

Mark Scheme

Summer 2012 (Results)

GCSE Psychology  
(5PS02) Paper 01  
Social & Biological Psychological  
Debates

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## General Marking Guidance

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

The strands are as follows:

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

|                              |  |
|------------------------------|--|
| /                            | means that the responses are alternatives and either answer should receive full credit.  |
| ( )                          | means that a phrase/word is not essential for the award of the mark, but helps the examiner to get the sense of the expected answer.                   |
| [ ]                          | words inside square brackets are instructions or guidance for examiners.   |
| Phrases/words in <b>bold</b> | indicate that the <u>meaning</u> of the phrase or the actual word is <b>essential</b> to the answer.   |
| TE                           | (Transferred Error) means that a wrong answer given in an earlier part of a question is used correctly in answer to a later part of the same question. |
| OWTTE                        | means Or Words To That Effect  |
| ORA                          | means Or Reverse Argument  |

## Unit 2: Social and Biological Psychological Debates

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

|                 |  |                                  |
|-----------------|--|----------------------------------|
| Question Number | Ramirez et al wanted to investigate whether aggression differed between cultures. Is this the 'aim' or 'hypothesis' of this study?<br>Answer | Mark                             |
| <b>1(a)</b>     | Aim<br>Reject hypothesis   | <b>AO3 = 1</b><br><br><b>(1)</b> |

|                 |   |                                  |
|-----------------|---|----------------------------------|
| Question Number | Ramirez et al studied students from two different cultures.<br>The two different cultures they used were:<br>Answer | Mark                             |
| <b>1(b)</b>     | <input checked="" type="checkbox"/> <b>B</b> Spanish and Japanese   | <b>AO1 = 1</b><br><br><b>(1)</b> |

|                 |  |                                  |
|-----------------|--|----------------------------------|
| Question Number | Ramirez et al used 400 participants in this study.<br>This can be seen as a good thing because the:<br>Answer                  | Mark                             |
| <b>1(c)</b>     | <input checked="" type="checkbox"/> <b>C</b> findings of the study are more likely to be generalisable to the studied cultures | <b>AO2 = 1</b><br><br><b>(1)</b> |

|                 |   |                                  |
|-----------------|---|----------------------------------|
| Question Number | Ramirez et al went about gathering results from the participants using:<br>Answer | Mark                             |
| <b>1(d)</b>     | <input checked="" type="checkbox"/> <b>B</b> a questionnaire                      | <b>AO1 = 1</b><br><br><b>(1)</b> |

| Question Number | Describe the results and/or conclusions of Ramirez et al.<br>Answer  | Mark                                    |
|-----------------|--|---|
| 1(e)            | <p>One mark per point/elaboration. Reject purely male/female findings without reference to culture. No marks for aim(s) or procedure.</p> <p>See the mark scheme above to understand that the candidate has already been cued into this study so results have to be specific (culture and aggression already mentioned).</p> <p>Males were more aggressive than females in both cultures/eq;<br/> Spanish were more <b>verbally</b> aggressive (than Japanese)/eq;<br/> Japanese were more <b>physically</b> aggressive (than Spanish)/eq;<br/> Both cultures were equal in anger across both genders/eq;<br/> There are cultural differences in aggression/anger/eq;<br/> The idea of Japanese being more physically aggressive does not fit the stereotype (of being reticent)/the idea of Japanese being less verbally aggressive supports the stereotype/eq; (one mark max for conclusions about stereotype match)</p> <p><b>Look for other reasonable marking points.</b></p> | <p><b>AO1 = 3</b></p> <p><b>(3)</b></p> |

| Question Number | Outline <b>one</b> possible weakness of Ramirez et al's study.<br>Answer  | Mark                                    |
|-----------------|---|---|
| <b>1(f)</b>     | <p>One mark per point/elaboration. Ignore strengths.<br/>Credit appropriate psychological terminology used. If more than one weakness mark all and credit the best.</p> <p>Participants may have lied/eq;<br/>They may pretend to be aggressive when they are not (vice versa)/eq;</p> <p>Self reports are not a measure of real life aggression/eq;<br/>It only measures what they say they will do rather than what they actually do/eq;</p> <p>Participants may try and answer as they believe is expected of them/the researchers/their culture/eq; This is known as demand characteristics/eq; because they might have guessed the aim of the study/eq;</p> <p>Participants may not want to appear aggressive/eq; social desirability/eq<br/>It may not be socially acceptable to show aggression/they may be embarrassed to admit aggression/eq;</p> <p>Cultural characteristics were assumed/eq;<br/>The researchers speculated on cultural norms that could explain differences in aggression/eq;</p> <p>Only Psychology undergraduate students were used which may bias the findings/make the findings ungeneralisable/eq; they may be more likely to understand the nature of the questionnaires and may respond in a particular way/eq;</p> <p>Look for other reasonable marking points.</p> | <p><b>AO2 = 2</b></p> <p><b>(2)</b></p> |

| Question Number | Ramirez et al gathered quantitative data.<br>This can be seen as a good thing because quantitative data:<br>Answer | Mark                                    |
|-----------------|--|---|
| <b>1(g)</b>     | <p><input checked="" type="checkbox"/> <b>C</b> can be objectively analysed</p>                                    | <p><b>AO 3= 1</b></p> <p><b>(1)</b></p> |

| Question Number | Suggest <b>one</b> type of reading material Suresh could use to conduct his content analysis.  | Mark                                    |
|-----------------|--|---|
|                 | Answer   |   |
| <b>2(a)</b>     | <p>Accept any literature that can be read. Ignore video games, adverts and TV shows/films etc</p> <p>Books<br/>Magazines<br/>Newspapers<br/>Internet articles</p> <p>Titles accepted.</p> <p>If in doubt contact your team leader.</p> | <p><b>AO3 = 1</b></p> <p><b>(1)</b></p> |

| Question Number | Using your chosen category of behaviour, explain the problems Suresh might have when drawing conclusions.  | Mark                                    |
|-----------------|--|---|
|                 | Answer   |   |
| <b>2(b)</b>     | <p>Mark according to the levels below. If more than one category of behaviour mark all and credit the best.<br/>No marks if explaining a behaviour that is not in the list (5 different behaviours)</p> <p>Zero mark<br/>No creditable material/description of a behaviour without explanation (e.g. pushing is using your hand to move a person).</p> <p>One mark answer<br/>Basic/brief outline of an issue associated with the variable chosen/operationalised.<br/>Eg. Pushing may be friendly not aggressive.<br/>Eg. They could be kicking a football in the book.<br/>Eg. It is difficult to measure shouting in a book.<br/>Eg. It's Suresh's own view/others may see the behaviour differently.</p> <p>Two mark answer<br/>Good explanation/elaboration of the issue with the variable/operationalisation <b>OR</b> basic/brief outline of more than one issue (see above level).<br/>Eg. Shouting is not a good way of measuring aggression because it does not clarify what shouting will be measured, it may be calling out to someone rather than shouting aggressively at them.<br/>Eg. Suresh may have his own opinion of what is pushing/bullying so his conclusion may be subjective, whereas others may see it as playful.</p> <p><b>Look for other reasonable material.</b></p> | <p><b>AO3 = 2</b></p> <p><b>(2)</b></p> |

| Question Number | State <b>three</b> non-aggressive/neutral behaviours that Suresh might come across in his content analysis of reading material.<br><br>Answer  | Mark                                    |
|-----------------|--|---|
| <b>2(c)</b>     | <p>Accept reasonable answers that could be seen as non-aggressive/neutral behaviours. If it could be seen as either aggressive or non-aggressive (depending on interpretation) then credit must be given, only explicit aggressive behaviours cannot be credited e.g. shouting can be either so should gain credit.</p> <p>Cuddling<br/>Shaking hands<br/>Laughing<br/>Chatting<br/>Kissing<br/>Helping someone across the road.<br/>Putting away toys.</p> <p>If in doubt contact your team leader.</p> | <p><b>AO3 = 3</b></p> <p><b>(3)</b></p> |

| Question Number | What could Suresh conclude from his results?<br><br>Answer   | Mark                                    |
|-----------------|--|---|
| <b>2(d)</b>     | <p>1 mark for a point clearly explained. Results can be accepted if written as a conclusion, go with the intention of the candidate.</p> <p>There was <b>no difference</b> between aggressive and non-aggressive behaviour he viewed/eq;<br/>Suresh found that both aggressive and non-aggressive behaviours were <b>the same</b> in all books/magazines/eq;</p> <p><b>Look for other reasonable marking points.</b></p> | <p><b>AO3 = 1</b></p> <p><b>(1)</b></p> |

|                 |  |                                  |
|-----------------|--|----------------------------------|
| Question Number | The hormone that is likely to be responsible for aggression is called:<br>Answer | Mark                             |
| <b>3(a)</b>     | <b>D</b> Testosterone  | <b>AO1 = 1</b><br><br><b>(1)</b> |

|                 |   |                                  |
|-----------------|---|----------------------------------|
| Question Number | Noorie admires her older sister and wants to be just like her.<br>This is known as:<br>Answer | Mark                             |
| <b>3(b)</b>     | <b>C</b> Identification   | <b>AO2 = 1</b><br><br><b>(1)</b> |

|                 |  |                                  |
|-----------------|--|----------------------------------|
| Question Number | Noorie sees her sister getting good grades at school and being praised by her parents. Noorie works really hard at school so that she can get the same praise that she sees her sister getting.<br>This is known as:<br>Answer | Mark                             |
| <b>3(c)</b>     | <b>E</b> Vicarious reinforcement   | <b>AO2 = 1</b><br><br><b>(1)</b> |

|                 |  |                                  |
|-----------------|--|----------------------------------|
| Question Number | Some people are more likely to be role models than others. According to social learning theory, state <b>two</b> characteristics a person might have to be an effective role model.<br>Answer  | Mark                             |
| <b>3(d)</b>     | One mark for the feature as related to SLT. Ignore features unrelated to SLT (e.g. David Beckham because he is a footballer).<br><br><u>Same</u> sex<br><u>Similar</u> age<br>Higher status<br><br>Characteristics that would encourage identification (wanting to be like the role model) such as being popular, attractive, heroic, talented. These need to be specific, not vague eg attitude, personality. They may be positive or negative characteristics. But not because the role mole is rewarded as this is not a characteristic of a person.<br><br>Consider other answers related to role model – ignore vicarious reinforcement | <b>AO1 = 2</b><br><br><b>(2)</b> |

| Question Number | Describe how the biological approach might explain Philip's aggressive behaviour.<br><br>Answer   | Mark                                    |
|-----------------|---|---|
| <b>4(a)</b>     | <p>One mark per point/elaboration</p> <p>Philip is a boy so his aggression can be caused by high levels testosterone making him aggressive/eq;<br/> The XYY chromosome abnormality may have caused emotional and cognitive deficits that may indirectly lead to aggression/eq;<br/> He would have inherited this aggressive gene from his mother and/or father/eq; (ignore just 'he could have got it from his parents, as this could be SLT)<br/> Philip may have abnormal functioning of the limbic system that responds inappropriately to a trigger/eq;<br/> His amygdala does not interpret/respond correctly and elicits aggression/damage to this area can cause aggression/eq;</p> <p><b>Look for other reasonable marking points</b></p> | <p><b>AO2 = 3</b></p> <p><b>(3)</b></p> |

| Question Number | Using social learning theory, explain how video games might affect Philip's aggressive behaviour.<br><br>Answer   | Mark                                    |
|-----------------|---|---|
| <b>4(b)</b>     | <p>One mark per point/elaboration.</p> <p>Ignore biological explanation and ignore 'copying violent acts from the games..' as that is in the stem</p> <p>Philip is observing and copying aggressive role models from his video games/eq;<br/> Philip is directly rewarded for aggressive game play/eq;<br/> He gives attention, retains the behaviour and reproduces it later/eq;<br/> Philip sees the video game characters being rewarded for aggression/heroes/vicarious reinforcement /eq;<br/> Philip identifies with the heroes in the games and wants to be like them/eq;</p> <p><b>Look for other reasonable marking points</b></p> | <p><b>AO2 = 2</b></p> <p><b>(2)</b></p> |

| Question Number | Philip's teachers and parents have different explanations for his behaviour. Choose which explanation you think is best and outline <b>one or more</b> reasons for your choice.<br><br>Answer  | Mark                                    |
|-----------------|--|---|
| <b>4(c)</b>     | <p>One mark per point/elaboration. No ID mark. Must be social learning theory or biological approach or factors associated with each theory e.g. amygdala, role model. Ignore unrelated factors such as childrearing, bullying at school. Ignore description of the theory – must evaluate to say why 'best'</p> <p>Ignore what is on the line if it is unhelpful – it is the evaluation that should be focused on one explanation and justified (the justification is what is marked)</p> <p>Eg. Social learning theory (role model, identification, vicarious reinforcement)<br/>It has experimental evidence to support the theory, such as Bandura/eq;<br/>Bandura found that children copy (adult) role models by being aggressive/eq;<br/>Anderson and Dill found that participants copied aggressive video games/eq;<br/>The biological approach is difficult to study as research is correlational/eq;<br/>Biological reasons can result in sporting ability and drive rather than aggression/eq;</p> <p>Eg. Biological approach (amygdala, testosterone, genes)<br/>Animal research shows that testosterone is directly linked to aggression/eq;<br/>PET scans and scientific research has shown how the limbic system is responsible for aggression/eq;<br/>Case study evidence of damage to the amygdala has been linked to aggression/eq;</p> <p><b>Look for other reasonable marking points</b></p> | <p><b>AO2 = 2</b></p> <p><b>(2)</b></p> |

| Question Number | The biological and social learning explanations lie in different places on the nature-nurture line below. Identify where each explanation lies by writing 'biological' and 'social learning' in their correct boxes.<br><br>Answer   | Mark                                    |
|-----------------|--|---|
| <b>4(d)</b>     | <p>Marks awarded one per label if in correct half of line. Mark as correct if the correct label is in the correct half of the continuum.</p> <p>Nature <span style="float: right;">Nurture</span></p> <hr/> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 30%;">Biological</div> <div style="border: 1px solid black; padding: 5px; width: 30%;">Social learning</div> </div> | <p><b>AO1 = 2</b></p> <p><b>(2)</b></p> |

## Topic D: Why do we have phobias?

| Question Number | Describe what is meant by 'social anxiety'. Give an example of social anxiety in your answer.<br>Answer   | Mark                                    |
|-----------------|---|---|
| <b>5(a)</b>     | <p>One mark for a definition and one for an example.</p> <p>Definition<br/>Being scared in social situations/eq;<br/>Being scared of interacting with others/eq;</p> <p>Examples<br/>Being scared to talk in public/eq;<br/>Anxious when meeting new people/eq;</p> <p><b>Look for other reasonable marking points.</b></p> | <p><b>AO1 = 2</b></p> <p><b>(2)</b></p> |

| Question Number | Which <b>one</b> of the following would be true of a collectivistic culture?<br>Answer | Mark                                    |
|-----------------|--|---|
| <b>5(b)</b>     | <p><input checked="" type="checkbox"/> <b>C</b> cooperate with others</p>              | <p><b>AO1 = 1</b></p> <p><b>(1)</b></p> |

| Question Number | According to Heinrichs et al's study, explain why individualistic and collectivistic cultures differ with regard to social anxiety.<br>Answer   | Mark                                    |
|-----------------|---|---|
| <b>5(c)</b>     | <p>One mark per point/elaboration. Must explain WHY they differed. No marks if not related to social anxiety. No marks if no reference to social anxiety (shyness, openness or equivalent) at least once in one way.</p> <p>Collectivist cultures have strong social norms/regulations that are socially punishable/eq;<br/>Their fear to break/violate social norms are stronger/eq;<br/>Fear of social punishment makes them more anxious/eq;<br/>Individualist cultures have less strong social norms that can be broken without fear/eq;<br/>Individualistic people are less fearful of breaking social norms and so less socially anxious/eq</p> <p><b>Look for other reasonable marking points.</b></p> | <p><b>AO1 = 2</b></p> <p><b>(2)</b></p> |

| Question Number | The findings of Heinrichs et al's study support:<br>Answer                            | Mark                                    |
|-----------------|---|---|
| <b>5(d)</b>     | <p><input checked="" type="checkbox"/> <b>B</b> nurture as an explanation of fear</p> | <p><b>AO2 = 1</b></p> <p><b>(1)</b></p> |

| Question Number | Using your knowledge of classical conditioning, describe how a researcher might train an animal to develop a phobia of balloons.<br><br>Answer   | Mark                                    |
|-----------------|--|---|
| <b>6(a)</b>     | <p>Diagrams can be accepted if well labelled and detailed – mark according to the levels below.<br/>           Unethical conditioning is not accepted if the conditioning method has not been used before in conditioning research.<br/>           Diagrams should refer to conditioning a fear of balloons; diagrams/explanations of conditioning unrelated to the process of conditioning to the fear of balloons get 0 marks.</p> <p>Indicative content:<br/>           Give an animal a shock when they see a balloon/Produce a loud noise when animal is playing with a ball in the garden.<br/> <u>Continue shocking</u> the animal in the presence of a balloon until a fear response is maintained/Continue presenting a loud noise in the garden until fear response is consistent with balloon exposure.<br/>           Ensure the balloon and shock are <u>presented together</u>/ensure the balloon and loud noise are presented together.<br/> <u>Control</u> the environment to ensure that no other variables are associated with either the shock or the balloon/control the garden environment so that other no other noise or factor affects the conditioning.</p> <p>Levels<br/>           0 marks<br/>           No rewardable material</p> <p>1 mark<br/> <u>Brief and basic</u> answer/sparse diagram.<br/>           e.g. the balloon is presented with a shock/loud noise.</p> <p>(NS) Balloon + (UCS) Loud noise</p> <p>2 marks<br/> <u>Good</u> answer, partial description/limited diagram of classical conditioning process.<br/>           e.g. the balloon is paired with a shock so the dog becomes scared.</p> <p>(NS) Balloon + (UCS) Loud noise = (UCR)Fear</p> <p>3 marks<br/> <u>Very good</u> answer, full description/very well labelled diagram of classical conditioning process. See indicative content for examples of comments that enhance a two mark question into this level.</p> <p>(NS) Balloon + (UCS) Loud noise = (UCR) Fear<br/>           (CS Balloon = (CR) Fear</p> | <p><b>AO1 = 3</b></p> <p><b>(3)</b></p> |

| Question Number | Outline <b>one</b> practical reason <b>for</b> using animals rather than humans in laboratory experiments.<br><br>Answer   | Mark                                   |
|-----------------|--|--|
| <b>6(b)</b>     | <p>One mark per point/elaboration. Ignore ethical issue and issue related to humans such as demand characteristics. If more than one practical reason mark all and credit the best.</p> <p>Animals and humans are similar/eq;<br/>So the results are generalisable to humans/eq;</p> <p>Animals are simpler to study/eq;<br/>The results can be studied and scaled up for humans/eq;</p> <p>Animals are easier to control than humans/eq;<br/>So they can be isolated to ensure that the variables under study are the only ones affecting them/eq;</p> <p>Lifespans of animals are much shorter than humans/eq;<br/>Which means generational effects can be studied over a shorter period of time/eq;</p> <p>Gestation periods are shorter in most animals/eq;<br/>Which means generational effects can be studied more easily than in humans/eq;</p> <p><b>Look for other reasonable marking points.</b></p> | <p><b>AO3 =2</b></p> <p><b>(2)</b></p> |

| Question Number | Evaluate the use of animals in laboratory experiments in terms of <b>ethics</b> .<br><br>Answer  | Mark                                    |
|-----------------|--|---|
| <b>6(c)</b>     | <p>One mark per point/elaboration. Ignore practical evaluation. Ignore reference to human guidelines of consent, right to withdraw etc. (unless distress as related to animals). Max 1 overall for an example as long as it refers to ethics.<br/>Ethical principles are evaluation in that they apply to research.</p> <p>List mark for any ethical principles – max 2 marks overall – one mark for than two or three principles and two marks if four or more principles. But look for elaboration of any of the principles as that would be a mark on its own/marking point.</p> <p>Animal research is heavily regulated by legislation in order to protect them/eq;<br/>We can experiment with animals in a way that is seen as not ethical/morally correct with humans/eq;<br/>Animals can be used in deprivation/isolation studies where it is not acceptable to expose humans to such experiences/eq;<br/>There is a pro species argument that we as humans should use animals if it benefits us/eq;<br/>There is an argument that humans should not use power to the detriment of other species/eq;<br/>Learning experiments often involve isolation which should be kept to a minimum to avoid distress/eq;<br/>Distress by adverse conditions, such as fear stimuli, should be kept to a minimum/eq;<br/>Mineka showed monkeys snakes that they were fearful of, but this was kept to a minimum/eq;<br/>The number of animals used in an experiment should be kept to a minimum to avoid undue distress to many animals/eq;<br/>Researchers should choose animals carefully so that a particular species does not suffer distress/eq;<br/>Use animals in experiments where it would not be ethical to use humans/eq;</p> <p><b>Look for other reasonable marking points.</b></p> | <p><b>A03 = 3</b></p> <p><b>(3)</b></p> |

|                 |  |                                  |
|-----------------|--|----------------------------------|
| Question Number | Write an open-ended question that could be used in a questionnaire on phobias.<br><br>Answer   | Mark                             |
| <b>6(d)(i)</b>  | One mark for an appropriate open ended question that relates to phobias.<br><br>What is it like to have a phobia?<br>Tell me about your phobia of dogs.<br><br>Read the whole question before marking. Mark according to what type of answer would be given – ensuring it would be an open answer.<br>Ignore closed questions. | <b>AO3 = 1</b><br><br><b>(1)</b> |

|                 |   |                                  |
|-----------------|---|----------------------------------|
| Question Number | Write a Likert/ranked style question that could be used in a questionnaire on phobias.<br><br>Answer  | Mark                             |
| <b>6(d)(ii)</b> | One mark for an appropriate Likert/ranked style question that relates to phobias.<br><br>On a scale of 1-5 how scared of horses are you<br>How scared of dogs are you (1 being very scared and 5 being not at all)<br><br>Read the whole question before marking. Mark according to what type of answer would be given – ensuring it would be an choice option answer. Ignore open questions. | <b>AO3 = 1</b><br><br><b>(1)</b> |

|                  |   |                                  |
|------------------|---|----------------------------------|
| Question Number  | Write a closed question, other than a Likert/ranked style question, that could be used in a questionnaire on phobias.<br><br>Answer   | Mark                             |
| <b>6(d)(iii)</b> | One mark for an appropriate closed ended question that relates to phobias. Ignore Likert/ranked style questions.<br><br>Are you scared of dogs? Yes/No<br>Do you have a phobia.<br><br>Read the whole question before marking. Mark according to what type of answer would be given – ensuring it would be an closed answer.<br>Ignore open/likert questions. | <b>AO3 = 1</b><br><br><b>(1)</b> |

|                 |   |                                  |
|-----------------|---|----------------------------------|
| Question Number | A Likert/ranked style question is <b>better</b> than a yes/no question because:<br><br>Answer | Mark                             |
| <b>6(e)</b>     | <input checked="" type="checkbox"/> <b>C</b> it gives more choice when answering              | <b>AO3 = 1</b><br><br><b>(1)</b> |

| Question Number | Using your knowledge of social learning theory, put the following sentences in order to show the stages Maria will go through to learn a phobia of cats. Number each sentence 1, 2, 3 or 4 to show the correct order.<br><br>Answer   | Mark   |
|-----------------|---|--|
| <b>7(a)</b>     | <p>One mark for two correct answers.<br/>Two marks for three correct answers.<br/>Three marks for four correct answers.<br/>No marks for one or no correct answers.<br/>Ignore crossed out numbers or take the first (left hand) answer if more than one number is present. Ignore if any other mark in the box other than a number.</p> <p>2      Maria watches her friend scream and panic when she sees a cat<br/>1      Maria is not scared of cats<br/>3      The next time Maria sees a cat she feels scared<br/>4      Maria avoids cats because she is scared of them</p> | <p><b>AO2 = 3</b></p> <p style="text-align: right;"><b>(3)</b></p> |

| Question Number | State <b>one</b> phobia that the evolutionary theory of preparedness <b>cannot</b> explain.<br><br>Answer   | Mark  |
|-----------------|---|---|
| <b>7(b)(i)</b>  | <p>Accept any 'new' phobic stimulus/phobia that could reasonably be feared or <b>not</b> feared in our evolutionary past. Take into account all peoples in the past (e.g. wind can be feared in the past so not credited).</p> <p>Ignore anything harmful in our evolutionary past e.g. spiders, snakes, heights, closed spaces (equivalent), the dark, berries (e.g. red), dangerous animals, crowds, water.</p> <p>Take the first answer on the line from the left.</p> <p>If any doubt consult team leader by sending to review. Then await the reply (in case other similar answers arise).</p> <p>Gun<br/>Car<br/>School<br/>Buttons<br/>Clowns<br/>Flying/airplane</p> <p><b>Look for other reasonable marking points</b></p> | <p><b>AO 1 = 1</b></p> <p style="text-align: right;"><b>(1)</b></p> |

| Question Number | Outline why the evolutionary theory of preparedness cannot explain the phobia you have stated in (b)(i).<br><br>Answer   | Mark                                    |
|-----------------|--|---|
| <b>7(b)(ii)</b> | <p>One mark per point/elaboration.</p> <p>Use the appropriate marking scheme below according to the object stated in bi, whether it is a <b>modern object</b> or an <b>object not feared in our evolutionary past</b>.</p> <p>Use 7bi to mark 7bii but do not make a judgement about whether 7bi is a mark or not.<br/>If 7bi is blank but 7bii is a clear answer to the question including identifying a phobia, full marks can be given. If there is no phobia identified in either 7bi or 7bii then 0 marks. If the phobia used in 7bii is different from the one in 7bi but still acceptable, then max 1 mark.</p> <p>Ignore a generic description of evolutionary theory.</p> <p><u>Modern object</u> (do not accept, 'because it is not harmful')<br/>Because this was not in our evolutionary past/eq;<br/>We have not developed a preparedness for this object/eq;<br/>This would not be passed down through our genes/affect survival because it was not there/eq;</p> <p><u>Object not feared in evolutionary past</u><br/>It was not harmful in our evolutionary past/eq;<br/>Because in our evolutionary past it was not necessary to avoid the object/eq;<br/>This would not be passed down through our genes/affect survival/eq;</p> <p><b>Look for other reasonable marking points.</b></p> | <p><b>AO2 = 2</b></p> <p><b>(2)</b></p> |



| Question Number | Explain why the therapy you have named in (b)(i) might be more ethical than flooding.<br><br>Answer   | Mark                                    |
|-----------------|---|---|
| <b>8(b)(ii)</b> | <p>One mark per point/elaboration.<br/> TE: If 8bi is blank, but 8bii clearly identifies and explains why a therapy might be more effective, all marks can be accessed.<br/> If 8bi is incorrect but 8bii clearly identifies an appropriate therapy and why it is better, max 1 mark can be given.<br/> If 8bi is not named but still clearly identifying a treatment (e.g. 'step by step') all marks can be accessed.<br/> If 8bi does not match 8bii, but 8bii correctly assesses an appropriate identifiable therapy, max 1 mark.</p> <p>Answers must explain their point e.g. not just 'it is gradual' (SD) but how that is more ethical or better than flooding.</p> <p>E.g. systematic desensitisation<br/> Systematic desensitisation is better because it is more ethical because the client is in control not the therapist/eq;<br/> More ethical because the client has their right to withdraw/eq;<br/> Jeremy will suffer less distress as he is not exposed to his fear immediately/eq;<br/> He will be able to be calmed down before raising the phobia to the next level/eq;</p> <p><b>Look for other reasonable marking points.</b></p> | <p><b>AO2 = 2</b></p> <p><b>(2)</b></p> |

## Topic E: Are criminals born or made?

| Question Number | The biological approach explains criminality as a result of:<br>Answer | Mark                             |
|-----------------|--|----------------------------------|
| <b>9(a)</b>     | <input checked="" type="checkbox"/> <b>B</b> a chromosome abnormality  | <b>AO1 = 1</b><br><br><b>(1)</b> |

| Question Number | Which research method to investigate the genetic basis of criminality is the biological approach most likely to use?<br>Answer | Mark                             |
|-----------------|--|----------------------------------|
| <b>9(b)</b>     | <input checked="" type="checkbox"/> <b>C</b> Twin studies  | <b>AO3 = 1</b><br><br><b>(1)</b> |

| Question Number | Explain why an independent researcher is useful in a study like this one.<br>Answer  | Mark                             |
|-----------------|--|----------------------------------|
| <b>9(c)</b>     | <p>One mark per point/elaboration<br/>Does not have to refer to Theilgaard, just to using independent researcher in research</p> <p>So Theilgaard could not interpret the results herself/eq; (one mark)<br/>Reducing subjective bias (second mark)/eq;</p> <p>Theilgaard might be biased in her interpretation/biased towards the participants/eq; (one mark) and an independent researcher improves objectivity/eq; (second mark)</p> <p>Theilgaard might unconsciously influence the participants' answers and this accounts for such a difficulty/eq; (one mark)</p> <p>The independent researcher would not know the aim of the study/eq;<br/>Which would avoid problems with <b>researcher bias</b> (ignore just bias)/the way the independent researcher treated the participants/eq;</p> <p><b>Look for other reasonable marking points.</b></p> | <b>AO3 = 2</b><br><br><b>(2)</b> |

| Question Number | Outline <b>one</b> weakness of Theilgaard's study.<br>Answer  | Mark                                    |
|-----------------|---|---|
| <b>9(d)</b>     | <p>One mark per point/elaboration. No marks for strengths. If more than one, mark all and credit the best.</p> <p>The findings are only a correlation/eq;<br/> She cannot be sure that genes directly affect personality/eq;<br/> There are many other influences on criminal behaviour than genes, such as upbringing/eq;</p> <p>She only used a very small sample of males with XYY / XYY males are very rare/eq;<br/> She therefore cannot generalise the findings/eq;</p> <p><b>Look for other reasonable marking points.</b></p> | <p><b>A02 = 2</b></p> <p><b>(2)</b></p> |

| Question Number | Outline <b>two practical</b> issues/problems that researchers might have when conducting research with convicted offenders as participants.<br><br>Answer  | Mark                                    |
|-----------------|--|---|
| <b>9(e)</b>     | <p>One mark per point/elaboration. Reject ethical issues. Two marks for each practical issue 2+2.</p> <p>No marks for generic points, each issue must relate to criminals/offenders/prison/any link to the topic of crime.</p> <p>Criminals with any biological explanation for their disorder are rare/eq;<br/>Leaving a small sample for generalisability/eq;</p> <p>We cannot conduct experimental research to create a criminal/eq;<br/>Research is correlatory as a result/eq;<br/>We cannot be sure that one variable alone is responsible for the criminal behaviour/eq;</p> <p>The research into criminal causes can be retrospective as it relies on memories/eq;<br/>This makes it unreliable/eq;</p> <p>The criminal might glorify their crimes/eq;<br/>Leading to exaggerated/invalid findings/eq;</p> <p>Criminals or their families may lie/eq;<br/>To prevent exposure or culpability/eq;</p> <p>Physical danger to the researcher if working with aggressive offenders/problems gathering data when working with those with mental health issues/eq;<br/>They could react violently to sensitive questioning/eq;<br/>Knowledge given to the researcher may put them at risk from other criminals/eq;</p> <p>They may underplay their crimes/eq;<br/>In order to get early release/eq;</p> <p>Research into SFP may reinforce any label given/eq;<br/>This can lead to litigation/eq;</p> <p><b>Look for other reasonable marking points.</b></p> | <p><b>A03 = 4</b></p> <p><b>(4)</b></p> |

|                 |  |                                  |
|-----------------|--|----------------------------------|
| Question Number | Which <b>two</b> ethical issues would you need to be aware of when conducting research with convicted offenders as participants? (Mark <b>only two</b> boxes.)<br><br>Convicted offenders:<br><br>Answer | Mark                             |
| <b>9(f)</b>     | <input checked="" type="checkbox"/> <b>C</b> may feel distress when talking about their crimes<br><input checked="" type="checkbox"/> <b>E</b> must be treated like any other participant                | <b>A03 = 2</b><br><br><b>(2)</b> |

|                 |  |                                  |
|-----------------|--|----------------------------------|
| Question Number | Describe what is meant by 'offender profiling'.<br><br>Answer  | Mark                             |
| <b>10(a)</b>    | <p>One mark per point/elaboration for description of offender profiling.<br/>Ignore evaluation of offender profiling.</p> <p>It helps the police catch criminals/solve a crime/eq;<br/>It narrows the suspects based on certain characteristics/eq;<br/>Criminals leave behind behavioural features that a profiler can use to establish what a criminal is normally like/eq;<br/>The profile involves analysing the crime <b>and</b> evidence to build up a list of possible features of a criminal/eq;<br/>Typical information in a profile includes age, sex, occupation, marital status (list of two of more features for this mark)/eq;<br/>It can help suggest interview techniques the police could use/souvenirs they can find on the criminal/eq;</p> <p><b>Look for other reasonable marking points.</b></p> | <b>A01 = 3</b><br><br><b>(3)</b> |

|                 |   |                                  |
|-----------------|---|----------------------------------|
| Question Number | Sahar is training to be a forensic psychologist.<br><br>Which <b>one</b> of the following activities would be part of Sahar's job after training?<br><br>Answer | Mark                             |
| <b>10(b)</b>    | <input checked="" type="checkbox"/> <b>D</b> Conducting research into causes of criminality   | <b>A02 = 1</b><br><br><b>(1)</b> |

| Question Number | Describe <b>one</b> way of treating offenders that Sahar might use.<br>Answer  | Mark                                    |
|-----------------|--|---|
| <b>10(c)</b>    | <p>One mark per point/elaboration. Accept any treatment conceivable that could be used/has been used to treat offenders except drug therapy (forensic psychologists do not prescribe).</p> <p>If more than one treatment described, mark all and credit the best, but CBT/counselling are the same – consider overlap of treatments. Examples of treatments include token economy, psychotherapy, anger management, PCT, hypnotherapy, counselling. They may be others. Max 2 marks if no reference to Sahar/offenders.</p> <p>One mark for the name of a therapy (must be specific name not general identification)</p> <p>Max 1 for a generic comment relating to social interaction without giving a treatment/technique e.g. talking about their problems, listening to them... The generic mark is only to be given if not other creditable material.</p> <p>Eg. Token economy (name mark);<br/>Assess the behaviour possible and rewards that would be effective for the offender/eq;<br/>Sahar would identify typical reinforcements for the offender population;<br/>Reinforcements could include phone cards/extra time with family;<br/>Sahar would clearly establish behaviours she would want the offenders to display;<br/>Good behaviour would include cooperation/being polite to others/being helpful/avoiding conflict;<br/>A token would be given by staff each time the good behaviour was displayed;<br/>The tokens can be collected by inmates and exchanged for a reinforcer;<br/>The tokens are a secondary reinforcer that can be exchanged for a primary reinforcer/something they want;</p> <p>Eg Anger management(name mark);<br/>Assess them for underlying issues using this to direct treatment/plan therapy/eq;<br/>Sahar would try and identify triggers for prisoners aggression;<br/>She would teach them to recognise the triggers;<br/>Sahar would teach them relaxation/avoidance techniques;<br/>She would teach them to recognise signs of anger;<br/>Sahar would try and practice these triggers in role play;<br/>Teach them to rationalise that it is an inappropriate response to become angry;</p> <p><b>Look for other reasonable marking points.</b></p> | <p><b>AO2 = 4</b></p> <p><b>(4)</b></p> |

|  |  |
|--|--|
| Question Number  | <p>As part of your course you will have studied the investigation conducted by Madon et al (2004). Madon et al aimed to investigate the self-fulfilling prophecy and the drinking behaviour of children. Describe the procedure and results of Madon et al's study <b>and</b> evaluate this study in terms of its strengths and weaknesses.</p> <p>Indicative content</p>  |
| <p><b>11*</b></p> <p><b>10</b><br/><b>QWci-iii</b></p> | <p>Refer to the levels at the end of the indicative content.</p> <p>Appropriate answers may include the following indicative content, but the list is not exhaustive so look for other reasonable points.</p> <p>Description of procedure and results (ignore aims and conclusions).<br/>Ignoring conclusions that are clearly identified by the candidate as a conclusion, e.g. She concluded that....</p> <ul style="list-style-type: none"> <li>• Madon asked children and their parents about their drinking habits.</li> <li>• 115 children and their parents were questioned.</li> <li>• Parents were asked to estimate their child's drinking habits for the coming year ahead.</li> <li>• One year later the children were questioned about their drinking over the following year.</li> <li>• Madon compared the parents' estimates with the actual reported drinking of their children.</li> <li>• Madon found that the children of parents who predicted high levels of drinking were the heaviest drinkers.</li> <li>• This was true when only one parent predicted heavy drinking of their child.</li> <li>• Both parents had more negative effects.</li> <li>• Either parents' predictions were accurate or this was self fulfilling prophecy.</li> <li>• Parents' expectations were fulfilled.</li> </ul> <p>Strengths</p> <ul style="list-style-type: none"> <li>• 115 children were questioned along with their parents which is a very good sample size to apply to others.</li> <li>• It could be said that parents are not fortune tellers so their predictions were a true test of SFP.</li> <li>• It was more ethical to conduct this study as a questionnaire as experimental methods would have been unethical to create high levels of drinking deliberately.</li> </ul> <p>Weaknesses</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 and not SFP.</li> <li>• The parents or children may have lied and understated the drinking as it is not socially desirable to drink.</li> <li>• The parents or children may have lied and overstated the drinking to appear tougher.</li> <li>• Parents are not the strongest influences on young adults, it may have been better to examine the role of SFP and friends.</li> <li>• Their drinking can be better explained by SLT as high parental predictions could be a result of parental drinking habits which the children copied.</li> <li>• The study is only a correlation, so we cannot be sure that expectation led to drinking, as other variables were not studied.</li> </ul> |

| Level                            | Mark | Descriptor   |
|----------------------------------|------|--|
|                                  | 0    | No rewardable material   |
| <b>Level 1<br/>QWC<br/>i-iii</b> | 1-2  | <ul style="list-style-type: none"> <li>Candidates offer a very limited/confused answer that offers a basic account of Madon's study. The procedure and/or results are not explained clearly.</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>There is no attempt to evaluate or any attempt is not worthy of credit.</li> </ul> <p>Writing communicates ideas using everyday language but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p>   |
| <b>Level 2<br/>QWC<br/>i-iii</b> | 3-4  | <ul style="list-style-type: none"> <li>Candidates express some knowledge of Madon's procedure and results - the answer lacks depth but is a clear explanation of <b>both</b> procedure and results.</li> <li>Very limited or no evaluation.</li> </ul> <p>Writing communicates ideas using a limited range of psychological terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p>   |
| <b>Level 3<br/>QWC<br/>i-iii</b> | 5-6  | <ul style="list-style-type: none"> <li>Candidates have described the procedure and results well.</li> <li>There is some attempt to evaluate in at least one way</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>Candidates describe the procedure and results <b>very well</b> (Level 5 description) with focus on procedure and results with no evaluation (or vice versa- Level 5 evaluation).</li> </ul> <p>Writing communicates ideas using psychological terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates using considerable accuracy, although some spelling errors may still be found.</p> |
| <b>Level 4<br/>QWC<br/>i-iii</b> | 7-8  | <ul style="list-style-type: none"> <li>Candidates have described the procedure and results well.</li> <li>Candidates give more than one clear and accurate evaluation point</li> </ul> <p>Balance up description and evaluation if one is weaker than expected for this Level but the other is stronger than expected for this Level</p> <p>Writing communicates ideas using psychological terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, with few spelling errors.</p>  |
| <b>Level 5<br/>QWC<br/>i-iii</b> | 9-10 | <ul style="list-style-type: none"> <li>Candidates offer an answer that is focussed on the requirements of the question and clearly identifies and explains the procedure and results very well.</li> <li>Candidate evaluates both strengths <b>and</b> weaknesses (more than one of each) clearly explained (but some may be weaker than others).</li> </ul> <p>Writing communicates ideas effectively, using a range of precisely</p>   |

|  |  |  |
|--|--|--|
|  |  | <p>selected psychological terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy.</p> <p>If faced with an <u>exceptional</u> essay which does not have the required focus (has included aim/conclusion) either use discretion and award at this Level or send to review.</p> |
|--|--|--|



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