li> <li>• Knowing about the aim/aggression was being studied may have affected their behaviour/eq;</li> <li>• They may have been more aggressive because it was expected of them/eq;</li> <li>• They may have been affected by social desirability bias/eq;</li> <li>• They may have not shown aggression because it is not a desirable trait/eq;</li>   <li>• Knowing aggression was being studied may have affected their behaviour through demand characteristics, by making them act more aggressively or less aggressively in line with experimenter expectations (2 marks)/eq;</li> </ul> <p>Accept other reasonable marking points</p>	<p><b>AO2 = 2</b></p> <p><b>(2)</b></p>

Question Number	Anderson and Dill's participants played 15 minutes of either a violent or a non-violent game, and they were then asked to complete a reaction time test against an opponent.  Describe how Anderson and Dill measured aggression during the reaction time test.  Answer	Mark
<b>2c</b>	<p>Mark according to the levels below:</p> <p>1 mark for a basic answer</p> <ul style="list-style-type: none"> <li>• Blast of noise</li> </ul> <p>2 marks for a detailed answer</p> <ul style="list-style-type: none"> <li>• Length of noise blast</li> <li>• Loudness of noise blast</li> </ul> <p>OWTTE</p>	<p><b>AO1 = 2</b></p> <p><b>(2)</b></p>

Question Number	Describe the conclusion(s) of Anderson and Dill's study. Answer	Mark
<b>2d</b>	<p>Answers should relate to overall conclusions and not the specific results of the study.</p> <p>Correlational study:</p> <ul style="list-style-type: none"> <li>• Both aggressive and non-aggressive delinquent behaviour is related to exposure to violent games and trait aggression/eq;</li> <li>• Time spent playing video games is linked to delinquent behaviour/eq;</li> <li>• Playing violent video games is linked to the development of an aggressive personality/eq;</li> </ul> <p>Experiment:</p> <ul style="list-style-type: none"> <li>• Playing violent video games increases aggression/eq;</li> <li>• Violent video games make players think aggressively (priming of aggression) /eq;</li> <li>• Women give greater punishments to opponents than men after playing violent games/eq;</li> <li>• Violent video games cause aggression/eq;</li> </ul> <p>Look for other appropriate marking points</p>	<p><b>AO1 = 2</b></p> <p><b>(2)</b></p>



<p>Question Number</p>	<p>3. Matthew was given detention for starting a fight at school. His brother, Jacob, was also known for causing fights and being aggressive.</p> <p>The boys' parents were concerned about this aggressive behaviour and asked for advice from two experts. One expert believed that the boys' behaviour had a biological basis. The other expert believed that the boys' behaviour could be explained by Social Learning Theory.</p> <p>*(a) Using your knowledge of causes of aggression, describe how each expert might explain the boys' aggressive behaviour.</p> <p>Indicative content</p>	
<p><b>3a*</b></p> <p><b>AO2 = 10</b></p> <p><b>(10)</b></p>	<p><b>Biological basis expert</b></p> <ul style="list-style-type: none"> <li>• Being boys, they have more testosterone, a hormone linked to aggression that might be causing their behaviour.</li> <li>• Aggression may be inherited as both boys have the same genetics.</li> <li>• The MAO-A/warrior gene, may explain why the boys are aggressive as when activity is low it can be more easily triggered by environmental stimuli.</li> <li>• The boys are predisposed to aggression as it is an evolutionary adaptation to aid survival.</li> <li>• The boys may have a faulty amygdala, an area of the brain known to cause aggression.</li> <li>• The amygdala is involved in the perception, regulation and response to environmental stimuli, such as a trigger that may cause the boys to respond aggressively.</li> </ul> <p><b>Social Learning Theory expert</b></p> <ul style="list-style-type: none"> <li>• The boys could have learned aggression through observational learning of others'/the other brother's aggressiveness.</li> <li>• They could have watched others/each other be aggressive and paid attention to it, which is likely due to the accessibility of aggressive TV programmes and other children at school.</li> <li>• The boys might see other people/the other brother being aggressive as their role model.</li> <li>• A role model would be the same gender and similar age to the children.</li> <li>• The boys might look up to/identify with the aggressive role model and want to be like them.</li> <li>• The aggressors might be rewarded for their behaviour, so the boys might want to copy them to receive the same reward/vicarious reinforcement.</li> </ul>	<p><b>AO2 = 10</b></p>

Level	Mark	Descriptor
<b>0</b>	0	No rewardable material
<b>Level 1</b>	1-2	<ul style="list-style-type: none"> <li>• Very brief description of one explanation of criminality.</li> </ul> <p>Writing communicates ideas using everyday language, but the response lacks clarity and organisation. The candidate spells and punctuates and uses the rules of grammar with limited accuracy.</p>
<b>Level 2</b>	3-4	<ul style="list-style-type: none"> <li>• Some brief description of BOTH biological explanation and SLT explanation of aggression.</li> <li>• Limited reference to the boys.</li> </ul> <p>Writing communicates ideas using a limited range of psychological terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The candidate spells, punctuates and uses some of the ideas of grammar with general accuracy.</p>
<b>Level 3</b>	5-6	<ul style="list-style-type: none"> <li>• Basic description of either the biological OR SLT explanation of aggression</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Good description of the other explanation of aggression.</li> <li>• Some reference to the behaviour of the boys.</li> </ul> <p>Writing communicates ideas using psychological terms accurately and showing some direction and control in the organisation of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<b>Level 4</b>	7-8	<ul style="list-style-type: none"> <li>• Good description the biological explanation of aggression</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Good description the SLT explanation of aggression</li> <li>• Reference to the behaviour of the boys.</li> </ul> <p>Writing communicates ideas using psychological terminology accurately and showing some direction and control in the organisation of material. The candidate uses some of the rules of grammar and spells and punctuates with considerable accuracy, with few spelling errors.</p>
<b>Level 5</b>	9-10	<ul style="list-style-type: none"> <li>• Very good description of biological explanation of aggression</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Very good description of the SLT explanation of aggression</li> <li>• Explicit and clear reference to the behaviour of the boys.</li> </ul> <p>Writing communicates ideas effectively, using a range of precisely selected psychological terminology and organising material clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy.</p>

Question Number	Educational Psychologists are often brought in to help children with anger management problems. State <b>two</b> qualifications that are required to be an Educational Psychologist.  Answer	Mark
<b>3b</b>	<ul style="list-style-type: none"> <li>• Degree/Master's degree in psychology</li> <li>• BPS conversion course</li> <li>• Chartered status (to BPS)</li> <li>• Doctorate in educational psychology</li> </ul> <p>Reject: GCSE's, A Levels, experience, people skills, etc.</p>	<b>AO1 =</b> <b>2</b>  <b>(2)</b>

Question Number	Describe <b>one</b> strategy or technique that an Educational Psychologist might use to help a child with anger management problems.  Answer	Mark
<b>3c</b>	<p>One point per mark/elaboration. If more than one strategy described, mark all and credit best. No ID mark.</p> <p>Advice and support</p> <ul style="list-style-type: none"> <li>• The educational psychologist would work with the school and parents to give advice and support/eq;</li> <li>• They would help parents and teachers deal with communication issues/eq;</li> <li>• Family therapy would bring them together to help them cope with anger in the home/eq;</li> </ul> <p>Assessment</p> <ul style="list-style-type: none"> <li>• They would carry out an assessment of the child's needs and behaviour/eq;</li> <li>• They may observe the child in the school/eq;</li> <li>• They may use standardised test to check the child's behaviour/level of ability/eq;</li> </ul> <p>Multi-agency</p> <ul style="list-style-type: none"> <li>• The educational psychologist may contact other agencies to help support the school and parents/eq;</li> <li>• The educational psychologist may refer the child to a child psychiatrist/eq;</li> <li>• Liaison with multiple agencies can help identify and deal with specific issues that cannot be dealt with by the educational psychologist/eq;</li> </ul> <p>Treatment</p> <ul style="list-style-type: none"> <li>• They may advise parents and teachers to reward positive behaviours/eq;</li> <li>• They would help the child understand the faulty thinking patterns/eq;</li> <li>• The educational psychologist will help the child identify triggers for her aggressive behaviour/eq;</li> <li>• They would help the child develop coping strategies, such as counting out/eq;</li> <li>• The child would practise using role play/eq;</li> </ul> <p>Accept other reasonable marking points</p>	<p><b>AO1 = 2</b></p> <p><b>(2)</b></p>

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

Question Number	Questionnaires are used to gather information about people's phobias.  Write <b>one</b> open-ended question to investigate a phobia of flying.  Answer	Mark
<b>4a</b>	<p>Eg: Describe your fear of flying; tell me how you feel when you think about flying; explain your emotional reaction to seeing an aeroplane; tell me what you think about when you see a plane flying in the sky;</p> <p>Ignore closed ended questions (are you scared of flying) or questions unrelated to flying (do you have a phobia/describe what scares you) or ranked scale questions (rate you fear from 1-10).</p>	<p><b>AO3 = 1</b>  <b>(1)</b></p>

Question Number	Write <b>one</b> Ranked scale style question to investigate a phobia of heights.  Answer	Mark
<b>4b</b>	<p>Eg: Rank the following scenarios in order of most feared: Standing on the edge of a cliff Looking out of a window on the tenth floor of a tall building Looking out of a bedroom window on the second floor</p> <p>Ignore simple yes/no response questions.</p>	<p><b>AO3 = 1</b>  <b>(1)</b></p>

Question Number	Explain <b>one</b> disadvantage of using questionnaires to investigate phobias. Answer	Mark
<b>4c</b>	<p>One mark per point; elaboration.</p> <p>Max 1 mark for an answer that does not relate to investigating phobias</p> <ul style="list-style-type: none"> <li>• Participants may lie/because of social desirability (1<sup>st</sup> mark); because they do not want to say/feel embarrassed they have a phobia of clowns (2<sup>nd</sup> mark)/eq;</li> <li>• Closed questions are restrictive (1<sup>st</sup> mark); so phobias cannot be explored in depth (2<sup>nd</sup> mark)/eq;</li> <li>• Open ended answers are difficult to analyse because it is qualitative data (1<sup>st</sup> mark); making phobias difficult to compare in terms of their descriptions (2<sup>nd</sup> mark)/eq;</li> <li>• People may have a lack of insight so not be able to answer correctly (1<sup>st</sup> mark); so they may not understand how phobic they are when simply asked (2<sup>nd</sup> mark)/eq;</li> </ul> <p>Look for other reasonable marking points</p>	<p><b>AO3 = 2</b></p> <p><b>(2)</b></p>

Question Number	Animals are used in laboratory experiments. Explain two or more reasons why it is practical to use animals in laboratory experiments. Do not use ethical reasons in your answer. Answer	Mark
<b>5a</b>	<p>Max 2 marks for each reason (two or more). Reasons should be practical rather than ethical (but watch for distress as it can be more practical to cause distress in animals than humans because of legal implications).</p> <ul style="list-style-type: none"> <li>• Animals are similar to humans/similar nervous systems (1<sup>st</sup> mark); so the findings from animals can be extrapolated to explain human behaviour (2<sup>nd</sup> mark)/eq;</li> <li>• Animals can be isolated to directly study variables (1<sup>st</sup> mark); humans would object to such isolation as it may interfere with their everyday life (2<sup>nd</sup> mark)/eq;</li> <li>• Animals have a shorter lifespan than humans (1<sup>st</sup> mark); so it is quicker to study generational effects (2<sup>nd</sup> mark)/eq;</li> <li>• Animals are less complex in behaviour than humans, so they are easier to study (1<sup>st</sup> mark); but the results can be scaled up to explain human behaviour (2<sup>nd</sup> mark)/eq;</li> <li>• Animals are less affected by the experimental situation (1<sup>st</sup> mark); so are not likely to display demand characteristics as human participants would (2<sup>nd</sup> mark)/eq;</li> </ul> <p>Look for other reasonable marking points (not related to ethics).</p>	<p><b>AO3 = 3</b></p> <p><b>(3)</b></p>

Question Number	Below are <b>two</b> important considerations when using animals in laboratory research. Explain why each of these considerations raises <b>ethical issues</b> .  Answer	Mark
<b>5b</b>	<p>One mark for each explanation/definition of term.</p> <p>Social isolation:</p> <ul style="list-style-type: none"> <li>• Animals should not be isolated/on their own if they are normally a social species as it can cause distress/physiological problems/eq;</li> <li>• Solitary species would have no ethical issues with being kept in isolation/eq;</li> </ul> <p>Choice of species:</p> <ul style="list-style-type: none"> <li>• Researcher knowledge of the animal would enable them to ensure the animals suffer minimal distress/pain from the procedures/eq;</li> <li>• No endangered species should be used unless it benefits their survival/eq;</li> </ul> <p>OWTTE</p>	<p><b>AO3 = 2</b></p> <p><b>(2)</b></p>

Question Number	Which of the following statements best describes the evolutionary explanation of preparedness?  Answer	Mark
<b>6</b>	<p>A. x We are biologically ready to fear things that used to harm us in the past</p>	<p><b>AO1 = 1</b></p> <p><b>(1)</b></p>

Question Number	<p>Below is a diagram of the classical conditioning process.</p> <p>Complete this diagram to show how we might learn a phobia of going to the dentist.</p> <p>Answer</p>	Mark
7	<div data-bbox="323 459 963 602" style="border: 1px solid black; padding: 5px;"> <p>Neutral stimulus (NS)  <u>Dentist /den tist's chair/drill/surgery</u></p> </div> <div data-bbox="323 640 1307 891" style="border: 1px solid black; padding: 5px;"> <p>Neutral stimulus (NS) + Unconditioned stimulus (UCS) <input type="checkbox"/>  <u>Dentist/den tist's chair/drill/surgery</u> +  <u>Pain/noise</u></p> <p>Unconditioned response  <u>Fear/phobia</u></p> </div> <div data-bbox="323 960 1307 1104" style="border: 1px solid black; padding: 5px;"> <p>Conditioned stimulus (CS) <input type="checkbox"/> Conditioned response (CR)  <u>Dentist/den tist's chair/drill/surgery</u> =  <u>Fear/phobia</u></p> </div> <ul style="list-style-type: none"> <li>• 1 mark for dentist as a neutral stimulus</li> <li>• 1 mark for dentist as a conditioned stimulus</li> <li>• 1 mark for pain/noise as unconditioned stimulus</li> <li>• 1 mark for fear /phobia as either unconditioned or conditioned response (but not for both)</li> </ul>	<p><b>AO2 =</b>  <b>4</b></p> <p><b>(4)</b></p>



Question Number	<p>Portia was scared of going to the dentist. The phobia had become so distressing that Portia’s parents decided to take her to a therapist who used systematic desensitisation. As part of the treatment, the therapist asked Portia to write a hierarchy of fears that could be used in the course of her treatment.</p> <p>(a) Suggest two more steps in the hierarchy of fears below that could be used to treat Portia.</p> <p>Answer</p>	Mark				
8a	<p>Hierarchy of fears</p> <table border="1" data-bbox="507 566 1305 712"> <tr><td>1. Sitting in the dentist’s chair</td></tr> <tr><td>2.</td></tr> <tr><td>3.</td></tr> <tr><td>4. Imagining having a toothache</td></tr> </table> <p><b>Ignore order of points 2 and 3 as fears are subjective, so order does not need to ascend.</b></p> <p>Acceptable answers (this list is not exhaustive):</p> <ul style="list-style-type: none"> <li>• Seeing a picture of a dentist/chair</li> <li>• Having a toothache</li> <li>• Booking an appointment</li> <li>• Visiting the dentist</li> <li>• Talking about drilling to a friend</li> </ul> <p><b>Unacceptable answers cannot be less than imagining a toothache (e.g. brushing teeth) or greater than sitting in the dentist’s chair (having an injection in mouth/drilling)</b></p> <p>Look for other reasonable answers.</p>	1. Sitting in the dentist’s chair	2.	3.	4. Imagining having a toothache	<p><b>AO2</b> <b>=2</b></p> <p><b>(2)</b></p>
1. Sitting in the dentist’s chair						
2.						
3.						
4. Imagining having a toothache						

Question Number	Explain how Portia's therapist might use this hierarchy to help her to overcome her phobia.  Answer	Mark
<b>8b</b>	<p>One mark per point; elaboration</p> <p>Max.1 if no reference to the scenario/Portia/dentist phobia/stages in hierarchy</p> <ul style="list-style-type: none"> <li>• Gradual exposure/imagined exposure to each level of the hierarchy will help to decondition the fear of the dentist/eq;</li> <li>• Portia's therapist will start at the bottom of the hierarchy and move up each stage when Portia is ready/eq;</li> <li>• Pairing of relaxation techniques such as counting or breathing slowly with the hierarchy (1<sup>st</sup> mark) will ensure Portia is relaxed at each level of the hierarchy as they move up (2<sup>nd</sup> mark)/eq;</li> <li>• Movement to the next level of the hierarchy is determined by Portia's level of anxiety/eq;</li> </ul> <p>Look for other reasonable marking points.</p>	<p><b>AO2 = 3</b></p> <p><b>(3)</b></p>

Question Number	Portia's parents chose systematic desensitisation rather than flooding therapy to treat Portia's phobia.  Explain why systematic desensitisation was a better treatment for Portia than flooding therapy.  Answer	Mark
<b>8c</b>	<p>One mark per point/elaboration.</p> <p>SD is more ethical than flooding (basic point)/eq;</p> <p>Flooding is far more distressing as it involves <i>immediate exposure</i> unlike SD which is <i>gradual exposure</i>/eq;</p> <p>SD gives <i>regular right to withdraw</i>, but <i>flooding does not</i> as it would be counterproductive/would reinforce the phobia/eq;</p> <p>SD has <i>greater client control</i> to work through the hierarchy, whereas <i>flooding is directly/not in client control</i>/eq;</p> <p>Flooding can cause a <i>strong physiological reaction</i> whereas SD is less severe and <i>physiological reactions are controlled</i> with relaxation techniques/eq;</p> <p>Look for other reasonable marking points.</p>	<p><b>AO2 = 4</b></p> <p><b>(4)</b></p>

Question Number	Bennett-Levy and Marteau (1984) conducted an investigation into how certain animals are perceived. They gave one questionnaire to one group of participants and a different questionnaire to another group of participants.  Describe <b>one</b> of the questionnaires used in this study.  Answer	Mark
<b>9a</b>	<p>One mark per point/elaboration.</p> <p>Questionnaire 1</p> <ul style="list-style-type: none"> <li>• Likert scale used</li> <li>• Rated fear of animal</li> <li>• 29 animals used</li> <li>• Rated how near they would like to be to the animal</li> </ul> <p>Questionnaire 2</p> <ul style="list-style-type: none"> <li>• Likert scale used</li> <li>• 29 animals used</li> <li>• Rated features of animal/ugliness/speed/sliminess</li> </ul> <p>Look for other acceptable features</p>	<p><b>AO1 = 2</b></p> <p><b>(2)</b></p>

Question Number	Describe two findings of this study.  Answer	Mark
<b>9b</b>	<p>One mark of each finding. Findings can be results or conclusions.</p> <p>R: Rat, cockroach, spider, slug, jellyfish were among the animals rated as most feared/eq;</p> <p>R: Lamb, rabbit, ladybird and robin rated as least feared/eq;</p> <p>R: Spider and cockroach rated as most ugly/eq;</p> <p>R: Spiders were rated as most slimy and ugly/eq;</p> <p>R: Rats were rated as most speedy and sudden/eq;</p> <p>R: Men and women did not respond differently in terms of features of an animal /eq;</p> <p>R: Women were less likely to approach certain animals than men/eq;</p> <p>R: Animals rated high for sliminess, ugliness and suddenness were less likely to be approached/eq;</p> <p>R: Animals rated high for sliminess, ugliness and suddenness were more feared/eq;</p> <p>R: Ugliness of an animal was related to how different the animal was judged to be from a human/eq;</p> <p>C: They concluded that an animal's features were related to how feared it was by humans/eq;</p> <p>C: They concluded that we have evolved a way of judging animals that are perceived to be dangerous, we are prepared to fear certain animals/eq;</p> <p>Look for other reasonable marking points</p>	<p><b>AO1 = 2</b></p> <p><b>(2)</b></p>

Question Number	Bennett-Levy and Marteau used two different groups of participants. Each group saw only one of the questionnaires.  Explain why the researchers chose to use two different groups of participants.  Answer	Mark
<b>9c</b>	<p>Max 1 for generic answers that make no reference to the study the questionnaires)</p> <ul style="list-style-type: none"> <li>• So that they did not see both questionnaires as they could have guessed the aim (1<sup>st</sup> mark)/eq; and therefore changed their answers to respond to demand characteristics/meet the aims of the study/go against the study aims (2<sup>nd</sup> mark)/eq;</li> </ul> <p>OWTTE</p>	<p><b>AO2 = 2</b></p> <p><b>(2)</b></p>

Question Number	Explain one ethical reason why a questionnaire is more suitable than a laboratory experiment to test phobias.  Answer	Mark
<b>9d</b>	<p>One mark per point/elaboration. Answer must be an ethical strength.</p> <p>Max. 1 for generic points that make no reference to testing phobias.</p> <ul style="list-style-type: none"> <li>• Asking questions is less harmful than an experiment (1<sup>st</sup> mark)/eq; as they may have been directly exposed to the feared animals which would result in distress (2<sup>nd</sup> mark)/eq;</li> <li>• In a questionnaire they have a right to withdraw that is more obvious than in an experiment (1<sup>st</sup> mark)/eq; so they could refuse to answer questions about their phobia (2<sup>nd</sup> mark)/eq;</li> </ul> <p>Look for other reasonable marking points.</p>	<p><b>AO2 = 2</b></p> <p><b>(2)</b></p>

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

Question Number	<p>Psychologists have identified a number of social factors related to the family that have been associated with criminality.</p> <p>State <b>three</b> of these factors.</p> <p>Answer</p>	Mark
<b>10a</b>	<p>One mark per point factor.</p> <ul style="list-style-type: none"> <li>• Parenting style/strategies/authoritarian/power assertion</li> <li>• Maternal deprivation</li> <li>• Divorce</li> <li>• Discord</li> <li>• Family size</li> <li>• Socio-economic status/parental occupation</li> <li>• Self-fulfilling prophecy (must be linked to the family)</li> </ul> <p>There are other social factors – if in doubt please contact your team leader.</p>	<p><b>AO1 = 3</b></p> <p><b>(3)</b></p>

Question Number	<p>Arthur had been arrested several times for violent behaviour and stealing.</p> <p>Using one of the social factors you identified in (a), explain the cause of Arthur’s criminal behaviour.</p> <p>Answer</p>	Mark
<b>10b</b>	<p>One mark per point/elaboration. See (a) for possible social factors.</p> <p>TE:</p> <p>Max 2 marks for an appropriate description of a relevant social factor that does not match a factor stated in (a)</p> <p>All marks in (b) can be given if (a) is blank</p> <p>If a states (a) non-social factor and (b) correctly describes this factor, then max 1 mark can be given (e.g. a biological factor)</p> <p>Family patterns</p> <ul style="list-style-type: none"> <li>• Maternal deprivation can explain criminal behaviour as John Bowlby argued that separation may lead to delinquency.</li> <li>• If an attachment between child and caregiver is broken during the sensitive period of attachment the child may feel unloved/lack safe base/feel rejected.</li> <li>• The child may grow up feeling rejected and rejects others resulting in a lack of empathy and remorse.</li> <li>• Lack of remorse can lead to criminality as the individual has no sense of consequence towards other for their actions.</li> </ul>	<p><b>AO2 = 3</b></p> <p><b>(3)</b></p>

	<p>Self-fulfilling prophecy</p> <ul style="list-style-type: none"> <li>• Self fulfilling prophecy can explain how labelling can cause anti-social behaviour.</li> <li>• An individual may commit an act of anti-social behaviour/be implicated in anti-social behaviour.</li> <li>• Becomes labelled as anti-social as a result.</li> <li>• Is treated in accordance with the label.</li> <li>• Behaviour is interpreted as anti-social.</li> <li>• Internalises the label/believes that they are anti-social.</li> <li>• Labels can be based on stereotypes.</li> </ul> <p>Parenting strategies</p> <ul style="list-style-type: none"> <li>• The type of parenting style used can explain criminality.</li> <li>• A child who has a parent with an authoritarian/power assertion discipline style is vulnerable to aggressive behaviour.</li> <li>• An authoritarian/power assertion style is overly harsh and lengthy.</li> <li>• Verbal threats may be used.</li> <li>• This parenting style is inconsistent in discipline.</li> <li>• So a child may be told off by one parent but soothed/placated by the other parent.</li> <li>• This child is confused and unsure about what level of discipline it will receive making them more aggressive.</li> </ul> <p>Look for other reasonable answers and marking points.</p>	
--	---	--

Question Number	Evaluate the social explanation of criminality you have used in (b).  Answer	Mark
<b>10c</b>	<p>One mark per point/elaboration. TE: If (b) is blank, and (c) correctly identifies and evaluates a social theory, all marks can be given. If (c) does not match (b), max 2 marks can be given if the evaluation clearly identifies a different social factor.</p> <p>Family patterns</p> <ul style="list-style-type: none"> <li>• Bowlby's 44 thieves study supports this theory as children whom suffered deprivation were more likely to be delinquent and shown affectionless psychopathy/eq;</li> <li>• Bowlby's study is not good evidence because he may have been biased in his interpretation of affectionless psychopathy/his sample was biased to those boys who attended a single centre in London/his control group used for comparison were also boys attending the centre with issues so not a useful control/eq;</li> <li>• Bowlby's study is good evidence for his theory of maternal deprivation because he used an independent social worker to avoid bias in interviewing the boys/he gathered qualitative data and systematically reviewed all data to come to his conclusion/eq;</li> </ul> <p>Self-fulfilling prophecy</p> <ul style="list-style-type: none"> <li>• Madon found that parental predictions of binge drinking (as an anti-social behaviour) could be predicted, implicating possible parental labelling of their children/eq;</li> <li>• Jahoda found that Ashanti tribe members given a name for a day of the week suggesting an aggressive an nature were more likely to have a criminal record/eq;</li> <li>• Rosenthal and Jacobsen found that teachers labelling of students intelligence affected their IQ scores, which is evidence of labelling in an academic context but could be used as evidence for SFP/eq;</li> <li>• SFP ignores the influence of genetic factors which may control aggression/eq;</li> <li>• SFP is very hard to experimentally study ethically/eq;</li> </ul> <p>Parenting style</p> <ul style="list-style-type: none"> <li>• Research is correlatory so not proven link between parenting and aggression.</li> <li>• There are many factors that affect children as they grow, parenting strategies can only be considered a contributory factor.</li> <li>• It is very difficult to observe or record cases of parenting style, observations can be biased.</li> <li>• Parents are unlikely to disclose an accurate parenting style, so self reports may not be particularly reliable</li> </ul> <p>Look for other reasonable marking points.</p>	<p><b>AO2 = 3</b></p> <p><b>(3)</b></p>

Question Number	A group of psychologists wanted to study whether offender profiling was effective. They looked at 10 criminal cases which used profiling and compared them to 10 criminal cases which did not use profiling. They measured whether profiling was effective by comparing the number of cases solved.  Describe the independent variable (IV) in this study?  Answer	Mark
<b>11a</b>	One mark for a basic answer and 2 marks for a complete answer. No credit for dependent variable.  The use of profiling (1 mark)  Whether they used offender profiling or not in the criminal case (2 marks)  OWTTE	<b>AO3 = 2</b>  <b>(2)</b>

Question Number	Suggest <b>one</b> factor that should have been controlled in this study <b>and</b> explain why it would have been important to control it.  Answer	Mark
<b>11b</b>	One mark for a factor and a further mark for why it would have been important to control.  <ul style="list-style-type: none"> <li>The type of crime must be the same (1<sup>st</sup> mark)/eq; because some crimes may be more suited to profiling than others (2<sup>nd</sup> mark)/eq;</li> <li>The level of police effort (1<sup>st</sup> mark)/eq; because it would be more likely to be solved with greater effort regardless of the profile (2<sup>nd</sup> mark)/eq;</li> <li>If the criminal moved area (1<sup>st</sup> mark)/eq; because he would be less likely to be caught even if the profile was accurate (2<sup>nd</sup> mark)/eq;</li> </ul> Look for other reasonable answers.	<b>AO3 = 2</b>  <b>(2)</b>

Question Number	Write a conclusion for this study using the data in the bar chart.  Answer	Mark
<b>11c</b>	There was no real difference between crimes solved with or without the use of an offender profile/eq;  There was one more case solved without a profile than with a profile, suggesting profiling is less effective/eq;  Profiling is less effective than police work without a profile/eq;  <b>Ignore references to just figures without a concluding remark e.g.</b> with a profile 5 cases were solved, without a profile 6 cases were solved/ there is a difference of 1 case being solved.	<b>AO3 = 1</b>  <b>(1)</b>



Question Number	The psychologists decided to interview the criminals to gather more information on the causes of their behaviour.  Explain <b>one</b> practical and <b>one</b> ethical issue associated with research using offenders.	Mark
<b>11d</b>	<p>Two marks for an ethical issue and two marks for a practical issue. One mark per point/elaboration.</p> <p><u>Practical issue</u></p> <ul style="list-style-type: none"> <li>• Offenders may lie about their criminal past (1<sup>st</sup> mark) leading to invalid results (2<sup>nd</sup> mark)/eq;</li> <li>• Criminals may underplay their crimes (1<sup>st</sup> mark) for early release/to make you feel sorry for them/to prevent others getting in to trouble (2<sup>nd</sup> mark)/eq;</li> <li>• Their memories might be unreliable/eq;</li> <li>• They may glorify their crimes (1<sup>st</sup> mark) to make themselves look more criminal than they were/to show off/to gain prison respect (2<sup>nd</sup> mark)/eq;</li> </ul> <p><u>Ethical issue</u></p> <ul style="list-style-type: none"> <li>• They may be remorseful about their crimes (1<sup>st</sup> mark) and therefore feel under pressure to answer questions (2<sup>nd</sup> mark)/eq;</li> <li>• They may feel distress about having to recount their crimes (1<sup>st</sup> mark) which could lead to long term psychological damage to the offender (2<sup>nd</sup> mark)/eq;</li> <li>• Fear of reprisal from other criminals may result in distress when discussing crimes (1<sup>st</sup> mark) as they may be trying to protect themselves or family (2<sup>nd</sup> mark)/eq;</li> </ul> <p>Look for other reasonable marking points.</p>	<p><b>AO3 =4</b></p> <p><b>(4)</b></p>

Question Number	Madon et al (2004) conducted a study into drinking habits.  Which of the following theories was she mainly investigating?  Answer	Mark
<b>12 a</b>	D Self-fulfilling prophecy.	<p><b>AO1 = 1</b></p> <p><b>(1)</b></p>

Question Number	Describe the finding(s) (results and/or conclusion(s)) of the study by Madon et al. Answer	Mark
<b>12b</b>	<p>One mark per point/elaboration.</p> <ul style="list-style-type: none"> <li>• Madon found that both parents were accurate predictors of their child's future drinking behaviours when they overestimated alcohol use/eq;</li> <li>• Negative beliefs about future alcohol use were stronger than positive predictions/eq;</li> <li>• The self-fulfilling effect works for negative/harmful rather than positive predictions/eq;</li> </ul> <p>Look for other reasonable marking points.</p>	<p><b>AO1 = 2</b></p> <p><b>(2)</b></p>

Question Number	Explain one strength of the study by Madon et al. Answer	Mark
<b>12c</b>	<p>One mark per point/elaboration.</p> <p>Ignore weaknesses. If more than one strength, mark all and credit the best.</p> <ul style="list-style-type: none"> <li>• 115 children were questioned along with their parents which is a very good sample size (1<sup>st</sup> mark)/eq; so the findings should be generalisable and to apply to others (2<sup>nd</sup> mark)/eq;</li> <li>• It could be said that parents are not fortune tellers and would therefore be unable to predict the future drinking behaviour of their children in reality (1<sup>st</sup> mark)/eq; so their predictions were a true test of SFP (2<sup>nd</sup> mark)/eq;</li> <li>• It was more ethical to conduct this study as a questionnaire (1<sup>st</sup> mark)/eq; as experimental methods would have been unethical to create high levels of drinking deliberately (2<sup>nd</sup> mark)/eq;</li> </ul> <p>Look for other reasonable strengths</p>	<p><b>AO2 = 2</b></p> <p><b>(2)</b></p>

Question Number	Explain one weakness of the study by Madon et al. Answer	Mark
<b>12d</b>	<p>One mark per point/elaboration. Ignore strengths. If more than one weakness, mark all and credit the best.</p> <ul style="list-style-type: none"> <li>• A weakness is that parents were simply predicting the future accurately based on their knowledge of their own child (1<sup>st</sup> mark)/eq; and therefore the drinking was predictable rather than due to labelling (2<sup>nd</sup> mark)/eq;</li> <li>• The parents or children may have lied and understated the drinking (1<sup>st</sup> mark)/eq; or the parents or children may have lied and overstated the drinking (alternative 1<sup>st</sup> mark)/eq; as it is not socially desirable to drink/it is socially desirable to appear tougher (2<sup>nd</sup> mark)/eq;</li> <li>• Parents are not the strongest influences on young adults in terms of labelling (1<sup>st</sup> mark)/eq; , it may have been better to examine the role of SFP and friends (2<sup>nd</sup> mark)/eq;</li> <li>• Their drinking can be better explained by SLT (1<sup>st</sup> mark)/eq; as high parental predictions could be a result of parental drinking habits which the children copied (2<sup>nd</sup> mark)/eq;</li> <li>• The study is only a correlation (1<sup>st</sup> mark)/eq; , so we cannot be sure that expectation led to drinking, as other variables were not studied (2<sup>nd</sup> mark)/eq;</li> </ul>	<p><b>AO2 = 2</b></p> <p><b>(2)</b></p>

Question Number	Describe David Canter's use of offender profiling in the case of John Duffy.  Answer	Mark
13	<p>One mark per point/elaboration. Max 1 mark for description of the case alone without reference to offender profile generated.</p> <p><u>Case details (max 1)</u></p> <ul style="list-style-type: none"> <li>• Code-named Project Hart profiled by David Canter/eq;</li> <li>• Linked sex attacks and murders of women/eq;</li> <li>• All assaults occurred nearby London train stations/eq;</li> <li>• Witness reports showed that a man approached the females and attempted to talk to them before each attack occurred/eq;</li> <li>• The victims were often dragged to alleys or sidings to avoid public view/eq;</li> <li>• The attacker used various weapons and restraints/eq;</li> </ul> <p><u>Profile details</u></p> <ul style="list-style-type: none"> <li>• The profile suggested that the assailant was not strong but small and unassuming/eq;</li> <li>• The profile suggested that the assailant was married but had problems with his marriage/eq;</li> <li>• The profile suggested some martial arts skills and occupational links to the railway/eq;</li> <li>• Canter used the profile to narrow down the suspects to someone who worked on the railway/small/problems with marriage/eq;</li> <li>• Canter's profile was accurate when John Duffy was arrested because the features of the profile were similar, such as marital issues, occupation and skills/eq;</li> <li>• The profile was based on the theory of criminal consistency/eq;</li> <li>• However, Canter failed to pick up on the accomplice/eq;</li> </ul> <p>Look for other reasonable marking points</p>	<p><b>AO1 = 4</b></p> <p><b>(4)</b></p>