

Mark Scheme (Final)

Summer 2008

GCE

GCE Psychology (6765/51)

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.

PSYCHOLOGY MARK SCHEMES NOTES FOR ASSISTANT EXAMINERS

GCE Psychology is a very wide and dynamic subject. Hence, the Edexcel Specification is written in such a way where centres can teach their students a main study and any other study to explain psychological concepts. In a few cases, it may be possible for a candidate to answer a particular question using 2 - 4 different studies. Hence, it is **NOT** always feasible to list all the possible answers to a question in the mark scheme.

In the mark scheme, the Principal Examiner may list one to two examples with various points that the candidates may write in response to a question. Please note that in some cases this does not mean that the examples given by the Principal Examiner are the only answers to the question. This is where the professional judgement of you as the Psychology examiner has to be used. There is a note in the boxes in the mark scheme stating that '**the marking points are indicative not comprehensive**'. As Psychology Examiners, you must take **NOTE** of the information put into the boxes on the mark scheme, marking points and follow any other instructions provided at the standardisation meeting very carefully through out your marking.

The Principal Examiners will do their best to give you extra information where possible to help you with your marking. Where you come across answers stating studies or material that you are not familiar with, do **NOT** just mark them wrong! You **MUST** contact your Team Leader to check whether it is valid and could be used to answer the question. This is to ensure that candidates are awarded the marks that they deserve.

Marking guidance

Place a tick for every point credited after the point made in the right hand margin.

For each question count up and total the ticks in the right hand margin after every mark.

Total each subsection and ring the total at the end of each subsection.

At the end of the section write the totals for each subsection and add up all totals and ring the overall total at the end of the section.

Eg $3 + 4 + 2 =$ 9

Section One - Research Methods

Throughout consider that the marking points are not comprehensive and other suitable points should be credited except where clearly indicated.

In general give 1 mark per point made.

1 Mark For Partial Answers See Semi Colon; 2 Marks For Full Answers

The candidate is being marked for the sense of their answer rather than for specific wording including, for example, where a hypotheses is requested. The candidate must give a full answer rather than a one answer that needs interpreting.

Remember 2 marks can be given for an in depth answer - there do not have to be two things said. There can be a short sentence for 2 marks but two ticks must be indicated.

Question Number	Suggest a suitable non-directional hypothesis (two-tailed) for this study. Answer	Mark
1(a)(i)	<p>Example of a one mark answer e.g. There will be a difference in the number of correct answers and the type of question asked/eq;</p> <p>Example of a two mark answer e.g. There will be a difference in the number of correct answers to knowledge of the world/where is the sky? when children are asked open or closed ended questions/eq;</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>1 mark for a basic two tailed/non-directional hypothesis; 2 marks for a more elaborated answer referring to both the IV and DV. REJECT one-tailed/directional/null hypotheses</p> </div> <p>Consider Or Words To That Effect - OWTTE</p>	<p>AO3 = 2</p> <p style="text-align: right;">(2)</p>

Question Number	What is meant by non-directional (two-tailed)? Answer	Mark
1(a)(ii)	<p>e.g. The direction of the results is not predicted/eq; The results predict a change/difference/eq;</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>1 mark for a definition of two-tailed/non-directional. REJECT definition of one-tailed/directional or null. Examples can gain credit if definition is implicit/clear in illustration.</p> </div> <p>Consider Or Words To That Effect - OWTTE</p>	<p>AO1 = 1</p> <p style="text-align: right;">(1)</p>

Question Number	Explain the findings represented in table 1. Answer	Mark
1(b)	<p>Only 3 children/11% of children were able to correctly describe where the sky is when asked an open question/eq;</p> <p>13 children/45% of children were able to correctly identify the correct answer when asked a closed ended question/eq;</p> <p>Interpretation/conclusion drawn There was a 34% difference between those who gave the correct answer when asked either the open or closed question/eq; More children were able to correctly answer the closed question than the open question/eq; The majority of children failed to identify/offer the correct answer to the question when asked either a closed or open question/eq;</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>No marks for simply stating figures from table without some description. Max. 2 marks for stating figures taken directly from table (needs interpretation for more than 2 marks indicate with 'I' in left hand margin, this could be a conclusion).</p> </div> <p>Look for any other reasonable marking points and Consider Or Words To That Effect - OWTTE.</p>	<p>AO3 = 4</p> <p>(4)</p>

Question Number	What is meant by the term 'level of significance'? Answer	Mark
1 (c)(i)	<p>e.g. The level/tolerance at which we accept the results are due to chance/eq;</p> <p>e.g. This is the level at which there is a compromise of a Type I and Type II error/eq;</p> <p>e.g. The level at which we accept the results are accidental and unlikely to be repeated/eq;</p> <p>Consider Or Words To That Effect</p>	<p>AO1 = 1</p> <p>(1)</p>

Question Number	Explain what is meant by $p \leq 0.05$. Answer	Mark
1 (c)(ii)	<p>Example of a one mark answer e.g. There is a 5% probability that the results are due to chance/eq; e.g. We will be wrong 5% of the time/eq; e.g. 95% probability of the results being due to manipulation of the IV/what the study was doing/eq; e.g. 1 in 20 probability that the results are due to chance/eq;</p> <p>Example of a two mark answer e.g. The probability of the results being due to chance are equal to or less than 5%/eq;</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>2 marks for a complete answer ('equal to or less than'), 1 mark for a partial answer.</p> </div> <p>Consider Or Words To That Effect</p>	<p>AO1 = 2</p> <p>(2)</p>

Question Number	Explain what is meant by the term: Open (open-ended) question; Answer	Mark
1(d)(i)	<p>Open/Open ended question</p> <p>e.g. Participants are given the chance to answer in their own words/eq;</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>An example on its own should be ignored unless accompanied by a relevant explanation of an open ended question.</p> </div>	<p>AO1 = 1</p> <p style="text-align: right;">(1)</p>

Question Number	Explain what is meant by the term: Closed (closed-ended) question. Answer	Mark
1(d)(ii)	<p>Closed/closed ended question</p> <p>e.g. Participants select an answer from a set of fixed responses/eq;</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>An example on its own should be ignored unless accompanied by a relevant explanation of a closed ended question. Ignore answers such as 'opposite of open ended or above'.</p> </div> <p>Consider Or Words To That Effect.</p>	<p>AO1 = 1</p> <p style="text-align: right;">(1)</p>

Question Number	Outline one advantage and one disadvantage of closed (closed ended) questions. Answer	Mark
1(e)	<div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>2 marks per advantage/disadvantage. 2 marks for a complete answer, 1 mark for a partial answer. If more than one advantage/disadvantage mark all and credit the best.</p> </div> <p>e.g. advantage</p> <p>Example of one mark answer Fixed answers are easy to quantify/more data can be gathered/eq; Statistical tests can be performed to check significance/eq; Quicker and cheaper to administer than open ended/eq; Larger amounts of data can be gathered and easily compared/eq;</p> <p>Example of a two mark answer e.g. Fixed answers are easy to quantify, so the results can be statistically analysed/eq;</p> <p>e.g. disadvantage</p> <p>One mark answer Responses are forced/eq; Restricted answers lack depth/detail/validity/eq;</p> <p>Two mark answer Participants are limited to fixed responses therefore they may be forced onto answers they may not give themselves/eq; Consider Or Words To That Effect - OWTTE.</p>	<p>AO2 = 4</p> <p style="text-align: right;">(4)</p>

Question Number	Suggest why researchers should use follow up questions. Answer	Mark
1(f)	<p>Follow up questions highlight reason for answer/clarification/eq; Alternative form of question to aid understanding/eq; Probe initial response/eq; Check the child's understanding of the question/eq;</p> <p>Two mark answer To question the initial answer given in order to check the child's understanding of the question/eq;</p> <div style="border: 1px solid black; padding: 2px;"> <p>More than one reason can be credited. If one reason 2 marks for a complete answer, 1 mark for a partial answer.</p> </div> <p>Look for other reasonable marking points.</p>	<p>AO3 = 2</p> <p>(2)</p>

Question Number	Explain two ethical guidelines that you think should have been considered in this study. Answer	Mark
1(g)	<div style="border: 1px solid black; padding: 5px;"> <p>Two marks for each ethical guideline explained (if more than two guidelines, mark all and credit the best two). 1 mark for each point/elaboration or link to an example that adds elaboration. Max.2 marks for generic ethical issues (not relating specifically to children eg deception, protection of participants, confidentiality, informed consent etc). An example gains credit if it adds to the issue/helps explain the issue further. No credit for animal guidelines or practical/methodological issues e.g. may give socially desirable answers when pressured = zero marks.</p> </div> <p>e.g. Consent from guardian Parents and carers need to give consent to under 16's because children under age cannot reliably give their own consent/eq; Underage children may not be able to understand the study to be fully informed/eq;</p> <p>e.g. Protection of participants/children Children should not be given incentives (sweets) to take part/eq; This may violate a right to withdraw/feel pressure to take part/eq; Incentives are a form of bribery for children/eq; The researcher should stop the study if the child is showing any sign of stress/eq;</p> <p>e.g. Confidentiality Children's names and personal information must not be disclosed/eq; Sensitive data may be misused by other parties so should remain private/eq;</p> <p>e.g. Competence Researchers working with children should be competent with the age group and be confident in their own ability to work with children/eq; Researchers who are not competent may inadvertently influence or affect a child/eq; If sensitive data about a child is uncovered, the researcher must consult</p>	<p>AO2 = 4</p> <p>(4)</p>

	<p>an expert/eq; Children should be treated according to their age and understanding level/eq;. Children should be explained the study aim at their level of understanding/eq;</p> <p>Look for other reasonable marking points.</p>	
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(Total 22 Marks)

The plan must relate to the study outlined in the example. Ignore underdeveloped lists or suggestions that are not viable. The question is about how you would plan to **CONDUCT** the study. One mark for each comment that moves the plan forward. Max. 2 marks for ethical considerations.

BLURB: You are asked to conduct an experiment (field. natural or laboratory) to investigate the effect of music on gambling behaviour in local amusement arcades.

NB: Just because the blurb has arcades, does not mean it has to be a field experiment.

Question Number	Describe a plan showing how you would go about conducting this study. Answer	Mark
2(a)	<p>e.g. A suitable gambling establishment would need to be approached to prepare the experimental conditions/gain permission to use the location/eq; e.g. Type of music (different genres) will need to be decided as an IV/eq; e.g. The IV is music type/music no music/eq; e.g. The DV will need to be operationalised in terms of how it is to be measured such as amount of money spent/length of gambling period/eq; e.g. Identify what variables need to be controlled within the environment such as other gamblers, peers, amount of money/eq; e.g. An appropriate time/day would need to be identified to ensure a good sample/eq; e.g. An opportunity sample was used as participants were just there at the time/eq;</p> <p>Consider Or Words To That Effect - OWTTE.</p>	<p>AO3 = 5</p> <p>(5)</p>

Question Number	Identify the participant design of your study. Answer	Mark
2(b)(i)	<p>e.g. Independent groups/unrelated design/between groups/eq; e.g. Repeated measures/related design/within groups/eq; e.g. Matched pairs</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>If more than one answer given take the first one. If not suitable for the study then no marks. No marks if blank. If not the design used in the plan then no marks. If not stated in plan (2a), or cannot work out, give credit if the design stated would be possible. Ignore single terms of 'independent' and 'repeated'</p> </div>	<p>AO3 = 1</p> <p>(1)</p>

Question Number	Evaluate the participant design you identified in (b) (i). Answer	Mark
2(b)(ii)	<p>e.g. Independent groups</p> <p>Their behaviour is less likely to show demand characteristics as they are naïve to both conditions/eq; Behaviour will not be affected by practice/fatigue of gambling/listening to music as they only experience one condition of the experiment/eq; The results may be affected by individual differences in participants between the different groups/eq; Less economical than repeated measures as more participants will need to be recruited for both conditions/eq;</p> <p>e.g. Repeated measures</p> <p>Individual differences will not affect the results as participants are the same in both conditions/eq; The study will be more economical on participants as they participate in both conditions/eq; There is a greater risk of demand characteristics as they take part in both conditions/eq; Participants may be affected by order effects because they take part in both conditions/eq;</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>TE Ignore the design identified in the plan (2a). If 2bi is incorrect but 2bii evaluates the design identified give full credit. If 2bii evaluates a different design to that identified in 2bi, max 2 marks.</p> </div> <p>Consider Or Words To That Effect - OWTTE.</p>	<p>AO2 = 4</p> <p style="text-align: right;">(4)</p>

Question Number	Identify two situational and or participant variables that may affect the results of the study you have planned. Answer	Mark
2(c)(i)	<div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>One mark for each situational and or participant variable that could affect the study proposed in 2a. Accept elaboration of participant design issues if linked to participant variables. They can state two situational or two participant variables or one of each - no max. Identify with 'ID' in the right hand margin. If more than 2 mark all credit best.</p> </div> <p>Possible variables include Gambling experience, motivation, music preference, presence of others, time constraints, there are others.</p>	<p>AO2 = 2</p> <p style="text-align: right;">(2)</p>

Question Number	Outline how one of these variables you identified in (c) (i) might affect the findings of your study. Answer	Mark
2(c)(ii)	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Both marks are available for explaining how the one variable affects the findings of the study. The extraneous variable must be relevant to the planned study. No credit for a variable not identified in 2 ci (even if not credited in list)</p> </div> <p>e.g. Music preference Some participants may not like the music that is being played/eq; Participants may stop gambling as a result/eq; The findings may be unreliable due to participant differences/eq;</p> <p>e.g. Gambling motivation Some participants may be addicted to gambling/eq; So will continue to gamble regardless of music played/eq; The findings would be invalid as a measure of the effect of music/eq;</p> <p>Look for any other reasonable marking points. Consider Or Words To That Effect - OWTTE.</p>	<p>AO3 = 2</p> <p>(2)</p>

(Total 14 marks)

At the end of section 1, show the following calculation:

TOTAL Q1 + TOTAL Q2 = TOTAL FOR SECTION 1 (OUT OF 36)

Question Number	Evaluate Bowlby's theory of attachment. Answer	Mark
A1 (c)	<div data-bbox="261 338 1257 450" style="border: 1px solid black; padding: 5px;"> <p>Marking points are indicative, not comprehensive and other suitable points should be credited. In each case consider Other Words To That Effect (OWTTE). 1 mark per point/elaboration.</p> </div> <p>e.g. Bowlby overplayed the role of the primary caregiver as the main attachment figure/eq; e.g. Lamb (1977) suggests that fathers also provide an important attachment/eq; e.g. Schaffer and Emerson (1964) argue that children form more than one strong attachment, which contradicts Bowlby's theory of monotropy/eq; e.g. A negative implication is that mothers may feel guilt for going to work rather than staying at home/eq; e.g. A positive implication is that hospital policy changed to allow caregivers to stay with their children throughout the duration of the stay/eq; e.g. The negative implications of Bowlby's theory are that children should stay with bad mothers rather than being placed in care, this influenced decision making by social services with serious consequences/eq; e.g. Goldfarb (1943) who found that children left in institutional care fared worse on cognitive and emotional tasks than children fostered soon after birth/eq; e.g. Hodges and Tizard (1989) found that children adopted as late as 7 years old formed secure attachments with their adoptive parents/eq; e.g. Children respond differently to separation, some are more resilient than others and do not suffer from a loss of attachment as Bowlby would have predicted/eq; e.g. Bowlby's 44 juvenile thieves study supports the theory of maternal deprivation as deprived boys were linked to affectionless psychopathy/eq; e.g. Support from animals studies such as Harlow and Lorenz support the evolutionary basis for attachment/eq; e.g. Animal studies may not be generalisable to attachment in human babies/eq; Look for any other reasonable marking points</p>	<p>A02= 5</p> <p>(5)</p>

(Total 12 marks)

Question Number	Describe one study that examines the effects of family reordering. Answer	Mark
A2 (a)	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Marking points are indicative, not comprehensive and other suitable points should be credited. In each case consider Other Words To That Effect (OWTTE). 1 mark per point/elaboration. If more than one study, mark both and credit best. Max 2 marks for AMRC/max 3 for case detail and results (see details below) Max 2 marks if the study is not identifiable, but must be about family reordering.</p> </div> <p>Suitable examples include Cockett and Tripp (1994), Amato (1993), Hetherington (1993), Fergusson et al (1992), there are others.</p> <p>Max 2 marks for:</p> <p>Aim Method Results Conclusion</p> <p>e.g. Cockett and Tripp (1994) A: To investigate the effect of family reordering on educational success and emotional adjustment/eq; M: 152 children and their parents interviewed/eq; M: All children (reordered, intact with discord and intact with no discord) were matched for gender, socio-economic status, mothers educational level and age/eq; R: Reordered families were assessed as worse on emotional adjustment and educational attainment/eq; R: The more reordering the worse the effect/eq; R: Intact and low discord families fared the best in terms of educational attainment and emotional adjustment/eq; C: Reordering and discord can adversely affect educational success and emotional adjustment/eq;</p> <p>e.g. Hetherington (1993) A: to investigate the effects of divorce and family reordering on the social and emotional development of children/eq; M: The Virginia Longitudinal study of 144 families (45 finally reconstituted) which lasted 20 years from 1972/eq; M: Children of divorced and non-divorced families were 4 years old at the start of the study and they were examined 6 times up until adulthood (24 years old)/eq; M: Surveys of the children and families were conducted as well as video recordings of everyday behaviour and diaries examined/eq; R: 25% of children from reordered families suffer adverse effects compared to 10% of children from non-divorced families/eq; R: Children from divorced families experience behavioural problems, trouble at school and conflict with peers/eq; C: Divorce can have adverse effects both short term and long term on children some of the time/eq;</p> <p>Look for any other reasonable marking points</p>	<p>AO1= 5</p> <p>(5)</p>

Question Number	Evaluate one study that examines the effects of family reordering. Identify the study you are evaluating. Answer	Mark
A2 (b)	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Marking points are indicative, not comprehensive and other suitable points should be credited. In each case consider Other Words To That Effect (OWTTE). 1 mark per point/elaboration. Evaluation need not be of study in A2 (a). If A2 (a) is blank or wrong, there is no link between the questions, so credit evaluation of any study that examines the effects of long term deprivation. Max 2 for generic evaluation of family reordering when study is not identified.</p> </div> <p>e.g. Cockett and Tripp (1994) Studies such as this cannot truly match all families in each of the three groups, making comparison difficult/eq; It may not be reordering that causes problems, but the family's response to reordering that determines a child's adjustment/eq; Reordering can actually be productive in families where discord and associated problems may be more harmful for the children involved/eq;</p> <p>Other studies have found that family discord is more harmful than family reordering (Fergusson et al, 1992 & Jekielek, 1988)/eq; The temperament/resilience of a child may be a significant factor to consider when examining the effects of reordering on children/eq; Behavioural issues may have been present prior to the study/eq;</p> <p>e.g. Hetherington The sample of families were not representative of the general population and has been criticised for under representing ethnic minorities and lower income families (Brooks-Gunn 1994)/eq; The study divided families into non-divorced, divorced and reconstituted. This distinction fails to account for the range of possible family structures that can be very different experiences for children/eq; Hetherington's research has generated a wealth of information and advice for families, grandparents, custodial/non-custodial parents in dealing with divorce in the interests of the children/eq; It would be a mistake to claim that divorce alone causes behavioural and social problems in children when there are many mediating factors such as age, gender, discord, financial hardship, resilience of child/eq; Cherlin (1991) points out that behavioural difficulties could be present in children well before the divorce takes place/eq; There is plenty of research supporting the negative effects of divorce (Wallerstein 1986, Amato 1991, Wood 2004)/eq; Children who remain in high conflict intact families can suffer more social and emotional problems than those whose parents have chosen to separate because of conflict (Jekielek (1988)/eq;</p> <p>Look for any other reasonable marking points</p>	<p>AO2= 4</p> <p style="text-align: right;">(4)</p>

Question Number	Suggest how parents might prepare their child for family reordering (e.g. separation, divorce, step-family). Answer	Mark
A2 (c)	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Marking points are indicative, not comprehensive and other suitable points should be credited. In each case consider Other Words To That Effect (OWTTE). 1 mark per point/elaboration. Marking points are for constructive comments preparing a child to cope with reordering, reject colloquial answers.</p> </div> <p>e.g. Minimise discord by not arguing in the presence of children or using children against the other spouse, this would not distress a child before separation /eq;</p> <p>e.g. Parents should not allow a child to become an emotional crutch to offload worries which often occur before and during separation/eq;</p> <p>e.g. Boys need regular contact with a male role model and suffer from absent fathers (typically who stay with mothers, but not always). Regular custody should be maintained before and during separation as preparation for long-term separation/eq;</p> <p>e.g. children could be prepared for separation by discussing the proposed separation well before it happens/eq;</p> <p>e.g. children should be offered emotional support from parents to help them deal with the separation/eq;</p> <p>e.g. children should be told that the separation is not their fault as they frequently blame themselves if young/eq;</p> <p>e.g. Parents should prepare to minimise the number of changes e.g. moving school/house to avoid further disruption/eq;</p> <p>e.g. Regular maintenance payments can reduce the stress of financial worry and hardship and indirectly prepare a child for the difficult financial transition that will be made/eq;</p>	<p>A02= 3</p> <p style="text-align: right;">(3)</p>

Total 12 marks

Question Number	Describe and evaluate research into the popularity of individual children. Answer	Mark								
A3	<p>Marking points are indicative, not comprehensive and other suitable points should be credited. In each case consider Other Words To That Effect (OWTTE). Research = studies, theories, factors and concepts.</p> <p>Essay mark scheme:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"><u>6 AO1</u></td> <td style="width: 50%;"><u>6 AO2</u></td> </tr> <tr> <td>4 AO1 Subject Content</td> <td>4 AO2 Subject</td> </tr> <tr> <td>Content</td> <td></td> </tr> <tr> <td>2 AO1 Clarity & Communication</td> <td>2 AO1 Balance and breadth</td> </tr> </table> <p><u>Subject Content: Mark independently of C & B</u></p> <p><u>Only the findings of studies can be credited as AO1</u></p> <p>Possible AO1 points: Coie and Dodge (1983) sociometric study found five different types of children; popular, average, controversial, neglected and rejected/eq; FULL LIST OF 5 TYPES NEEDED FOR 1 LIST MARK. Ao1 can be given for full descriptions of types. Popular children are more attractive/eq; High status/Socially competent children are more popular/eq; Children who are deviant/different/unfamiliar are excluded and regarded as least popular/eq; Dodge (1983) found that children who showed group orientated behaviours were more popular in the playground than aggressive/disruptive behaviour/eq;</p> <p>Possible AO2 points: Sociometric studies lack reliability and are based on subjective methods/eq; Observational studies may be subject to researcher bias/eq; Causality between child characteristics and popularity is difficult to establish/eq; Does poor social skills lead to rejection or rejection lead to poor social skills/eq; Langlois et al (1995) suggests that unattractive children are affected by adult attitudes (less attention)/eq; Hymel (1983) children's reports of popular children correlate with teachers reports/eq; Observations of popularity may not correlate with children's opinions of popularity/eq; Questionnaires/interviews may not be a true reflection of popular children/eq; There are ethical issues associated with rating popular children/eq;</p> <p>Look for any other reasonable marking points.</p>	<u>6 AO1</u>	<u>6 AO2</u>	4 AO1 Subject Content	4 AO2 Subject	Content		2 AO1 Clarity & Communication	2 AO1 Balance and breadth	<p style="text-align: center;">AO1= 4</p> <p style="text-align: center;">AO2 =4</p> <p style="text-align: center;">AO1 = 2</p>
<u>6 AO1</u>	<u>6 AO2</u>									
4 AO1 Subject Content	4 AO2 Subject									
Content										
2 AO1 Clarity & Communication	2 AO1 Balance and breadth									

	<p><u>Clarity / Communication mark independently of S and B</u></p> <p>0 Note form / unintelligible 1 Essay format / some use of appropriate specialist terms / some spelling mistakes 2 Essay format / good use of specialist terms / good spelling and grammar</p>	<p>A02 = 2 (12)</p>
<p><u>Balance / Breadth mark independently of S and C</u></p> <p>0 Totally irrelevant or very limited response 1 Adequate coverage of subject content / some irrelevancies 2 Good coverage of subject content / minor irrelevancies</p>		

Total 12 marks

TOTAL FOR TOPIC 36 MARKS

At the end of the option show the following calculation:

TOTAL A1 + TOTAL A2 + TOTAL A3 = TOTAL FOR OPTION (OUT OF 36)

	<p>By 12 years old, children require the same amount of personal space as adults/eq;</p> <p>e.g. Culture</p> <p>Aiello & Pagan (1982) found Puerto Rican children raised in Puerto Rico increase their personal space later than those raised in USA/eq;</p> <p>Little (1968) found that Scottish people reported the need for more personal space than Greeks on simulations/eq;</p> <p>Look for any other reasonable marking points.</p>	(2)
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Question Number	Evaluate research into personal space Answer	Mark
B1 (c)	<p data-bbox="272 300 1241 506" style="border: 1px solid black; padding: 5px;">Marking points are indicative, not comprehensive and other suitable points should be credited. In each case consider Other Words To That Effect (OWTTE). 5 marks for evaluation of personal space research (methodology, ethics, etc). Accept evaluation of specific research studies IF the study clearly relates to personal space. Allow answers that make reference to territoriality and defensible space.</p> <p data-bbox="260 544 1254 1762">e.g. Experiments that invade personal space may be distressing and cause worry to unaware participants/eq; Sommer (1969) found that people experienced discomfort when personal space was invaded (park benches)/eq; Simulation studies are not real situations so are not valid measures of comfortable distances in real interactions/eq; Middlemist (1976) invasion of personal space in public lavatories was highly invasive and violates privacy/eq; Felipe and Sommer's (1966) study would have caused distress and discomfort/eq; Laboratory research is open to demand characteristics as participants respond to/guess purpose of the research/eq; Observational studies are more valid measures of interactions as they involve real encounters/eq; In observations people are often unaware of being watched so act naturally/eq; Naturalistic observation may be unreliable as factors beyond the control of the observer may influence the distance in which people engage/eq; Factors such as crowding may influence measured distances/eq; Field studies and observational research may involve a breach of ethics (right to withdraw, consent)/eq; Questionnaires rely on self reports in which ps may lie/give socially desirable answers/eq; Participants may find it difficult to estimate the amount of personal space they need in self report studies/eq; The CID (comfortable interpersonal distance) scale may not represent behaviour in a real situation/eq; Precise measurements may be difficult when taken from video or photographs/eq; Simulation studies can only measure beta (subjective) personal space/eq; Stop-distance studies involve conscious decision making, which is unlike real life/eq; Virtual environment simulations may not accurately capture real life interactions/eq;</p>	<p data-bbox="1283 300 1390 331">AO2= 5</p> <p data-bbox="1353 1720 1390 1751">(5)</p>

(Total 9 marks)

Question Number	What is meant by environmentally friendly behaviour? Answer	Mark
B2 (a)	<p>Marking points are indicative, not comprehensive and other suitable points should be credited. In each case consider Other Words To That Effect (OWTTE). 2 marks for definition of environmentally friendly behaviour. A list of environmentally friendly behaviours can gain 1 mark max (more than 2).</p> <p>e.g. Behaviour that actively preserves the limited resources of the environment/eq; Behaviours such as recycling, limiting pollution, encouraging ecology/eq; Pro-environmental behaviours despite behavioural constraints/eq;</p>	<p>A01= 2</p> <p>(2)</p>

Question Number	Outline one way of encouraging environmentally friendly behaviour. Answer	Mark
B2 (b)	<p>Marking points are indicative, not comprehensive and other suitable points should be credited. In each case consider Other Words To That Effect (OWTTE). 2 marks for outlining ONE factor. No marks for identification. If more than one factor outlined, mark all and credit best.</p> <p>e.g. Consequent strategies Incentives such as praise can be given for engaging in environmentally friendly behaviour/eq; Deposits returned for bottles are a positive consequence/reinforcement to encourage recycling/eq; Government legislation and penalties dissuade environmentally unfriendly behaviour/eq; Punishments such as fines are a negative consequence so behaviour is not repeated/eq;</p> <p>e.g. Persuasion Communicating environmental issues can inform and change attitudes towards the environment/eq; Effective communication can encourage participation in environmentally friendly schemes/eq;</p>	<p>A01= 2</p> <p>(2)</p>

Question Number	Using psychological research explain why behaviour is often not environmentally friendly. Answer	Mark
B2 (c)	<p>Marking points are indicative, not comprehensive and other suitable points should be credited. In each case consider Other Words To That Effect (OWTTE). 6 marks for study results/research evidence. The evidence should show behaviour that is NOT environmentally friendly behaviour. Anecdotal evidence max. 2. If no specific research evidence max. 4.</p> <p>e.g. Other factors such as profit (Lynne and Rola, 1988) or unemployment (Vaughan, 1993) may take precedent over environmentally friendly behaviour/eq; When positive consequences are removed (incentives) environmentally friendly behaviour decreases/eq; When recycling activity in voluntary rather than mandatory, they are seen by most as not a priority (Werner et al, 1995)/eq; Behaving in an un-environmentally friendly way is quicker and easier than not/eq; Inconvenience and time/behavioural constraints prevent activities such as recycling (McCarthy & Shrum, 1994)/eq; Insufficient knowledge of an environmental issue can lead to behaviour that is not environmentally friendly (Lansana, 1992)/eq; If an individual is unsure of the issue/situation it can lead to selfish/not environmentally friendly behaviour (Fleishman, 1988)/eq; Carshare schemes and public transport incentives cannot statistically compete with increased car usage/eq;</p>	<p>AO2= 6</p> <p>(6)</p>

Question Number	Describe and evaluate two theories of crowding or crowd behaviour. Answer	Mark						
B3	<p>Marking points are indicative, not comprehensive and other suitable points should be credited. In each case consider Other Words To That Effect (OWTTE). Max 3 marks for any one theory (AO1=3 & AO2=3). Give 1 ID mark for correct identification of two theories. Suitable theories include: contagion theory, emergent norm theory</p> <table border="1" data-bbox="260 533 1275 645"> <tr> <td data-bbox="260 533 874 568"><u>6 AO1</u></td> <td data-bbox="874 533 1275 568"><u>6 AO2</u></td> </tr> <tr> <td data-bbox="260 568 874 604">4 AO1 Subject Content</td> <td data-bbox="874 568 1275 604">4 AO2 Subject Content</td> </tr> <tr> <td data-bbox="260 604 874 640">2 AO1 Clarity & Communication</td> <td data-bbox="874 604 1275 640">2 AO2 Balance and breadth</td> </tr> </table> <p><u>Subject Content: Mark independently of C & B</u></p> <p>Possible AO1 points:</p> <p>Contagion theory (Le Bon, 1879) Membership to a crowd encourages primitive/uncivilised behaviour/eq; Feelings and behaviour spreads like a contagious disease through the crowd/eq; Crowd members become more suggestible to the ideas of other members/eq; Individuals become anonymous and lose their sense of individual identity/eq; Responsibility is diffused within a crowd and not assigned to individual members/eq; Social behaviour becomes less inhibited and can explain rioting etc/eq;</p> <p>Emergent norm theory [Turner and Killian, 1972] Describes how both prosocial and mob crowds can develop/eq; Behaviour arises from a new set of norms that arise from the crowd/eq; Individuals in the crowd must conform to the new norms/eq;</p> <p>Deindividuation Theory Deiner (1979) Individuals lose their sense of self when a member of a crowd/eq; The individual is a part of , not separate, from the crowd, and responsibility is diffused/eq; Deindividuation involves a loss of self regulation and control/eq;</p> <p>Possible AO2 points - Evaluation:</p> <p>Contagion theory LeBon can be criticised for a lack of scientific rigor in his observations of crowd behaviour/eq; LeBon made observations during the French Revolution, an historical uprising that is not applicable to all crowds/social situations/eq; Deindividuation is supported by research finding that anonymity can lead to increased aggression (Zimbardo, 1970; Festinger, 1952; Singer, 1965; Diener, 1976)/eq; Even rioting crowds can display rational choice (selective targets in the St Pauls riots)/eq;</p>	<u>6 AO1</u>	<u>6 AO2</u>	4 AO1 Subject Content	4 AO2 Subject Content	2 AO1 Clarity & Communication	2 AO2 Balance and breadth	AO1= 4
<u>6 AO1</u>	<u>6 AO2</u>							
4 AO1 Subject Content	4 AO2 Subject Content							
2 AO1 Clarity & Communication	2 AO2 Balance and breadth							

	<p>Not all members of the crowd behave in the same way (not homogenous as the theory would suggest)/eq;</p> <p>Emergent norm theory Deindividuation studies do not support the idea that group members maintain their sense of individuality as proposed by this theory/eq; Norms do not usually emerge from the crowd, but are the reason for the crowd to converge/eq; Cialdini (1990) found that dropping litter emerged as a norm in a littered environment, suggesting a standard was being induced by others behaviour/eq; Marsh's (1978) study of football fans revealed that they followed a set of behaviour codes with membership to the group/eq;</p> <p>Deindividuation Theory Zimbardo's (1971) simulated prison study supports the concept of deindividuation as prisoners suffered a loss of identity/eq; Johnson and Downing (1979) found that deindividuation resulted in those individuals conforming to the group identity they have taken (nurses or Klan members)/eq; Not all crowds resort to unusual or aggressive behaviour as they do not take responsibility for actions, they are in fact peaceful/eq; Deiner (1976) found that children took more than one sweet when trick or treating on Halloween in groups than when individuals/eq;</p> <div data-bbox="260 1041 1257 1281" style="border: 1px solid black; padding: 5px;"> <p>Clarity / Communication mark independently of S and B</p> <p>0 Note form / unintelligible</p> <p>1 Essay format / appropriate use of specialist terms / some spelling mistakes</p> <p>2 Essay format / good use of specialist terms / good spelling and grammar</p> </div> <div data-bbox="260 1350 1257 1523" style="border: 1px solid black; padding: 5px;"> <p>Balance / Breadth mark independently of S and C</p> <p>0 Totally irrelevant or very limited response</p> <p>1 Adequate coverage of subject content / some irrelevancies /only one theory discussed</p> <p>2 Good coverage of subject content / minor irrelevancies</p> </div> <p>Look for any other reasonable marking points.</p>	<p>A02=4</p> <p>A01=2</p> <p>A02=2</p> <p>(12)</p>
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Total 12 marks
TOTAL FOR TOPIC: 36 MARKS

At the end of the option show the following calculation:

TOTAL B1 + TOTAL B2 + TOTAL B3 = TOTAL FOR OPTION (OUT OF 36)

Topic C: Health Psychology

Question Number	Outline what is meant by the term psychological dependency. Answer	Mark
C1 (a)	<p>Marking points are indicative, not comprehensive and other suitable points should be credited. In each case consider Other Words To That Effect (OWTTE). 1 mark per point / amplification made. Credit should only be given for psychological dependency, not physiological dependency.</p> <p>e.g. The compulsion to take a substance/eq; When an individual relies on a substance to make them feel good/eq; Normal activities revolve around the use of substance/eq;</p> <p>Look for any other reasonable marking points.</p>	<p>AO1= 2</p> <p>(2)</p>

Question Number	Outline one way in which one drug affects neurotransmitter functioning. ID the drug you are referring to. Answer	Mark
C1(b)	<p>Marking points are indicative, not comprehensive and other suitable points should be credited. In each case consider Other Words To That Effect (OWTTE).</p> <p>e.g. Alcohol Inhibits the flow of sodium/eq; Makes GABA receptors more sensitive/eq; Reduced the production of catecholamine (associated with arousal)/eq; Alcohol is a CNS relaxant/eq;</p> <p>e.g. Cocaine Increases the release of dopamine into synaptic gap/eq; Prevents the reuptake of dopamine/eq; Increases noradrenaline/eq;</p> <p>Heroin</p> <p>e.g. Nicotine Stimulates acetylcholine receptors in the CNS Stimulates dopamine receptors/eq; Nicotine is a CNS stimulant/eq;</p> <p>Look for any other reasonable marking points.</p>	<p>AO1= 2</p> <p>(2)</p>

Question Number	Describe how health education programmes have been used to raise awareness and change attitudes. Answer	Mark
C2 (a)	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Marking points are indicative, not comprehensive and other suitable points should be credited. In each case consider Other Words To That Effect (OWTTE). 4 marks available. 1 mark per point made / subsequent elaboration. Examples of real campaign strategies can gain credit if explained.</p> </div> <p>e.g. Campaigns have used role models to promote healthy behaviours through example/eq; e.g. Programmes have used warnings of the consequences of unhealthy behaviours to deter those behaviours/eq; e.g. Increasing fear can be used to expose vulnerability to ill health/eq; e.g. Passive smoking adverts increase the fear of your children becoming ill/eq; e.g. Campaigns encourage healthy behaviours and use incentive of health to deter unhealthy behaviours/eq; e.g. Providing information facilitates informed decision-making/choice/eq; Look for any other reasonable marking points.</p>	<p>AO1= 4</p> <p style="text-align: right;">(4)</p>

Question Number	Describe and evaluate two strategies that can be used to cope with the effects of stress. Answer	Mark						
C3 (c)	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>Marking points are indicative, not comprehensive and other suitable points should be credited. In each case consider Other Words To That Effect (OWTTE). No ID marks available for identifying the coping strategies. 3 A01 marks available for each strategy (so max 3 A01 if only one strategy described). If more than two strategies, mark all and credit best.</p> <p>Essay mark scheme:</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 50%;"><u>6 A01</u></td> <td style="text-align: center; width: 50%;"><u>6 A02</u></td> </tr> <tr> <td style="text-align: center;">4 A01 Subject Content</td> <td style="text-align: center;">4 A02 Subject Content</td> </tr> <tr> <td style="text-align: center;">2 A01 Clarity & Communication</td> <td style="text-align: center;">2 A01 Balance and breadth</td> </tr> </table> </div> <p><u>Subject Content: Mark independently of C & B</u> Possible A01 points</p> <p>e.g. defence mechanisms defence mechanisms unconsciously distort reality to protect us/eq; denial is used to reject or ignore the situation/eq; Rationalisation involves making excuses or justifying actions so they are less affected by the situation/eq;</p> <p>e.g. Problem-focused coping the problem itself is dealt with/eq; the demands of the situation are reduced in a practical way/eq; the resources needed to cope with the situation can be increased by allocating more time/planning/eq;</p> <p>e.g. emotion focused coping the emotional response to the situation is controlled by believing it is not stressful/eq; emotional support is sought from others/eq; the stress is minimised by engaging in distracting activities/eq; Emotions can be released by shouting/crying/eq;</p> <p>e.g. drugs and therapies Beta-blockers reduce the arousal caused by stress/eq; Biofeedback helps us control the symptoms of stress e.g. heart rate/eq; Minor tranquillisers relieve the anxiety that may cause stress/eq; Cognitive therapy teaches coping strategies to deal with the situation/eq Mediation increases relaxation which will help reduce stress felt/eq;</p> <p>Possible A02 points</p> <p>Emotion focused strategies rarely change the situation and are often only</p>	<u>6 A01</u>	<u>6 A02</u>	4 A01 Subject Content	4 A02 Subject Content	2 A01 Clarity & Communication	2 A01 Balance and breadth	A01=4
<u>6 A01</u>	<u>6 A02</u>							
4 A01 Subject Content	4 A02 Subject Content							
2 A01 Clarity & Communication	2 A01 Balance and breadth							

	<p>temporary measures/eq; defence mechanisms and emotion focused strategies maybe counterproductive and result in greater stress being experienced in the long term/eq; problem focused strategies are often beyond the financial or practical limits of the person/eq; emotion focused and defence mechanisms can be used if there is no way of dealing with the stressor in a practical way/eq; Billings and Moos (1981) found that females were more likely to resort to emotion focused strategies and males to problem focused strategies/eq; Drugs can encourage dependency issues/eq; Drugs can induce unpleasant side effects which could cause greater stress/eq;</p> <p>Look for any other reasonable marking points.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><u>Clarity / Communication mark independently of S and B</u></p> <p>0 Note form / unintelligible 1 Essay format / appropriate use of specialist terms / some spelling mistakes 2 Essay format / good use of specialist terms / good spelling and grammar</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><u>Balance / Breadth mark independently of S and C</u></p> <p>0 Totally irrelevant or very limited response 1 Adequate coverage of subject content / some irrelevancies 2 Good coverage of subject content / minor irrelevancies</p> </div>	<p>A02=4</p> <p>A01=2</p> <p>A02=2</p> <p>(12)</p>
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(Total 12 Marks)

TOTAL FOR TOPIC: 36 MARKS

At the end of the option show the following calculation:

TOTAL C1 + TOTAL C2 + TOTAL C3 = TOTAL FOR OPTION (OUT OF 36)