



GCSE
PSYCHOLOGY
8182/2

Paper 2 Social context and behaviour

Mark scheme

June 2019

Version: 1.0 Final

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

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

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

Level of response marking instructions

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

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

Step 1 Determine a level

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

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

Step 2 Determine a mark

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

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

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

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

Section A**Social influence**

1.1	<p>Caitlin jumped into a river and rescued a child who had fallen in. Caitlin was called a hero but dismissed the praise saying “I just did what any other off-duty lifeguard would have done”.</p> <p>(Shade one box.)</p> <p>A. Anonymity B. Cost of helping C. Deindividuation D. Expertise E. Presence of others F. Similarity to victim</p> <p style="text-align: right;">[1 mark]</p>
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Marks for this question: AO2 - 1 mark

D

1.2	<p>People were waiting at a bus stop. Just as the bus arrived, one of the people collapsed on the pavement. All of the people who were concerned they would be late for work got onto the bus. Some other people stayed behind to help.</p> <p>(Shade one box.)</p> <p>A. Anonymity B. Cost of helping C. Deindividuation D. Expertise E. Presence of others F. Similarity to victim</p> <p style="text-align: right;">[1 mark]</p>
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Marks for this question: AO2 - 1 mark

B

1.3	<p>After a football game, a supporter fell over. The only people who stopped to help were wearing shirts showing that they were supporters of the same team.</p> <p>(Shade one box.)</p> <p>A. Anonymity B. Cost of helping C. Deindividuation D. Expertise E. Presence of others F. Similarity to victim</p> <p style="text-align: right;">[1 mark]</p>
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Marks for this question: AO2 - 1 mark

F

2.1	<p>A psychologist conducted a study to see if people will conform to the opinion of others.</p> <p>The psychologist put each participant into a group with 7 strangers. The group was asked to compare the length of 3 different lines to the length of a single line. Each group member was asked to say out loud which of the 3 lines was the same length as the single line. The participants were asked to say their answers last.</p> <p>The participants did not know that everyone else in the group was a confederate and was deliberately giving wrong answers.</p> <p>The psychologist found that 91% of the participants conformed by giving a wrong answer at least once.</p> <p>Use your knowledge of one social factor affecting conformity to explain these results.</p> <p style="text-align: right;">[3 marks]</p>
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Marks for this question: AO2 - 3 marks

3 marks: a clear and detailed explanation using knowledge of one social factor.

2 marks: a limited explanation using knowledge of one social factor.

1 mark: a muddled explanation.

Possible content:

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

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

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

2.2	Evaluate the study described in 2.1.	[4 marks]
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Marks for this question: AO3 - 4 marks

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

Possible content:

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

Credit other relevant content.

NOTE: Accept evaluation based on relevant ethical issues.

3	Briefly explain Milgram's Agency theory of social factors affecting obedience. [3 marks]
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Marks for this question: AO1 - 3 marks

Up to 3 marks for explanation of Milgram's theory.

3 marks: a clear and detailed explanation.

2 marks: a limited explanation.

1 mark: a muddled explanation.

Possible content:

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

Credit other relevant content.

NOTE: Answers that only address social factors without referring back to Milgram's Agency theory (max 1 mark).

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

4	Use your knowledge of psychology to evaluate Adorno's theory of the Authoritarian Personality.	[5 marks]
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Marks for this question: AO3 - 5 marks

Level	Marks	Description
3 Detailed	4 - 5	Analysis and evaluation of Adorno's theory of the Authoritarian Personality is effective. Any conclusions drawn are sound and fully expressed. Relevant terminology is used consistently throughout. The answer demonstrates a high level of substantiated reasoning, is clear, coherent and focused.
2 Clear	2 - 3	There may be some effective analysis and evaluation of Adorno's theory of the Authoritarian Personality. There may be an attempt to draw conclusions Relevant terminology is used. The answer frequently demonstrates substantiated reasoning, and is clear, generally coherent and focused although structure may lack some logic.
1 Basic	1	Analysis and evaluation of Adorno's theory of the Authoritarian Personality is of limited effectiveness or muddled. Any attempts to draw conclusions are not always successful or present. Relevant terminology is occasionally used. The answer lacks clarity, coherence, focus and logical structure.
	0	No relevant content.

Possible content:

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

NOTE: Evaluation of a study with no link to the theory (max 1 mark).

Credit other relevant content.

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

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

Credit other relevant wording.

NOTE: If the word 'behaviour' is not defined as part of the answer (e.g. 'the behaviour that happens as part of the group'), award **NO** marks.

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

5.2	Identify and explain two social factors that influenced the collective behaviour described in the article.	[4 marks]
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Marks for this question: AO1 - 2 marks and AO2 – 2 marks

AO2

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

- social loafing
- culture

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

PLUS

AO1

1 mark for each appropriate explanation of the identified social factors (MAX 2).

Possible content:

AO1 and AO2

- Social loafing is putting in less effort when with a group of other students doing the shared task.
- People from individualistic cultures (such as the USA or the UK) are more likely to behave in ways they see as being best for them personally. People from collectivist cultures (such as China or South Korea) are more likely to behave in ways they see as being best for the group/society/country.

Credit other relevant content.

NOTE: AO2 answer can be embedded within the body of the answer.

5.3	Use an example to explain how one dispositional factor could affect collective behaviour. [2 marks]
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Marks for this question: AO1 - 1 mark and AO2 – 1 mark

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

2 marks: a clear and accurate explanation

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

Possible content:

AO1 and AO2

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

Accept creditworthy answers explaining other dispositional factors such as relevant personality types, locus of control, temperament, age, motives and religious or political beliefs.

NOTE: Answers about social factors are not creditworthy.

Section B

Language, thought and communication

6	<p>Read the following statements about findings from research into facial expressions.</p> <p>Decide if each statement suggests that non-verbal behaviour is more likely to be innate or more likely to be learned.</p> <p>Tick (✓) the correct box next to each statement.</p> <p style="text-align: right;">[3 marks]</p>
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Marks for this question: AO1 - 3 marks

1 mark for **each** correct tick as below.

Evidence	Innate	Learned
Research has shown that all newborn babies make facial expressions showing disgust and pain.	✓	
Research has shown that people who are blind from birth, use very similar facial expressions to people who have normal vision.	✓	
Research has shown that there are differences in the way that people from Japan and America understand facial expressions.		✓

7	The Sapir-Whorf hypothesis suggests thinking depends on language. Briefly explain two evaluations of the Sapir-Whorf hypothesis. [4 marks]
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Marks for this question: AO3 - 4 marks

Up to **2 marks** for each of the two evaluations

2 marks: a clear and accurate evaluation

1 mark: a limited or muddled evaluation

Possible content:

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

Credit other relevant content.

NOTE: If the candidate has written more than two evaluations, award marks to the two that are clearest and most accurate.

8.1	Describe and evaluate Von Frisch's bee study. In your description include the method used, the results obtained and a conclusion drawn. [9 marks]
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Marks for this question: AO1 - 4 marks and AO3 - 5 marks

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

Possible content

AO1

- The bees were kept in a glass hive so that they could be observed and their movements could be recorded.
- When bees fed from containers of sugar-water in different locations, they were marked with a tiny dot of paint so that they could be identified when they returned to their hive.

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

AO3

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

Credit other relevant content.

8.2	Write a suitable alternative hypothesis for Von Frisch's bee study.	[2 marks]
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Marks for this question: AO2 - 2 marks

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

1 mark: the hypothesis lacks clarity.

Examples:

There is a difference in the movements made by the bees when their food source is close or far away from the hive. (2 marks)

When the distance of a food source from the hive is less than 100 metres, the bees will be more likely to do a round dance but when the food source is more than 100 metres from the hive, the bees will do a waggle dance. (2 marks)

When the food is close they do a round dance. (1 mark).

Bees behave differently if the food is further away than when it is near. (1 mark)

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

8.3	<p>What is meant by quantitative and qualitative data?</p> <p>A researcher is studying bees to investigate animal communication. Give one example of quantitative data that the researcher might collect.</p> <p style="text-align: right;">[3 marks]</p>
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Marks for this question: AO1 - 2 marks and AO2 - 1 mark

AO1

1 mark for **each** of the following:

- Quantitative data is numerical.
- Qualitative data is non-numerical/descriptive.

PLUS

AO2

1 mark for a relevant example

Examples:

Time taken to complete a (round/waggle) dance.

Number of bees who visited a food source.

The number of turns made in a waggle dance.

The distance an average bee flew in a 24 hour period.

Credit other relevant content.

9.1	State two factors that affect personal space.	[2 marks]
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Marks for this question: AO1 - 2 marks

1 mark each for any **two** of the following factors (MAX 2).

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

Credit other relevant content.

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

9.2	Use an example to explain how one of the factors that you have stated in 9.1 affects personal space.	[2 marks]
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Marks for this question: AO2 - 2 marks

AO2

Up to **2 marks** for use of a relevant example.

2 marks: a clear and accurate explanation using an example

1 mark: a limited or muddled explanation

Possible content:

- If a man and a woman were having a conversation, they would stand further apart than two men or two women.
- If two English men were having a conversation, they would stand further apart than if two men from an Arab culture were having a conversation.

NOTE: If the factor explained in 9.2 does not match either of those credited in 9.1, award **NO** marks for the explanation.

Section C

Brain and neuropsychology

10	<p>From the information, identify two examples of functions of the autonomic nervous system and two examples of functions of the somatic nervous system.</p> <p>Write your answers in the correct boxes.</p> <p style="text-align: right;">[4 marks]</p>
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Marks for this question: AO2 - 4 marks

1 mark for **each** correct identification of a function of the **autonomic** nervous system (MAX 2).

- breathing (faster)
- heart beating (faster)
- starting to sweat/sweating

1 mark for **each** correct identification of a function of the **somatic** nervous system (MAX 2).

- walking
- smiling
- standing up straight/changing posture

NOTE: Answers that just say 'standing' are not creditworthy.

11.1	<p>Calculate the mean for the participants' bpm recordings taken 20 minutes before the ride. Show your workings.</p> <p style="text-align: right;">[2 marks]</p>
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Marks for this question: AO2 - 2 marks

2 marks for the correct answer

76

1 mark for workings

760/10

11.2	<p>What is the median for the participants' bpm recordings taken when they were halfway through the ride?</p> <p style="text-align: right;">[1 mark]</p>
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Marks for this question: AO2 - 1 mark

135

11.3	<p>Identify the mode for the participants' bpm recordings taken when the ride had just finished.</p> <p>(Shade one box.)</p> <p>A. 100 B. 105 C. 110 D. 115</p>	[1 mark]
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Marks for this question: AO2 - 1 mark

A

11.4	<p>Look at the changes in the heart rates recorded in Table 1. Use your knowledge of the fight or flight response to explain these changes.</p>	[4 marks]
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Marks for this question: AO2 - 4 marks

Level	Marks	Description
2 Clear	3 - 4	<p>Clear and accurate application of knowledge and understanding of fight or flight response.</p> <p>Relevant terminology is used consistently throughout. The answer demonstrates a high level of substantiated reasoning, is clear, coherent and focused.</p>
1 Basic	1 - 2	<p>Limited or muddled application of knowledge and understanding of fight or flight response.</p> <p>Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, coherence, focus and logical structure.</p>
	0	No relevant content

Possible content:

- The heart rates that the researchers recorded showed an increase halfway through the ride and a decrease as the ride was finishing.
- The increase in heart rates suggests that the participants perceived a threat halfway through the roller coaster ride and their bodies went into the fight or flight response. This meant that the autonomic nervous system reacted to the 'threat' by switching from parasympathetic activity to sympathetic activity.
- During the fight of flight response, adrenaline is released/we breathe more deeply and our heart rate increases so that we have more oxygen in the blood. The results show that this is what happened to the participants.

Credit other relevant content.

12	Describe and evaluate Hebb's theory of learning and neuronal growth.	[6 marks]
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Marks for this question: AO1 - 3 marks and AO3 - 3

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

Possible content:

AO1

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

AO3

- Hebb's theory has a scientific basis and although it was developed in the 1950's, it has been supported by more recent research and advances in neuroscience.
- Hebb's theory is reductionist because it attempts to explain the complex area of learning by referring mainly to just the area of activity in the brain.
- Hebb's theory has a number of practical applications including use in education.

Credit other relevant content.

13	Give a definition of cognitive neuroscience.	[1 mark]
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Marks for this question: AO1 - 1 mark

How mental processes (such as perception, learning and memory) **and** brain activity/biological structures of the brain are connected/influence one another.

Credit other relevant wording.

14.1	<p>Use your knowledge of psychology to:</p> <ul style="list-style-type: none">• Name which lobe of the brain the neuropsychologist should investigate and explain your answer.• Suggest a possible cause of the neurological damage that the patient seems to be experiencing. <p style="text-align: right;">[3 marks]</p>
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Marks for this question: AO1 - 1 mark and AO2 - 2 marks

AO1

1 mark for

- Frontal lobe

PLUS

AO2

1 mark for the explanation

- This is the area of the brain that controls movement/motor area.

PLUS

1 mark for any one of:

- stroke
- head injury/trauma/accident
- brain tumour

Accept other creditworthy answers such as epilepsy/seizures.

14.2	Name an appropriate scanning technique that the neuropsychologist could use as part of his investigation. Justify your answer. [3 marks]
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Marks for this question: AO2 - 1 mark and AO3 - 2 marks

AO2

1 mark for any **one** of

- CT/CAT
- PET
- fMRI/MRI
- X-ray

Credit other relevant scanning techniques.

AO3

Up to **2 marks** for an appropriate justification

2 marks: a clear and accurate justification

1 mark: a limited or muddled justification

Possible content:

- A CT scan is useful for showing damaged/abnormal areas of the brain, such as tumours and blood clots (a common cause of strokes). The image quality is much better than on an x-ray. Less expensive than PET scan and fMRI's.
- PET scans can show the brain in action. It can be useful / effective at finding reasons for something like a stroke by using blood flow. They are able to show if there is a blockage or an area of the brain that is not functioning as it should be. However, there is a slight risk from radioactivity.
- An fMRI shows which area of the brain is active when a specific task is being performed. Produces a 3D image. fMRI's are safe and do not use radiation. They are quick to carry out and produce very clear and accurate images.

Credit other relevant content.

NOTE: AO2 answer can be embedded within the body of the answer.

Section D

Psychological problems

15.1	<p>Identify the target population from which Kaij selected his sample of participants.</p> <p>(Shade one box.)</p> <p>A. Identical male twins from Sweden B. Male twins from Sweden C. Swedish Males who drink D. Twins from Sweden</p> <p style="text-align: right;">[1 mark]</p>
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Marks for this question: AO1 - 1 mark

B

15.2	<p>Which of the following methods for collecting data was used by Kaij in his study?</p> <p>(Shade one box.)</p> <p>A. Field experiment B. Interviews C. Laboratory experiment D. Observation study</p> <p style="text-align: right;">[1 mark]</p>
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Marks for this question: AO1 - 1 mark

B

16.1	<p>Identify one characteristic of mental health.</p> <p style="text-align: right;">[1 mark]</p>
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Marks for this question: AO1 - 1 mark

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

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

Accept other creditworthy answers such as any of Jahoda's six criteria of mental health.

16.2	Briefly explain how significant mental health problems can affect both individuals and society. Refer to the article in your answer.	[4 marks]
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Marks for this question: AO1 - 2 mark and AO2 - 2 marks

Level	Marks	Description
2 Clear	3 - 4	<p>AO1: Clear and accurate knowledge of effects of significant mental health problems on individuals and society with some detail.</p> <p>AO2: Clear and accurate application of knowledge and understanding of effects of significant mental health problems on individuals and society.</p> <p>Relevant terminology is used consistently throughout. The answer demonstrates a high level of substantiated reasoning, is clear, coherent and focused.</p>
1 Basic	1 - 2	<p>AO1: Limited or muddled knowledge of effects of significant mental health problems on individuals and/or society is present.</p> <p>AO2: Limited or muddled application of knowledge and understanding of effects of significant mental health problems on individuals and/or society.</p> <p>OR</p> <p>Only knowledge and application of problems on individuals OR society at level 2.</p> <p>Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, coherence, focus and logical structure.</p>
	0	No relevant content

Possible content:

AO1

Individuals:

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

Society:

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

AO2

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

Credit other relevant content

NOTE: AO2 answer can be embedded within the body of the answer.

17.1	Identify one intervention or therapy for depression.	[1 mark]
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Marks for this question: AO1 - 1 mark

AO1

1 mark for any **one** of

- medication/antidepressants
- talking therapies/cognitive behaviour therapy/CBT/counselling/psychotherapy
- social support/self-help group/support groups
- life style changes/exercise/healthy nutrition/diet/ regular sleep/stress reduction/ mindfulness
- electroconvulsive therapy/ECT
- psychosurgery

Credit other interventions or therapies that are relevant for depression.

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

17.2	Evaluate the intervention or therapy for depression that you have identified in your answer to 17.1.	[4 marks]
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Marks for this question: AO3 - 4 mark

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

Possible content:

Antidepressants

- Some uncertainty as to how effective they are. Around 50-65% of people will experience some improvement from taking them – but 25-30% will also improve when they take a placebo. Antidepressants seem to be most effective for people with severe depression and may not be effective for children at all.
- Antidepressants have a number of possible side effects including weight gain, problems sleeping, nausea and anxiety. Some people can even have suicidal thoughts as a side effect of using antidepressants.
- Antidepressants do not address underlying psychological causes, they only address biological causes. The use of antidepressants can therefore be seen as reductionist.

Cognitive behaviour therapy (CBT)

- Wiles' study into the effectiveness of CBT found that using CBT and antidepressants was more effective in treating depression than when antidepressants were used on their own.
- To be successful, CBT sessions may need to be attended for some time. It is not always possible for people to commit the time that is required and so they may stop attending before any significant benefit is experienced.
- Although CBT can be viewed as more of a holistic approach than antidepressants, it still limits treatment to dealing with 'here and now' issues rather than those from the past and it does not address biological causes, so it is still reductionist.

Credit other relevant content.

NOTE: If the intervention or therapy for depression in 17.1 is not correct, award **NO** marks for the evaluation.

18	<p>A researcher is going to carry out a questionnaire to find out if university students are addicted to harmful substances. All the students have been given full details about the study and have consented to take part.</p> <p>Use your knowledge of psychology to:</p> <ul style="list-style-type: none"> • Write one appropriate question that the researcher could ask the university students. • Identify one ethical issue, apart from informed consent, that the researcher needs to address in this study. Explain how he could deal with the issue you identify. <p style="text-align: right;">[4 marks]</p>
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Marks for this question: AO2 - 4 marks

AO2

1 mark for an appropriate question

Examples:

Have you ever taken a harmful substance?

How often do you use a harmful substance?

Credit other relevant questions

PLUS

1 mark for identifying any of the following ethical issues

- keeping participant information confidential
- keeping participant information anonymous
- protecting participants from harm
- treating participants with respect

Credit other relevant ethical issues. ((Informed) consent is **not** creditworthy).

PLUS

Up to **2 marks** for explaining how to deal with the identified ethical issue

2 marks: a clear and accurate explanation

1 mark: a limited or muddled explanation

Possible content:

- Do not write the participants names on their questionnaires and do not use their names/ other details to identify them in any report that is written.
- If they must be referred to, use a number or a letter.
- Do not ask them any other information that could possibly be used to identify them – such as where they work or study.
- They also need to know that they can refuse to answer the questions if they wish at any time.
- The questions should be asked in such a way as to not cause harm/offence.
- The topic area for this questionnaire is very sensitive so participants should be signposted to places they can get help and support if this is appropriate.

NOTE: If the explanation does not match the ethical issue identified **OR** is about (informed) consent, award **NO** marks.

19	Use your knowledge of psychology to discuss peer influence and conformity to majority influence as possible explanations for addictive behaviours.	[9 marks]
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Marks for this question: AO1 - 4 marks and AO3 - 5 marks

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

Possible content

AO1

- Peer influence is the effect that those who are similar to us can have on our opinions, behaviours and choices.
- Psychologists researching behaviour have found that we learn from observing others and that we often imitate the behaviours we observe – especially if we believe we will be rewarded for doing so.
- We also identify with or look up to the person we are observing. Teenagers tend to identify very strongly with their peers.

- Psychologists studying social influence and conformity to majority influence have found that we change our behaviour in order to fit in with the rest of the group.
- People may experience a pressure, perceived or real, to fit in with the social norms/ identity of the groups to which they belong/wish to belong.
- Research has also shown some personality types are more likely to conform – especially those with low self-esteem or low status in the group. This suggests that some people would be more likely to conform and use substances than others.

Accept other creditworthy answers such as how age affects conformity.

AO3

- Research has found that substance use often starts during teenage years and that young people whose friends use a particular substance, are themselves more likely to also use that substance.
- However, other research has found that teenagers are influenced by their peers not to use substances.
- It is possible that teenagers choose their friendship groups because they see others behaving the way they already do – and not that they change their behaviour to fit in after they have joined the group.
- Although peer influence and conformity may affect how likely it is that someone will start to use a substance, factors like genetics, mental health problems, personality and experiences of trauma all affect how likely it is that someone will become an addict.

Credit other relevant content.