

# Mark Scheme (Results) Summer 2008

GCE

GCE Psychology (6766/01)

## Unit 6 - 6766-01

### The expectation of synoptic assessment in (page 8 of the specification)

#### Synoptic Assessment

This is the main synoptic assessment. The expectation of synoptic assessment means in particular:

- Links between different approaches and perspectives in psychology, and/or psychological applications.
- Appreciation of the appropriateness of different methodologies in psychology to the investigation of issues and problems.

Students will be expected to bring together principles and concepts from different areas of psychology and apply them in a particular context, expressing ideas clearly and logically and using appropriate specialist vocabulary.

#### Assessment Objectives:

##### AO1: Knowledge and understanding

Students should be able to:

- a explain their knowledge and understanding of psychological terminology and concepts through appropriate usage and application.
- b demonstrate their knowledge and understanding of psychological theories, studies, methods and concepts through orderly and lucid selection of such material.
- c demonstrate their knowledge and understanding of psychological principles, perspectives and applications through their presentation and discussion in relevant contexts
- d communicate their knowledge and understanding of psychology clearly and effectively.

##### AO2: Applications of knowledge an understanding, analysis, synthesis and evaluation

Students should be able to:

- a analyse and evaluate psychological theories and concepts through discussion and appraisal of psychological knowledge and its relevant evidence.
- b appraise psychological studies and methods through the analysis and evaluation of existing psychological research, and through the application and evaluation of different research methods to psychological data
- c analyse and evaluate psychological perspectives and applications in the areas of cognitive, social, developmental, individual differences and physiological psychology.



Question Number	Describe one research method commonly used in the Physiological Approach.	Mark
1(a)(ii)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE).</p> <p>Up to 4 marks for description of <b>one</b> research method. <b>No identification mark.</b> 1 mark per point made/elaboration. If more than one is described, <b>mark all and credit the best.</b> <b>No credit</b> for description of method that is not commonly used.</p> <p><b>No credit</b> for evaluation. Examples can only gain credit if they describe some aspect of the procedure <b>max 1 mark.</b> If method used here is the same as in (a)(i) then <b>0 marks.</b></p> <p><b>Suitable examples include</b> Brain scanning (CAT, PET, MRI), EEG, Lesioning, Twin studies, Adoption studies , correlations, Case studies of brain damaged <i>patients, field experiments, (Lab. Experiments and Animal studies only if not used in 1(a)(i))</i></p> <p><b>REJECT</b> dream analysis, content analysis, <i>observations, longitudinal studies, clinical interviews, natural experiments</i></p>	AO1 =4
	<p><b>Possible marking points</b></p> <p><b>E.g. Brain scanning</b>          Produces images of sections of the brain/eq;          Structural techniques like CAT and MRI produce images that appear like a photograph/eq;          They compare structures of the brain that are functioning normally and those that are not/eq;          Functional techniques like PET show up activity in different parts of the brain/eq;          This allows the activity in different parts of the brain to be measured and thus determine the function of that part/eq;  <i>Produces quantitative data that can be expressed numerically/eq;</i>          Maguire et al (1997) used PET scans on taxi drivers and found that different brain areas were activated for recall of familiar and unfamiliar routes/eq;</p> <p><b>E.g. Lesioning</b>          This is the process of destroying tissue in the brain without removing it/eq;          Can lead to the destruction of a brain area or the cutting of a neural tract/eq;          This will lead to the separation of one brain area from another/eq;          This allows conclusions to be drawn about the function of the region that has been separated/eq;  <i>Produces quantitative data that can be expressed numerically/eq;</i>          Hetherington and Ranson (1942) damaged the hypothalamus of a rat and found that it was involved in appetite regulation/eq;</p>	

	<p><i>E.g. Correlational techniques</i>  <i>Looks for the relationship between two variables/eq;</i>  <i>Identifies the extent to which two things change together/eq;</i>  <i>When two variables both rise together they are said to be positively correlated/eq;</i>  <i>If one score falls as the other rises, they are said to be negatively correlated/eq;</i>  <i>Produces quantitative data that can be expressed numerically/eq;</i>  <i>Stress levels and feeling in control may be either positively or negatively correlated in that stress can either rise or fall with different levels of control/responsibility/eq;</i></p> <p><i>E.g. Twin studies</i>  <i>Attempts to identify the likelihood of both twins having a particular characteristic/eq;</i>  <i>Twins can be compared to test the effect of genes on characteristics such as mental disorders/eq;</i>  <i>MZ twins are compared with DZ twins as MZ are genetically identical and DZ aren't/eq;</i>  <i>The concordance rate shows the percentage of cases where both twins have the same disorder/eq;</i>  <i>Produces quantitative data that can be expressed numerically/eq;</i>  <i>Gottesman (1991) showed that the concordance rate for MZ twins developing schizophrenia was 48% and for DZ twins it was 17%/eq;</i></p> <p>Look for any other reasonable marking points</p>	(4)
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Question Number	Compare two research methods from the Physiological Approach and Biological Approach.	Mark
1(b)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE).</p> <p>Up to 8 marks for comparison of the strengths and weaknesses of physiological and behavioural methods. 1 mark per point made/elaboration. A comparison point that is well made might gain 2 marks. <i>If no direct comparison is made max. 2 for evaluation(1+1). No marks for description of the method. If the chosen methods are definitely not used in the behavioural or physiological approaches, no credit. If only one of the chosen methods is from the right approach max.1 for evaluation.</i></p>	
	<p><b>Possible marking points</b></p> <p><i>E.g. General comparison points (1 mark)</i></p> <p>Both collect data in an objective way so can be said to be scientific/eq;  Both allow for a high degree of control and are therefore easy to replicate/eq;  This replication means that both are reliable as they can both be easily tested/eq;  Both collect quantitative data and so results are easy to analyse/eq;  The validity of both can be questioned as they are not identifying other important events in this persons life at that time/eq;  <i>Both methods are objective as there is little possibility of interpretation/eq;</i>  <i>One has demand characteristics due to expectations, whereas the other has no such issues/eq;</i>  <i>One has ecological validity as it is true to real life, whereas the other is unrealistic/eq;</i>  <i>Both have ethical issues as there may be problems regarding fully informed consent/right to withdraw/confidentiality/suffering etc./eq;</i></p> <p><b>E.g. Brain scanning and experiments</b></p> <p>Both methods are scientific because functional scans can give very detailed/accurate images of the activity within each part of the brain and lab. experiments are able to isolate one variable/eq; <b>(2 marks)</b>  Most scans restrict the activity of the person being scanned and therefore are limited in what can be studied and lab. experiments are limited to the one variable under study at that time/eq; <b>(2 marks)</b>  Scans are not yet precise enough to provide an idea of thoughts and lab. experiments do not deal with a person's thoughts at all, only behaviour/eq; <b>(2 marks)</b>  Lab. experiments can lead to demand characteristics as the participant tries to guess the nature of the test, whereas in a brain scan such expectations have no effect/eq; <b>(2 marks)</b></p> <p><i>E.g. Twin studies and experiments</i></p> <p><i>Both methods are objective because twin studies take a statistical measure and experiments are tightly controlled so neither are open to</i></p>	

	<p><i>interpretation/eq; (2 marks)</i></p> <p><i>Both are reliable because the controls in a lab. make replication possible and the twin statistics will be the same when viewed again /eq; (2 marks)</i></p> <p><i>Both lack validity as twin studies do not measure other life events that may affect the characteristics and experiments only focus on one variable/eq; (2 marks)</i></p> <p><i>Experiments have demand characteristics as the participants may feel pressure to behave in certain ways, whereas twin studies are not testing people directly and so do not have this problem/eq; (2 marks)</i></p> <p>Look for any other reasonable marking points</p>	<p>(8)</p>
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Question Number	Describe and evaluate the contribution to the study of psychology of two other approaches (not physiological or behavioural).	Mark						
1(c)	<p>For essay plans, mark essay first and then check plan. If new material is found in the plan and credited, then C=0</p> <p>Marking points are indicative not comprehensive and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE).</p> <p>The essay mark scheme should be applied. Mark the subject content first, and then apply the marking scheme for clarity/communication and the one for balance/breadth separately considering the whole answer.</p> <p>AO1 points are for description of the contribution to psychology of each approach, <i>max. 6 if only one approach is described. No credit for physiological or behavioural approaches. Examples can gain credit, as long as they serve to illustrate a point (max 1 mark per approach).</i></p> <p>AO2 points are for evaluation of the contribution to psychology of each approach, <i>max. 6 if only one approach is evaluated.</i> Comparison points can also gain credit.</p> <p>Ignore points about the approach's contribution to <u>society</u>, including, treatments and therapies, practical applications and contemporary issues. <i>If more than two approaches are described and evaluated, mark all and credit the best.</i></p> <p><b>Suitable approaches include</b> Cognitive, Psychodynamic, Humanistic, Cognitive-developmental, Social, etc</p> <p>Essay mark scheme:</p> <table border="0" data-bbox="256 1227 1034 1373"> <tr> <td><b>AO1</b></td> <td><b>AO2</b></td> </tr> <tr> <td>8 (subject content)</td> <td>8 (subject content)</td> </tr> <tr> <td>2 (clarity/communication)</td> <td>2 (balance / breadth)</td> </tr> </table> <p><b>Suggested AO1 points</b></p>	<b>AO1</b>	<b>AO2</b>	8 (subject content)	8 (subject content)	2 (clarity/communication)	2 (balance / breadth)	
<b>AO1</b>	<b>AO2</b>							
8 (subject content)	8 (subject content)							
2 (clarity/communication)	2 (balance / breadth)							
	<p><b>E.g. Cognitive approach</b></p> <p>The approach has shown how the human mind is analogous to a computer in that the input, process and output features work in the same way for each/eq;</p> <p>The information processing side of this approach has helped to show how our brains make sense of incoming information, rather than just experiencing it/eq;</p> <p>Case studies of brain damaged patients have helped to show which parts of the brain are responsible for functions such as memory/eq;</p> <p>Theories of memory and forgetting have been developed which provide explanations of these functions and have identified different types of memory/eq;</p> <p><i>The multi-store model has shown the existence of different memory stores with differing capacity and duration/eq;</i></p> <p><i>The cognitive approach to abnormality has shown the role of irrational thought processes in mental disorders/eq;</i></p>	A01 =8						

	<p><b>E.g. Psychodynamic approach</b>  The approach has shown the importance of early childhood experiences on later adult personality/eq;  The unconscious mind has been explored and its influence on behaviour has been shown for the first time/eq;  Methods of investigating the mind have allowed insights into this area which had remained hidden previously/eq;  Explanations for behaviour through defence mechanisms have allowed us to see how actions have a variety of motivations/eq;  <i>Dream analysis has provided psychology with a way of investigating the unconscious/eq;</i>  <i>This approach to abnormality has focused on the role of repressed desires 'leaking out' in adult life/eq;</i></p> <p><b>E.g. Social Approach</b>  <i>This approach has shown the importance of social interactions as an influence on behaviour/eq;</i>  <i>The emphasis here is less on the individual as the determinant of behaviour and more on the situation/eq;</i>  <i>Theories of obedience have shown how we are likely to obey if we feel that the responsibility for our behaviour lies with someone else/eq;</i>  <i>Theories of prejudice have emphasised the role of in-groups and out-groups in creating differences between groups/eq;</i>  <i>Social factors in schizophrenia are associated with the stress of urban life/eq;</i></p> <p>Look for any other reasonable marking points.</p>	(8)
	Suggested AO2 points	
	<p><b>E.g. Cognitive approach</b>  Mental processes are not easy to study and therefore rely on a lot of inference from experiments as to what is going on inside the head/eq;  Studies of brain damaged patients are unique to one unusual individual and therefore should not be generalized to the whole population/eq;  <i>The Clive Wearing case study supported the existence of different memory stores as he was unable to transfer information from his STM to his LTM/eq;</i>  Theories of memory are often contradictory and lead to the view that any explanation for this function requires much further study/eq;  Some psychologists believe that information processing occurs in a bottom up fashion, rather than top down/eq;</p> <p><b>E.g. Psychodynamic approach</b>  <i>Freud's version of early childhood experiences does not fit with Piaget's view of the process of adaptation/eq;</i>  Freud focuses too heavily on sexual stimulation as the driving force of behaviour and ignores social factors/eq;  There is evidence of the unconscious mind from Freud's case studies such as Little Hans which shows how phobias are formed/eq;  Open to a lot of interpretation, Freud had to give his subjective interpretation of the material he was analysing from clinical interviews/eq;  Freud has been heavily criticized for a lack of scientific evidence to back up his theories/eq;</p>	A02=8



Question Number	Outline what is meant by the term social control.	Mark
2(a)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE).</p> <p>Up to 2 marks for explanation of the term. One sentence can gain two marks if it is rich and gives detail and/or elaboration. <i>Examples can gain credit, as long as they serve to illustrate a point (max 1 mark).</i></p>	AO1 =2
	<p><b>Possible marking points</b></p> <p><b>Basic definitions: (1 mark)</b>  The power that psychologists have to control and influence the lives of the people they come into contact with/eq;  The application of psychological theory to control behaviour in the real world setting/eq;  In psychology, power to influence comes from creating theories and ideas which direct people towards certain forms of action or thoughts/eq;  <i>Elaboration: (1 mark)</i>  <i>This control serves to limit the freedom of individuals and prevents them from doing what they want to do/eq;</i>  <i>This control makes individual behaviour fit in with the norms of society/eq;</i>  <b>Examples: (1 mark)</b>  An example of social control is when treatments and/or therapies are used to control people that are seen as mentally ill/eq;  Aversion therapy has been used to change behaviour such as alcoholism/eq;</p> <p>Look for any other reasonable marking points.</p>	(2)

Question Number	There are areas of psychological research that have implications for the individual regarding social control.  Describe <b>two</b> such areas.	Mark
2(b)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE).</p> <p>Up to 6 marks for description of <b>two</b> areas with implications for social control. <b>Max 4 marks</b> if only one area. If more than two are described, <b>mark all and credit the best.</b></p> <p>There are many possible areas of research. The area can be general or specific, i.e. could refer to treatments and therapies in general or a specific treatment or therapy. Most areas of psychological research acceptable but contact Team Leader if unsure.</p> <p><b>Suitable examples include</b> Clinical therapies/treatment (<i>and/or individual treatments, e.g. Token economy, Aversion therapy, Drug therapy, etc</i>), Theories of reducing prejudice, Jury decision making, Theories of attachment/deprivation, Attribution retraining, Health promotion, Environmental protection, zero tolerance, advertising techniques, theories of obedience, etc.</p>	AO1=6
	<p><b>E.g. Clinical therapies/treatment</b> Used to treat people with a recognisable disorder in order to alleviate the problem/eq; Patients will either approach a doctor/therapist for help or will be referred to them/eq; The appropriate treatment will often be decided by a diagnosis of the problem/eq; The treatment given may depend on the outlook of the particular therapist/eq; Medical doctors will most often prescribe drugs to treat the problem as this is the area they are working in/eq;</p> <p><b>E.g. Aversion therapy</b> Used to help people overcome addiction problems, such as alcoholism/eq; Uses classical conditioning principles to create an unpleasant SR association/eq; Addicts are given an emetic at the same time as being given alcohol/eq; After a few trials it is hoped that the addict will develop an association and no longer find their addiction desirable/eq;</p> <p><b>E.g. Reducing prejudice</b> Theory suggests that working towards superordinate goals can reduce prejudice/eq; And when this happens, such as in times of flooding when a whole community works together, this can reduce prejudice/eq; Experience of working with people of equal status from the different group can reduce prejudice/eq; Police might recruit community leaders from a different culture when they need to get a message across/eq;</p>	

**E.g. Token economy system**

*Based on operant conditioning principles, whereby behaviour is reinforced in order for it to be repeated in the future/eq;*

*Appropriate behaviour is identified and rewarded with some form of token, e.g. gold star/eq;*

*Tokens can then be exchanged for desired goods/privileges/eq;*

*It is hoped that the behaviour will then be learned and repeated in the future without the need for further reinforcement/eq;*

**Look for any other reasonable marking points.**

**(6)**

Question Number	Assess the moral implications of two ways in which psychologists might control peoples' behaviour	Mark
2(c)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE).</p> <p>Up to 8 marks for discussion of the moral issues of psychologists controlling people's behaviour. If only one way <b>max 6 marks</b>. If more than two ways, <b>mark all and credit the best</b>. If answer refers to studies rather than ways Max. 2 marks per study.</p> <p>Marking points gain credit if they imply moral implications or lead to a point about moral implications, but it must be reasonably clear for each marking point that moral implications are being focused upon. <i>Ethical issues are acceptable as moral implications.</i></p>	AO2= 8
	<p><b>Suitable ways include</b> Clinical therapies/treatment (<i>and/or individual treatments, e.g. Token economy, Aversion therapy, Drug therapy, etc</i>), Theories of reducing prejudice, Jury decision making, suitability of day care, Attribution retraining, Health promotion, Environmental protection, Anger management training. <i>Could also refer to very general areas, e.g. conditioning, etc.</i></p> <p><b>Possible marking points</b></p> <p><b>E.g. Clinical treatments/therapies</b>  Biomedical treatments focus on the biological functioning of the individual and therefore remove the stigma of mental disorder/eq;  Cognitive-behavioural treatments attempt to change the client's way of thinking and therefore encourages self-help, which is empowering, and therefore ethical/eq;  Many individuals would have to suffer a great deal if these treatments/therapies were not available and therefore such treatments are ethical/eq;  Some people might be forced to undergo such treatments against their will, which is morally questionable/eq;  Behaviourist conditioning techniques are used naturally by parents to control children's behaviour, so clinical treatment is morally acceptable/eq;</p> <p><b>E.g. Token economy system</b>  <i>Treats human rights as rewards/punishments to be given/taken away as and when the authorities wish/eq;</i>  <i>Tends to treat those most vulnerable in society who may have no other choice/eq;</i>  <i>Takes away free will, as it decides what behaviour is appropriate and which is not/eq;</i></p> <p><b>E.g. Drug therapy</b>  <i>Drugs are designed to treat the symptoms of the disorder not cure the individual of their disorder/eq;</i>  <i>The relationship between doctor and patient is highly unequal/eq;</i>  <i>Drugs lead to dependency and addiction , leading to the potential for individuals to harm themselves/eq;</i></p>	

	<p><b>E.g. Advertising &amp; Sales techniques</b>  Behavioural techniques have been employed in advertising to try to control shopping habits, this might be viewed as manipulation and therefore unethical/eq;  Theories of obedience/compliance have been used to train salespersons to manipulate customers into spending more money, which is unethical as they are deceived/eq;  <i>Reward points could be seen as encouraging people to come back more often that they need to and lead to addiction/eq;</i></p> <p><b>E.g. Health promotion strategies</b>  Health promotion strategies have been employed successfully and served to raise awareness of specific issues, e.g. AIDS, which is beneficial, and therefore ethical/eq;</p> <p><b>E.g. Anger management training</b>  Anger management techniques have been criticised potentially training offenders to manipulate others rather than improving their own behaviour/eq;</p>	
	<p>Look for any other reasonable marking points.</p>	<p>(8)</p>

Question Number	Describe the social implications of psychological research and evaluate the findings of such research.	Mark						
2(d)	<p>For essay plans, mark essay first and then check plan. If new material is found in the plan and credited, then C=0</p> <hr/> <p>Marking points are indicative not comprehensive and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE).</p> <p>The essay mark scheme should be applied. Mark the subject content first, and then apply the marking scheme for clarity/communication and the one for balance/breadth separately considering the whole answer. If evaluation of research is given without reference to social implications <b>max 4 AO2. If ethical issues are used as evaluation max. 4 marks</b></p> <p>'Research' should be interpreted widely to include studies and theories.</p> <p>AO1 points are for description of the social implications of psychological research. <b>Ignore</b> moral implications that have no social context.</p> <p>AO2 points are for evaluation of the findings of research that has been referred to, could include description of the findings of relevant studies.</p> <p>Essay mark scheme:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"><b>AO1</b></td> <td style="width: 50%;"><b>AO2</b></td> </tr> <tr> <td>8 (subject content)</td> <td>8 (subject content)</td> </tr> <tr> <td>2 (clarity/communication)</td> <td>2 (balance/breadth)</td> </tr> </table> <hr/> <p><b>Suitable studies include</b> Rosenhan's research into the diagnosis of schizophrenia, Milgram's research into obedience, Belsky's research into day care, Gottesman's research into schizophrenia, <b>there are many others.</b></p> <p><b>Suitable theoretical areas include.</b> Eyewitness testimony, cognitive-developmental theories, social learning theory, etc</p>	<b>AO1</b>	<b>AO2</b>	8 (subject content)	8 (subject content)	2 (clarity/communication)	2 (balance/breadth)	
<b>AO1</b>	<b>AO2</b>							
8 (subject content)	8 (subject content)							
2 (clarity/communication)	2 (balance/breadth)							
	<p><b>Suggested AO1 points</b></p> <p><b>E.g. Rosenhan</b>  Rosenhan's study shows the importance of reliable and valid diagnosis of mental disorder/eq;  This shows that more than one symptom must be used when making such a diagnosis to ensure that it is valid/eq;  The study showed that staff must be trained to treat patients more normally if they are to be successfully treated/eq;  DSM classification was altered following this study so that now diagnosis involves more than one symptom and is more reliable/eq;</p>	<b>A01 =8</b>						

	<p><b>E.g. Milgram</b>  Milgram's work explained the behaviour of Nazi war criminals/Rwandan atrocities through the agentic state/eq;  The study showed how it is possible to manipulate people into obeying immoral orders by using the slippery slope technique/eq;  Milgram showed that the social situation can be a cause of obedient behaviour rather than the personality of the individual/eq;  The study may have had positive long-term effects on the participants and others who have read about it, and caused them to be less blindly obedient in the future/eq;  Milgram's work made researchers think about the ethical issues of research studies and led to the introduction of ethical guidelines/eq;</p> <p><i>E.g. SLT</i>  <i>May lead to violent /aggressive behaviour as it shows how people will copy the behaviour of violent role models/eq;</i>  <i>Has encouraged the development of age related certificates for violent films and games/eq;</i>  <i>Has been attributed with increasing levels of anorexia through encouraging the 'skinny is beautiful' idea/eq;</i>  <i>Bandura's work has shown that children need extra attention as they may be the most vulnerable /eq;</i></p> <p><b>Look for any other reasonable marking points.</b></p>	(8)
	<p><b>Suggested AO2 points</b></p> <p><b>e.g. Rosenhan</b>  The study involved qualitative data which is valid because it is rich and holistic/detailed/eq;  The setting was naturalistic and the staff were unaware/single blind procedure was used. So demand characteristics were reduced and validity increased/eq; <b>(2 marks)</b>  Deception was involved as the staff were unaware that the patients were pretending to be ill, this is unethical/eq;  It could be argued that the deception was justified because the staff were being tested on their normal roles and they should have noticed that the pseudopatients were not ill/eq;  Kety argued that the diagnosis was correct because the symptoms were consistent with the DSM classification, so the diagnosis was reliable and valid/eq;  Beck et al (1962) showed that diagnosis of mental disorder can be unreliable, which means that some patients might be treated for the wrong disorder, this has implications for staff training/eq;</p>	AO2 =8

	<p><b>E.g. Milgram</b>  The procedure was reliable because Milgram controlled variables such as the voice of Mr Wallace, which was a recording, so the same for all participants/eq;  The study was unethical because the participants were deceived in a number of ways, such as they thought that their victim was another participant, not an actor/eq;  The study was unethical because the participants were caused a lot of stress and some even had seizures because of what they were made to do/eq;  Milgram could not have known how badly they would be affected, when he consulted others beforehand. They said that virtually no one would go all the way, so it was ethical/eq;  Orne and Holland have suggested that the participants may have known what was going on and just played along and so suffered few effects/eq;  Milgram sent them questionnaires later to assess the effects and found that most felt no remorse or guilt, so it was ethical/eq;  The laboratory setting of the study was artificial so participants may have responded to demand characteristics rather than showing natural behaviour, which might be different in the real world setting, so ecological validity is questioned/eq;</p> <p><b>E.g. SLT</b>  <i>Ignores the important physiological factors involved in aggressive behaviour, e.g. testosterone/eq;</i>  <i>Watching TV and films is not likely to cause murder, needs to interact with other factors like mental state/eq;</i>  <i>Bandura's experiments may have caused distress to very young children who were forced to view violent behaviour/eq;</i>  <i>Anorexia may be connected to genes/biochemistry or a desire for control, not just seeing skinny models/eq;</i></p> <p><b>Look for any other reasonable marking points.</b></p>	(8)
	<p><b>Clarity/communication (mark independently of S and B and show total mark for C)</b>  0 note form/unintelligible;  1 essay format / some use of appropriate specialist terms / some spelling mistakes  2 essay format / good use of appropriate specialist terms / good spelling and grammar</p>	A01 = 2
	<p><b>Balance / breadth (mark independently of S and C and show total mark for B)</b>  0 totally one sided or very limited;  1 adequate coverage of subject content/ some irrelevance  2 good coverage of subject content /minor irrelevance</p>	A02 = 2  (20)

(Total 36 marks)

Add up the totals for parts (a), (b), and (C).  
Circle the total for Qu.2 (out of 36) at the end of the question in the margin.  
Transfer the total for Qu.2 to the front cover.

Question Number	Explain what is meant by the nature-nurture debate in psychology.	Mark
3(a)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE).</p> <p>Up to 4 marks for explanation of the debate. Examples can gain credit, as long as they serve to illustrate a point (<b>max 1 mark</b>).</p> <hr/> <p><b>Possible marking points</b></p> <p>This is the debate concerning what is the biggest or main influence on people's behaviour, their biology or their environment/eq;  The nature side of the debate says that it is biology, including such things as inherited characteristics/eq;  The nurture side says that it is environment, including such things as parental treatment/eq;  There are many who believe that behaviour is influenced by both and therefore our biology interacts with our environment to shape our behaviour/eq;  This debate is prevalent in the area of aggression where some argue that hormones make us aggressive, whereas others believe in environmental influences like the media/eq;</p> <p>Look for any other reasonable marking points.</p>	<p><b>AO1 = 4</b></p> <p style="text-align: right;"><b>(4)</b></p>

Question Number	Regarding the nature-nurture debate, explain the point of view taken by one approach in psychology.	Mark
3(b)	<p><i>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE).</i></p> <p><i>Up to 4 marks for description of the influence of the nature/nurture debate on one approach. If more than one approach is covered, mark all and credit the best. If an approach is not clearly identified, marks should only be credited from the point at which an approach is identifiable.</i></p> <p><i>Examples can gain credit, as long as they serve to illustrate a point (max 1 mark).</i></p> <p>Accept any suitable approach in Psychology including Cognitive approach, social, cognitive-developmental, psychodynamic, behaviourist, physiological, humanistic, etc.</p>	AO1 = 4
	<p><b>Possible marking points</b></p> <p><b>E.g. Behaviourist approach</b>  The behaviourist approach believes that behaviour is strongly influenced by the environment within which we are brought up and therefore is influenced by nurture/eq;  It believes that behaviour is the result of a series of responses to environmental stimuli which occur as we progress through life/eq;  Radical behaviourists believe that we are born a 'tabula rasa' and therefore everything that we become is solely influenced by the environment/eq;  Classical conditioning suggests that certain environmental stimuli come to be associated with certain responses over a period of time and as a result cause us to always respond in this way/eq;  Operant conditioning suggests that responses to stimuli come to be associated with pleasant consequences and are therefore repeated/eq;</p> <p><b>E.g. Physiological approach</b>  The physiological approach focuses on biological influences on behaviour so is influenced by nature/eq;  Behaviour is understood to be inherited from parents through genetics/eq;  50% of our genetic material is inherited from each parent, so we resemble them in terms of behaviour/eq;  Behaviour is affected by biological factors such as hormones, which shows the influence of nature/eq;  <i>The fact that behaviour can be changed by drugs supports the view that behaviour is influenced in this way/eq;</i></p>	

	<p><i>E.g. Psychodynamic approach</i></p> <p><i>This approach combines the influence of both nature (instincts) and nurture (experience) to explain behaviour/eq;</i></p> <p><i>Behaviour is determined by innate instincts that drive us towards forms of behaviour/eq;</i></p> <p><i>The libido pushes us towards the satisfaction of sexual desires and the death instinct towards aggressive behaviour/eq;</i></p> <p><i>Early childhood experiences influence our personality development and change our behaviour as adults/eq;</i></p> <p><i>Trauma in childhood can lead to repression which comes out later in life in the form of mental/emotional problems/eq;</i></p> <p>Look for any other reasonable marking points.</p>	<p>(4)</p>
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Question Number	Explain the problems of separating nature and nurture when trying to understand human behaviour.	Mark
3 (c)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE).</p> <p>Up to 8 marks for explanation of the problems of separating nature and nurture.</p> <p>Examples can gain credit, as long as they serve to illustrate a point (max 4 marks).</p> <hr/> <p><b>Possible marking points</b></p> <p>Animals removed from their parents at birth can be brought up in a controlled environment, but it is not possible to do this with human beings for ethical reasons/eq;</p> <p>The study of animals is not generalisable when trying to understand human behaviour as they are qualitatively different from humans /eq;</p> <p>The study of identical twins is problematic as they are also treated the same and therefore it is difficult to separate their genes from their environment./eq;</p> <p>Identical twins do not have identical uterine environments and this would be impossible to control in a study/eq;</p> <p>Even studying children from birth would not wholly separate nature and nurture as children have already experienced an influential environment in the womb/eq;</p> <p>Adoption studies with separated identical twins are unusual, and it would be unreliable to draw conclusions from such small samples/eq;</p> <p>Children who are adopted are usually placed with families that are similar to their natural families/eq;</p> <p>It would be ethically unsound to condition people's personality, as suggested by Watson/eq;</p> <p>Personality and behaviour result from the interaction of both nature and nurture so trying to separate them would be pointless/eq;</p> <p><b>Look for any other reasonable marking points.</b></p>	<p>AO2 = 8</p> <p style="text-align: right;">(8)</p>

Question Number	Describe and evaluate two studies that have investigated the influence of nature and/or nurture on behaviour.	Mark						
3(d)	<p>For essay plans, mark essay first and then check plan. If new material found in the plan and credited, then C=0</p> <hr/> <p>Marking points are indicative not comprehensive and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE).</p> <p>The essay mark scheme should be applied. Mark the subject content first, and then apply the marking scheme for clarity/communication and the one for balance/breadth separately considering the whole answer.</p> <p>AO1 points are for points of description of two studies investigating the influence of nature and/or nurture on behaviour. Max. 6 if only <b>one</b> study is described. Max. 2 marks each for generic descriptions. Max. 2 for procedure.</p> <p>AO2 points are for points of evaluation of two studies investigating the influence of nature and/or nurture. Max. 6 if only <b>one</b> study is evaluated. Max. 3 if no reference to nature or nurture.</p> <p>If more than <b>two</b> studies are described and evaluated, mark all and credit the best.</p> <p>Essay mark scheme:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"><b>AO1</b></td> <td style="width: 50%;"><b>AO2</b></td> </tr> <tr> <td>8 (subject content)</td> <td>8 (subject content)</td> </tr> <tr> <td>2 (clarity/communication)</td> <td>2 (balance/breadth)</td> </tr> </table> <hr/> <p><b>Suitable studies includes</b> Heston (1966), Gottesman &amp; Shields (1972), Gottesman (1991), Dement &amp; Kleitman (1957), Watson &amp; Rayner (1920), Bandura (1965), Pavlov (1911)</p> <p><b>There are MANY others.</b></p>	<b>AO1</b>	<b>AO2</b>	8 (subject content)	8 (subject content)	2 (clarity/communication)	2 (balance/breadth)	
<b>AO1</b>	<b>AO2</b>							
8 (subject content)	8 (subject content)							
2 (clarity/communication)	2 (balance/breadth)							
	<p><b>Suggested AO1 points</b></p> <p><b>E.g. Heston (1966)</b>  Heston (1966) compared 47 adults adopted at both due to schizophrenic mothers with 47 adoptees with mentally healthy mothers/eq;  Heston interviewed the participants to check for any history of schizophrenia/eq;  The results were that 10% of those adoptees whose biological mothers were schizophrenic also developed the condition, whereas none of the control group did/eq;  This showed that schizophrenia has a genetic cause/eq;</p>	<b>AO1 = 8</b>						

	<p><b>E.g. Watson and Rayner (1920)</b>          Little Albert was tested for his reaction to several objects and animals in the laboratory setting, he showed interest and no fear/eq;          Albert was presented with a rat and a loud noise was made by hitting a steel bar with a hammer several times/eq;          Albert became fully conditioned to fear the rat and this generalised to other furry objects and animals/eq;          Watson concluded that phobia is a classically conditioned emotional response/eq;</p> <p><b>E.g. Bandura (1965)</b>  <i>Children between the ages of 3 and 6 were divided into three groups and individually shown a film of an adult abusing a 'bobo doll'/eq;          Each group was exposed to a different ending either adult rewarded, punished or no consequence/eq;          The children were then placed in a room with a bobo doll, a mallet and other toys and their behaviour observed/eq;          The rewarded and no consequence groups imitated the adult significantly more than the punished group/eq;          Punishment reduces the extent to which children imitate aggressive behaviour/eq;</i></p> <p>Look for any other reasonable marking points.</p>	(8)
	<p><b>Suggested AO2 points</b></p> <p><b>E.g. Heston (1966)</b>          Heston's conclusion is supported by other carried out using the twin study method, e.g. Gottesman found significantly higher concordance rates for schizophrenia in MZ twins (48%) than in DZ twins (17%)/eq;          Adoptees are likely to be placed with families who are similar to their own background and it is possible that this factor could account for the incidence of disorder in the study/eq;          Only 10% of those whose natural parent had the disorder developed it, 90% did not, which shows that other factors must be involved apart from genetics/eq;          Heston's study was valid because it involved qualitative data and reliable because it used quantitative statistical data, which is a strength of the study/eq;</p> <p><b>E.g. Watson and Rayner (1920)</b>          The study is unethical because it deliberately induced distress in the participant Little Albert/eq;          The study is replicable because all extraneous variables were controlled, e.g. Albert's baseline behaviour was measured to compare with behaviour after the experimental procedure/eq;          There are limits to the generalisability of the findings of this study as it used only one participant, who was unique/eq;          The study has valuable social implications as it introduced behavioural treatments of phobia using systematic desensitisation/eq;          The study supported the nurture debate as Albert learned a phobic response /eq;</p>	AO2 = 8

