



GCSE
PSYCHOLOGY
8182/2

Paper 2 Social Context and Behaviour

Mark scheme

June 2023

Version: 1.0 Final



2 3 6 G 8 1 8 2 / 2 / M S

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 Examiner.

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.

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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, ie 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.

Possible 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 possible 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.

Examiners are reminded that AO1 and AO2 are regarded as interdependent. When deciding on a mark in instances where there is an attempt at more than one assessment objective all attempts should be considered together using the best fit approach. In doing so, examiners should bear in mind the relative weightings of the assessment objectives.

When an answer only contains content related to one of the skills (AO1/AO2), then the levels descriptors for the award of marks for the skill attempted should be applied to the answer, up to the maximum mark available.

Section A**Social influence**

01	<p>The following definition of 'deindividuation' is not complete.</p> <p>Deindividuation happens when someone loses their _____.</p> <p>This causes them to feel less responsibility for their actions.</p> <p>You have been given four suggestions of what the missing words are.</p> <p>Complete the definition by identifying the correct missing words.</p> <p>Shade one box only.</p> <p style="text-align: right;">[1 mark]</p>
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Marks for this question: AO1 – 1 mark

C (individuality and personal identity)

02	<p>The 'cost of helping' affects bystander intervention.</p> <p>Use an example to describe how the 'cost of helping' could affect bystander intervention.</p> <p style="text-align: right;">[1 mark]</p>
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Marks for this question: AO2 – 1 mark

1 mark for an appropriate example used to describe how the 'cost of helping' could affect bystander intervention.

For an example to be considered appropriate it must include the direction of the affect (ie more or less likely to help) **and** some example of the cost/risk.

Example

If you will miss your psychology exam if you stop to help someone, the cost of missing your exam would make it less likely that you would help.

NOTE: If the answer is just a definition/outline of the cost of helping and **does not** use an example, award **NO** mark.

03	Outline one factor that affects obedience.	[2 marks]
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Marks for this question: AO1 – 2 marks

Up to **2 marks** for an outline of one factor that affects obedience.

2 marks: clear and accurate outline.

1 mark: limited or muddled outline.

Possible content

- The level of agency ie the awareness we have of carrying out and being in control of, and therefore responsible for, our own actions. If we have less agency, we are more likely to obey.
- Whether or not we believe that we are acting as an 'agent' for someone else (ie the person giving the orders).
- The level of authority ie whether or not a person is perceived by others to have the right to give orders. If they are viewed as having a high level of authority, we are more likely to obey.
- Symbols of authority eg uniforms - people are more likely to obey the orders given by someone who is wearing a uniform when compared to someone dressed in everyday clothes.
- Culture ie the unwritten rules a group of people with the same customs, beliefs and behaviours have about obeying others. Some groups value obedience more highly than others.
- Proximity ie how nearby or far away someone is when they give orders.
 - We are less likely to obey someone who gives orders from a distance than someone who is right by us.
 - We are less likely to obey orders to harm someone who is right by us than someone who is a distance from us.
- Location ie research has shown that there is a reduction in the level of obedience when the orders are given in a less credible location (eg a run-down office building) compared to when the orders are given in a credible location (eg a laboratory).
- Dispositional factors such as (Authoritarian) personality. Adorno believed some people have a more obedient personality type that is developed as the result of early childhood experiences.

Credit other relevant content.

NOTE: The command term 'outline' requires answers to 'set out the main characteristics'. Therefore, answers that **only** name a factor that affects obedience are too limited to be creditworthy.

NOTE: If the candidate has written about more than one factor, award marks to the **one** that is clearest and most effective.

04	What is meant by the term 'social loafing'? Refer to the conversation to support your answer. <div style="text-align: right;">[3 marks]</div>
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Marks for this question: AO1 – 2 marks and AO2 – 1 mark

AO1

Up to **2 marks** for a definition of 'social loafing'.

2 marks: Clear and accurate definition.

1 mark: Limited or muddled definition.

Possible content

Making less effort when working with others than when working alone.

NOTE: To be considered clear and accurate, answers should make reference to 'making less effort with others' and 'than when alone'.

PLUS

AO2

1 mark for a reference to the conversation that is relevant to the concept of social loafing.

Example

Mrs Kaur was aware that she could prevent social loafing by making sure her students knew she would be able to tell who had done what.

Credit other relevant content.

NOTE: The AO2 may be embedded in the AO1 or separate, both are equally acceptable.

05.1	Outline one strength and one weakness of using correlations in psychological research. [4 marks]
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Marks for this question: AO3 – 4 marks

Up to **2 marks** for an outline of **one strength** of using correlations in psychological research.

2 marks: clear and accurate outline.

1 mark: limited or muddled outline.

Possible content

- They are a good starting point for psychological research because they allow researchers to see if two variables are connected in some way. If a relationship is found, further research using a different method can take place in order to find the cause of the results.
- Correlations can be used to investigate relationships without the researcher manipulating variables. This means that correlations can be used when other research methods are not suitable due to ethical or practical reasons – for example, to investigate whether social media use is linked to mental health problems.
- Correlations can be used to identify and investigate non-linear (curvilinear) relationships between two variables, for example, stress level and task performance.

PLUS

Up to **2 marks** for an outline of **one weakness** using correlations in psychological research.

2 marks: clear and accurate outline.

1 mark: limited or muddled outline.

Possible content

- If a correlation is found, it does not show which of the two variables measured actually caused the relationship to occur. Sometimes it is another variable altogether that is the reason for the correlation.
- Although finding a correlation may show that variables are related, it does not show why the relationship exists. This inability to be able to show cause and effect limits the conclusions that can be drawn from the results of correlation studies.
- Correlations based on small samples are not very reliable. There needs to be a large amount of data for each variable for a pattern to be seen and the findings to be informative.
- Collecting a large enough data set for correlations to be considered reliable can be time consuming and expensive for researchers.

Credit other relevant content.

NOTE: If the candidate has written about more than one strength and/or weakness, award marks to the **one** that is clearest and most effective.

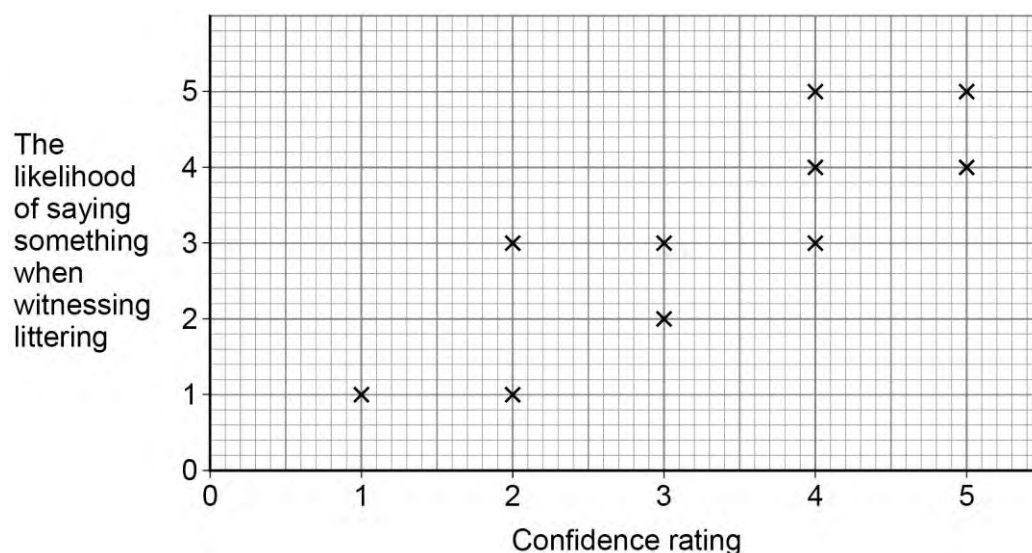
05.2	<p>Use the results in Table 1 to sketch a suitable graph to show the ratings for participants' confidence and the likelihood of them saying something when witnessing littering.</p> <p>Also include in your answer:</p> <ul style="list-style-type: none"> • a label for the Y axis • a scale for both axes • a suitable title for your graph. 	[4 marks]
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Marks for this question: AO2 – 4 marks

1 mark for each of the following:

- Suitable graph ie a scatter diagram.
- Suitable title, for example, '(A scatter diagram) to show the relationship between ratings for participants' confidence and the likelihood of them saying something when witnessing littering'.
- Correct labelling of the Y axis, for example 'rating for the likelihood of saying something when witnessing littering' **PLUS** suitable scale/numbers for **both** axes.
- Correct plotting of the results – as per scatter diagram below.

The relationship between the ratings for participants' confidence and the likelihood of them saying something when witnessing littering



NOTE: For a title to be considered suitable, it needs to have a reference to 'relationship' (correlation, comparison etc) and an appropriate reference to both of the variables.

NOTE: The command term 'sketch' only requires the graph to be 'roughly' drawn or plotted. Therefore, 100% accuracy is not required for the 'correct plotting' mark.

05.3	<p>Describe how you would design a field experiment to find out more about how personality affects whether people would say something when witnessing anti-social behaviour.</p> <p>In your answer include:</p> <ul style="list-style-type: none"> • a description of the procedure you would use • what your dependent variable would be. <p style="text-align: right;">[4 marks]</p>
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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 shown in a description of procedure / dependent variable that addresses the described scenario.</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 shown in a description of procedure / dependent variable that addresses the described scenario.</p> <p>Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, coherence, focus and logical structure.</p>
0	0	No relevant content

In order to fully address the described scenario, a procedure needs to:

- Involve participants witnessing anti-social behaviour.
- Make use of personality trait(s) or the previously completed ratings scale/questionnaire.
- Be a field experiment.

The dependent variable needs to be a measurement of whether people would say something.

NOTE: An accurate dependent variable must be provided for an answer to be awarded 4 marks.

NOTE: Reference to measuring how quickly people would say something can be credited as a dependent variable.

06	<p>Solomon Asch carried out his famous 'line' experiment in the 1950s.</p> <p>Discuss whether or not Asch's study of conformity would be considered to be ethical now.</p> <p>Use your knowledge of the British Psychological Society guidelines on ethical issues in psychological research to inform your discussion.</p> <p style="text-align: right;">[6 marks]</p>
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Marks for this question: AO1 – 3 marks and AO3 – 3 marks

Level	Marks	Description
3 Detailed	5–6	<p>AO1: Relevant knowledge and understanding of Asch's study of conformity and the British Psychological Society guidelines on ethical issues is accurate with detail.</p> <p>AO3: Analysis and evaluation of whether or not Asch's study of conformity would be considered to be ethical now 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 Asch's study of conformity and the British Psychological Society guidelines on ethical issues is present but there are occasional inaccuracies/omissions.</p> <p>AO3: There may be some effective analysis and evaluation of whether or not Asch's study of conformity would be considered to be ethical now. 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 Asch's study of conformity and the British Psychological Society guidelines on ethical issues is present but limited.</p> <p>AO3: Analysis and evaluation of whether or not Asch's study of conformity would be considered to be ethical now 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	0	No relevant content.

Possible content**AO1 and AO3**

- The British Psychological Society guidelines say that participants should be asked to give informed consent. In order to do this, they need to know everything that they are consenting to. However, in Asch's study this was not the case because his participants thought they were taking part in a vision test. This makes the study less likely to be considered to be ethical now.
- The guidelines also say that psychologists should avoid deception unless the research would not be possible if participants were told everything to begin with. In Asch's study, there was deception because the participants did not know that everyone else in the group was a confederate and were deliberately giving incorrect answers. However, it would not have been possible to do this study without the use of deception. As long as the participants were debriefed after the study and informed about the deception, it could be considered to be ethical now.
- The British Psychological Society guidelines say that researchers have a duty to protect their participants from harm and that any risk should be no greater than the risk from everyday life. Asch's participants may have felt very uncomfortable being the only one to give a different answer – it is likely that this is why they conformed and gave wrong answers. In everyday life, we are often faced with difficult situations where we have to decide whether we change our behaviour to fit with others or deal with any discomfort that may come from 'standing out from the crowd'. It is arguable that the level of harm was not greater than that of everyday life and it would therefore be considered to be ethical now.
- For Asch's study to be considered to be ethical now participants would also need to know that they have the right to withdraw themselves and their data at any point.

Credit other relevant content.

NOTE: The AO3 may be embedded in the AO1 or separate; both are equally acceptable.

Section B**Language, thought and communication**

07	Which two of the following behaviours are examples of using ‘verbal communication’? Shade two boxes. <div style="text-align: right;">[2 marks]</div>
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Marks for this question: AO2 – 2 marks

A (A chat with your friend about what they are doing later)

and

D (Sending a text message to arrange when you are meeting a friend)

08	<p>Outline one function of animal communication.</p> <p>Refer to the article to support your answer.</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

Up to **2 marks** for an outline of one function of animal communication.

2 marks: clear and accurate outline.

1 mark: limited or muddled outline.

Possible content

- Survival – meeting and protecting the needs of the individual/social group in order to ensure continued existence (eg alarm signals that provide information about the presence of a predator or rival).
- Reproduction – courtship/attracting a mate or competing with other potential suitors for access to mates. Mating/coordinating the mating act.
- Territory – to mark, maintain, protect/defend, or increase territory. To establish dominance over a rival/social group/area.
- Food – alerting a mate or those in the same social group to the discovery/presence/quality/quantity of food. To help others find the location of food sources. To keep others away from a food source (eg threat display to warn others off).

Accept other creditworthy answers such as parent-offspring socialisation, self-defence, and navigation.

NOTE: The command term 'outline' requires answers to 'set out the main characteristics'. Therefore, answers that **only** name a function of animal communication are too limited to be creditworthy.

NOTE: If the candidate has written about more than one function, award marks to the **one** that is clearest and most effective.

PLUS

AO2

1 mark for an appropriate reference to the article.

Example

One of the things that bats argue about is who gets to eat what. It is likely they are doing this as a way of keeping other bats away from their food.

Credit other relevant content.

NOTE: The AO2 may be embedded in the AO1 or separate; both are equally acceptable.

09	Outline how status can affect personal space. Refer to both Brandon and Lane's comments in your answer.	[4 marks]
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Marks for this question: AO1 – 2 marks and AO2 – 2 marks

Level	Marks	Description
2 Clear	3–4	AO1: Clear and accurate knowledge of how status can affect personal space with some detail. AO2: Clear and accurate application of knowledge and understanding of how status can affect personal space with reference to both Brandon and Lane's comments. Relevant terminology is used consistently throughout. The answer demonstrates a high level of substantiated reasoning, and is clear, coherent and focused.
1 Basic	1–2	AO1: Limited or muddled knowledge of how status can affect personal space is present. AO2: Limited or muddled application of knowledge and understanding of how status can affect personal space with reference to Brandon and/or Lane's comments. Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, coherence, focus and logical structure.
0	0	No relevant content.

Possible content

AO1

- Research shows that people of a similar status stand closer together (ie have less personal space) than people of dissimilar status.
- People of a lower status stand closer to one another (ie have less personal space) than they stand to people with a higher status.
- Research has also found that people of lower status feel less able to choose how close they get to someone than people of higher status.

AO2

- Brandon felt like his boss was standing too close even though he was the same distance away as Lane. This is because his boss is of a higher status than him but Lane is of a similar status.
- Lane feels like the Head Teacher stands too close even though they are the same distance away as the Year 7 students. That's because the Head Teacher is of a higher status but the Year 7s are of a lower status.

Credit other relevant content.

NOTE: The AO2 may be embedded in the AO1 or separate; both are equally acceptable.

10.1	Write a suitable alternative hypothesis for Yuki's study of emoticons. <div style="text-align: right;">[2 marks]</div>
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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 will be a difference in the happiness ratings given to each face by Japanese or American students. (2 marks)
- The Japanese students will be more likely to give the highest ratings to the faces with the happy eyes and the American students will be more likely to give the highest ratings to the faces with the happy mouths. (2 marks)
- Japanese students will give the highest ratings to the faces with the happy eyes. (1 mark)
- The ratings will be different when given by Japanese or American students. (1 mark)

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

10.2	<p>Describe the results of Yuki’s study of emoticons.</p> <p>Suggest a possible conclusion that can be drawn from his results. Justify your answer.</p> <p style="text-align: right;">[5 marks]</p>
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Marks for this question: AO1 – 2 marks and AO3 – 3 marks

AO1

Up to **2 marks** for a description of the results of Yuki’s study of emoticons.

2 marks: clear and accurate description.

1 mark: limited or muddled description.

Possible content

- The Japanese students gave the highest happiness ratings to the faces with happy eyes and lowest ratings to the faces with sad eyes.
- The American students gave the highest happiness ratings to the faces with the happy mouths and the lowest ratings to the faces with sad mouths.

AO3

Up to **3 marks** for suggesting and justifying a conclusion that can be drawn from Yuki’s results.

3 marks: a clear and detailed suggestion and justification.

2 marks: a limited suggestion and justification.

1 mark: a very limited and/or muddled suggestion/justification.

Possible content

- A conclusion that can be drawn is that different cultures have different norms for expressing and interpreting non-verbal communications and expressing emotions.
- It is possible to draw this conclusion because the results show that the Japanese students focused more on the eyes while the American students focused more on the mouth.
- Therefore, using facial cues to understanding other people’s emotions is at least to some extent a learned behaviour and affected by the cultural norms that we grow up with.

Credit other relevant content.

11	Describe and evaluate Piaget's theory that language depends on thought.	[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 Piaget's theory that language depends on thought is accurate with detail.</p> <p>AO3: Analysis and evaluation of Piaget's theory that language depends on thought 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 Piaget's theory that language depends on thought is present but there are occasional inaccuracies/omissions.</p> <p>AO3: There may be some effective analysis and evaluation of Piaget's theory that language depends on thought. 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 Piaget's theory that language depends on thought is present but limited.</p> <p>AO3: Analysis and evaluation of Piaget's theory that language depends on thought 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	0	No relevant content.

Possible content

AO1

- Piaget's theory says that children develop language by matching the correct words to their existing knowledge of the world (schemas). The child's understanding of the concept comes first and then they learn how to express their understanding of it – hence his theory is that language depends on thought.
- Piaget believed that cognitive development leads to the growth of language, and this means that we can only use language at a level that matches our cognitive development.

- A child may copy a word when they hear others use it, but until they understand the concept, they will not actually be able to use the word to communicate.
- Piaget's theory is that children develop their ability to use language in stages.
- In the sensorimotor stage, babies are learning what their bodies can do, and this includes making vocal sounds. Babies begin to copy the sounds that they hear others making.
- In the preoperational stage, children are able to voice their internal thoughts but there is limited use of language for communicating with other people.
- In the concrete operational stage, language has developed a lot, but it is only used to talk about actual, concrete things.
- In the formal operational stage, language can be used to talk about abstract, theoretical ideas.
- Piaget believed that, while all children move through these stages, some people do not get to the formal operational stage.

AO3

- A strength of Piaget's theory is that early language is not random. Children's early language often consists of two-word phrases (such as 'Mummy up' or 'Daddy phone') that show they have some understanding of the two words being connected.
- A weakness of Piaget's theory is that it is not possible to scientifically measure when a child has developed a schema.
- There is more research to support other theories about language and thought, including the Sapir-Whorf hypothesis.
- Piaget may have misjudged the degree to which children use language to ask questions and learn about the world.
- Piaget neglected the social function of language.
- Piaget's theory is based on data from his research, a lot of which was carried out on his own children. One strength of this is that the behaviour he was observing was very natural as his children were unlikely to realise anything unusual was happening.
- However, Piaget's theory may be based on flawed data because he may have allowed his personal biases about his children to affect his judgement. This would result in a lack of objectivity and would decrease the validity of Piaget's findings.
- Piaget's theory is not representative of all children because he developed his theory using a small sample of children who were middle-class and from Switzerland. This means his findings may not tell us about the use of language of children from different social classes or cultures.

Credit other relevant content.

Section C**Language, thought and communication**

12	Read the following descriptions of two structures of the brain. Write the correct letter A, B, C, D or E in the box next to each description. [2 marks]
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Marks for this question: AO1 – 2 marks

It is located at the back of the brain and looks like a mini-brain. It is only about 10% of the brain's total volume but has over 50% of the neurons.	A (Cerebellum)
It is located near the top and centre of the cerebral cortex (cerebrum). It is above one lobe and between two others.	D (Parietal lobe)

13	<p>From the information, identify two examples of situations where the parietal lobe was involved and identify two examples of situations where the occipital lobe was involved.</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 response for the parietal lobe (MAX 2):

1 mark for each correct response for the occipital lobe (MAX 2):

Parietal lobe examples	Occipital lobe examples
<p>Experiencing the temperature of the popcorn as hot</p> <p>(eg = Jayla felt how hot the popcorn was)</p>	<p>Seeing popcorn as being burnt in colour</p> <p>(eg = Jayla saw the popcorn was burnt)</p>
<p>Experiencing the pain from burnt lip</p> <p>(eg 'ouch, that hurt')</p>	<p>Seeing lip as being quite red in colour</p> <p>(eg 'Your lip does look quite red')</p>
<p>Awareness of body position in relation to the freezer</p> <p>(eg = Jayla knew she could reach for the ice cubes from where she was standing)</p>	<p>Perception of distance from freezer</p> <p>(eg = Jayla saw how far away the freezer was)</p>
<p>Experiencing the temperature of the ice cubes as cold</p> <p>(eg = Jayla felt how cold the ice cubes were)</p>	<p>Watching a movie</p>

Credit other relevant wording.

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

NOTE: Answers that are written in such a way as to indicate that an incorrect lobe / part of the body is involved with the situation are not creditworthy. For example, 'deciding to make popcorn' and 'tried to ignore how cold it was', would both be the frontal lobe.

NOTE: Although both lobes have some involvement with visual senses, they are fundamentally different:

- The parietal lobe integrates information from all senses to form the basis of complex behaviours, such as helping us to orientate our body within a space.
- The occipital lobe is responsible for visual perception, including colour, distance and motion.

14	<p>Briefly outline the basic functions of the central division of the human nervous system.</p> <p>Refer to the conversation to support your answer.</p> <p style="text-align: right;">[4 marks]</p>
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Marks for this question: AO1 – 2 marks and AO2 – 2 marks

AO1

Up to **2 marks** for an outline of the basic functions of the central division of the human nervous system.

2 marks: clear and accurate outline.

1 mark: limited or muddled outline.

Possible content

The basic functions of the central nervous system are:

- processing incoming sensory information
- coordinating this information
- making decisions about the body's responses to the information that has been received
- sending instructions to other parts of the nervous system.

NOTE: AO1 answers that **only** address **functions** specific to the brain and/or spinal cord (eg control of body movements) rather than the CNS as a whole, are considered limited.

NOTE: Answers that just use information taken from the stem (eg 'the CNS is responsible for decision making') are not creditworthy as AO1.

PLUS

AO2

Up to **2 marks** for an appropriate reference to the conversation.

2 marks: clear and accurate reference that supports the AO1 answer.

1 mark: limited / muddled reference OR a clear and accurate reference that **does not** support the AO1 answer.

Example

The ability to make decisions about the body's responses to sensory information will be affected if there is damage to the CNS. Arun said this could mean difficulties in moving the arms or legs.

Credit other relevant content.

NOTE: The AO2 may be embedded in the AO1 or separate, both are equally acceptable.

15	Describe and evaluate the James-Lange theory of emotion.	[6 marks]
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Marks for this question: AO1 – 3 marks and AO3 – 3 marks

Level	Marks	Description
3 Detailed	5–6	<p>AO1: Relevant knowledge and understanding of the James-Lange theory of emotion is accurate with detail.</p> <p>AO3: Analysis and evaluation of the James-Lange theory of emotion 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 the James-Lange theory of emotion is present but there are occasional inaccuracies/omissions.</p> <p>AO3: There may be some effective analysis and evaluation of the James-Lange theory of emotion. 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 the James-Lange theory of emotion is present but limited.</p> <p>AO3: Analysis and evaluation of the James-Lange theory of emotion 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	0	No relevant content.

Possible content

AO1

- Two men suggested a similar idea around the same time. Their surnames are used together to give us the name for this theory.
- The theory can be summed up as = event → arousal → interpretation → emotion.
- The theory says our emotions are just us noticing and interpreting physical changes in our body.
- The brain makes sense of these changes by concluding that we are feeling certain emotions.
- William James said “We do not weep because we feel sorrow: we feel sorrow because we weep.”
- If there is no physical change in the body that we notice, then no emotion is experienced.

AO3

- Real-life examples back up the theory – for example, phobias and panic disorders.
- Other researchers have challenged the theory. For example, the Cannon-Bard theory claims that people actually experience emotions at the same time as the related physiological arousal.
- The James-Lange theory is not based on any research findings from experiments. James and Lange relied on correlational research and clinical findings, such as observations by doctors, to develop their claims. This may mean that their theory lacks validity.
- It has been suggested that the theory can only be correct if there is a separate and unique pattern of physiological arousal for every different emotion we experience. There is no research to suggest that this is actually the case.
- Schachter and Singer's two-factor theory of emotion views the James-Lange theory as accurate but sees it as too simplistic. They say there is also a cognitive element involved as we use social cues present in order to decide what physiological arousal may mean in different situations.
- According to the James-Lange theory, physiological responses should be necessary to experience emotion, but researchers have shown that people with muscle paralysis and a lack of sensation can still experience emotions.

Credit other relevant content.

16	<p>Explain what Dweck means by ‘fixed mindset’ and ‘growth mindset’.</p> <p>Briefly describe Hebb’s theory.</p> <p>Discuss whether or not Hebb’s theory supports the idea that having a growth mindset is an advantage when learning.</p> <p style="text-align: right;">[9 marks]</p>
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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 Dweck’s terms ‘fixed mindset’ and ‘growth mindset’ and Hebb’s theory of learning and neuronal growth is accurate with detail.</p> <p>AO3: Analysis and evaluation of whether or not Hebb’s theory supports the idea that having a growth mindset is an advantage when learning, 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 Dweck’s terms ‘fixed mindset’ and ‘growth mindset’ and/or Hebb’s theory of learning and neuronal growth is present but there are occasional inaccuracies/omissions.</p> <p>AO3: There may be some effective analysis and evaluation of whether or not Hebb’s theory supports the idea that having a growth mindset is an advantage when learning. 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 Dweck’s terms ‘fixed mindset’ and ‘growth mindset’ and/or Hebb’s theory of learning and neuronal growth is present but limited.</p> <p>AO3: Analysis and evaluation of whether or not Hebb’s theory supports the idea that having a growth mindset is an advantage when learning 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	0	No relevant content.

Possible content**AO1**'Fixed mindset' and 'growth mindset'

- A fixed mindset is the belief that success is due to innate factors like genes. This means there is nothing you can do to change your ability or talent. Someone with a fixed mindset is more likely to be focused on performance goals and put off by failure.
- A growth mindset is the belief that ability and achievement are due to hard work and can be increased through effort. Someone with a growth mindset is more likely to be focused on learning goals and motivated by failure.

Hebb's theory

- Hebb's theory of learning and neuronal growth suggests that when we learn, a new connection or trace – an engram – is created in our brains.
- This 'trace' can be made permanent if we repeat and practice the thing we have learned.
- 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

- A growth mindset means being more willing to try new things and to persist at doing them, even if they do not immediately happen.
- According to Hebb, because of brain plasticity, we grow new connections in our brains from doing new things.
- A growth mindset means the ability to see that putting in extra time and effort will be worthwhile.
- According to Hebb, putting in more time and effort will result in stronger and more efficient neural pathways/synaptic connections.
- Believing it is worthwhile to try learning new things and to work hard at improving our abilities will result in being more willing to try new things.
- Trying new things will result in new and more efficient neural pathways/synaptic connections. This will in turn lead to higher achievement which will reinforce the growth mindset.
- Recent developments in neuroscience and brain scanning technology have found further evidence that Hebb's theory supports the idea of a growth mindset being an advantage when learning.

Credit other relevant content.

Section D**Psychological problems**

17.1	<p>One result is missing from Table 2.</p> <p>Which of the following is the most likely estimate of the missing result?</p> <p>Use the results from the rest of the table to help with your decision.</p> <p style="text-align: right;">[1 mark]</p>
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Marks for this question: AO2 – 1 mark

B (45)

17.2	<p>The questionnaire was answered by 671 females.</p> <p>What percentage of females mentioned experiencing stigma about their mental health problem as a difficulty they had to deal with in their day?</p> <p>State your answer using three significant figures and show your workings.</p> <p style="text-align: right;">[3 marks]</p>
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Marks for this question: AO2 – 3 marks

3 marks for correct percentage to three significant figures

19.1

2 marks for the correct percentage but not rounded to three significant figures.

Examples

- 19.0760059613
- 19.08
- 19

1 mark for correct workings.

$$128/671 \times 100$$

Accept other creditworthy workings such as $100/671 \times 128$

OR

1 mark for the 'correct' percentage but rounded incorrectly.

Examples

19.075
19.07

17.3	<p>Identify one ethical issue that the researchers carrying out the questionnaire needed to consider.</p> <p>Describe how the ‘One day at a time’ researchers could have dealt with the ethical issue you have identified.</p> <p style="text-align: right;">[3 marks]</p>
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Marks for this question: AO2 – 3 marks

1 mark for identifying **one** ethical issue that the researchers carrying out the questionnaire needed to consider.

Possible ethical issues:

- respect
- competence
- responsibility
- integrity
- confidentiality/anonymity/privacy
- informed consent
- parental consent
- deception
- right to withdraw
- protection from harm
- debrief.

NOTE: The command term ‘identify’ requires answers to ‘Name **or** otherwise characterise’. Therefore, answers **do not** have to give a recognised technical term.

PLUS

Up to **2 marks** for describing how the ‘One day at a time’ researchers could have dealt with the identified ethical issue.

2 marks: a clear and accurate description.

1 mark: a limited or muddled description.

Possible content

- Not using the participant’s names when their stories were put on the internet or in any report that is written.
- Asking participants to refer to themselves and others in their story with a letter or a nickname.
- Explaining fully to the participants what would happen to their story once it was submitted.
- Allowing participants’ stories to be removed from the internet if they changed their minds.

Credit other relevant content.

NOTE: Answers that do not specifically address the described scenario, but simply explain how to deal with the identified ethical issue, are to be considered to be limited.

NOTE: The ethical issue may be embedded in the description or separate; both are equally acceptable.

17.4	Outline one strength of using questionnaires to carry out psychological research. [2 marks]
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Marks for this question: AO3 – 2 marks

Up to **2 marks** for an outline of **one** strength of using questionnaires to carry out psychological research.

2 marks: a clear and accurate outline.

1 mark: a limited or muddled outline.

Possible content

- It is an efficient way of collecting data from a large number of people, especially when compared to other methods eg interviews.
- Can be used to gather data from a very large number of people. This makes it more possible to make generalisations from the findings.
- Although the questionnaire itself may take a bit of time to prepare, after that it is quite quick and easy to do.
- People know they are filling in a questionnaire – which deals with some ethical issues, such as consent.
- Data collected from questionnaires will be easy to collate and analyse if closed questions are used/quantitative data is collected.
- Questionnaires are flexible in the way they can be carried out. Questionnaires can be done online, by phone, on paper or face-to-face.
- Questionnaires can be completed privately (and often anonymously), responses may be more likely to be honest.
- Because the participant can complete the questionnaire, any effects from the researcher being present (Investigator effects) are removed.

Credit other relevant content.

NOTE: If the candidate has written about more than one strength, award marks to the **one** that is clearest and most effective.

17.5	<p>You have decided to carry out your study by doing a questionnaire. You plan to use opportunity sampling to select your participants.</p> <p>In your answer:</p> <ul style="list-style-type: none"> • explain how you will select your opportunity sample • write one question that will help you to collect relevant quantitative data • write one question that will help you to collect relevant qualitative data. <p>Write your answers in the correct spaces provided.</p> <p style="text-align: right;">[3 marks]</p>
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Marks for this question: AO2 – 3 marks

1 mark for explaining how the opportunity sample will be selected.

NOTE: Only answers that would result in a sample in which everyone has a mental health problem, or people who would be suitably knowledgeable of the physical effects of having one, are creditworthy.

NOTE: Answers that do not address the described scenario are **not** creditworthy.

NOTE: Explanations that would result in a volunteer sample are creditworthy.

PLUS

1 mark for writing an appropriate question to collect relevant **quantitative** data (ie where answers given would result in the collection of numerical data. This includes questions with very limited answers – such as yes/no and questions that ask for a number as the answer – such as ‘how many’, ‘how often’).

PLUS

1 mark for writing an appropriate question to collect relevant **qualitative** data (ie data that is descriptive and non-numerical. Questions with very limited answers – such as yes/no **are not** creditworthy).

NOTE: Answers should be marked based on the space they have been written in.

NOTE: If the candidate has written more than one answer for any of the bullet points, award marks to the one that is clearest and most effective.

18	<p>Briefly outline one psychological explanation of addiction.</p> <p>Refer to the information in your answer.</p> <p style="text-align: right;">[4 marks]</p>
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Marks for this question: AO1 – 2 marks and AO2 – 2 marks

Up to **2 marks** for a brief outline of **one** psychological explanation of addiction.

2 marks: a clear and accurate outline.

1 mark: a limited or muddled outline.

AO1

Possible content

Peer influence

- People's behaviour and choices can be affected by other people who are similar to themselves in some way, for example age or social group.
- Peer influence can lead to people feeling that they have to try/use addictive substances, and over time, developing an addiction.
- Social Learning Theory suggests 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 are also most likely to imitate those we look up to – such as peers or role models.
- Social Identity Theory suggests that we get our self-esteem from the groups we belong to. Teenagers tend to identify very strongly with their peers. They often feel pressure to follow the social norms of the group they belong to in order to fit in.
- The effect of peer influence can be towards both positive and negative behaviours and choices.

Self-medication theories

- People may begin to use addictive substances in an attempt to improve mood, emotional state or reduce physical/emotional pain/discomfort, and over time, develop an addiction.

Accept other creditworthy answers such as environment, upbringing, and trauma.

PLUS

AO2

Up to **2 marks** for an appropriate reference to the information.

2 marks: a clear and accurate reference.

1 mark: a limited or muddled reference.

Example

The information says that research shows that teenagers whose friends use drugs are more likely to also use them. This is because they are influenced by the people they relate to and want to be most like.

Credit other relevant examples.

NOTE: The AO2 may be embedded in the AO1 or separate; both are equally acceptable.

NOTE: If the candidate has written about more than one psychological explanation of addiction, award marks to the **one** that is clearest and most effective.

19.1	Describe Wiles' study of the effectiveness of CBT.	[4 marks]
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Marks for this question: AO1 – 4 marks

Level	Marks	Description
2 Clear	3–4	<p>Clear and accurate knowledge of Wiles' study of the effectiveness of CBT with some detail.</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 knowledge of Wiles' study of the effectiveness of CBT is 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	0	No relevant content.

Possible content

- Wiles' study looked at the effectiveness of CBT in treating people diagnosed with depression and prescribed anti-depressants but not showing signs of improving (treatment-resistant). The participants had been taking antidepressants for at least 6 weeks.
- Participants were randomly put into two different groups.
- 234 participants were given CBT while staying on their antidepressants. They had 12, individual, one-hour sessions of CBT with a trained CBT practitioner.
- A control group of 235 participants just continued taking their antidepressants.
- Both groups of participants also continued to access any other usual medical care considered necessary for their depression.
- The participants were followed up after six months. 46% of the group having CBT showed more than 50% improvement in their symptoms. Only 22% of the control group showed a similar level of improvement.
- The participants were followed up again after 12 months. The participants who had attended CBT sessions continued to show greater improvement, and had a higher likelihood of symptoms having been reduced completely.
- Wiles concluded that using CBT and antidepressants together was more effective in treating depression than when antidepressants were used on their own.

Credit other relevant content.

19.2	Evaluate Wiles' study of the effectiveness of CBT.	[5 marks]
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Marks for this question: AO3 – 5 marks

Level	Marks	Description
3 Detailed	4–5	<p>Analysis and evaluation of Wiles' study of the effectiveness of CBT is effective. Conclusions drawn are sound and fully expressed.</p> <p>Relevant terminology is used consistently throughout. The answer demonstrates a high level of substantiated reasoning, and is clear, coherent and focused.</p>
2 Clear	2–3	<p>There may be some effective analysis and evaluation of Wiles' study of the effectiveness of CBT. Any attempt to draw conclusions may be limited.</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	<p>Analysis and evaluation of Wiles' study of the effectiveness of CBT is of limited effectiveness. Any attempts to draw conclusions are very limited or muddled.</p> <p>Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, coherence, focus and logical structure.</p>
0	0	No relevant content.

Possible content

- Wiles carried out a longitudinal study. This increases the likelihood that not all participants will complete the study. 32% of Wiles' participants did not attend all 12 sessions of CBT and only 84% were able to be followed up after a year. However, longitudinal studies do allow for change to be seen over time and this is not possible in a shorter study.
- Participants remained in their real-life environment. This makes it difficult for researchers to control extraneous variables. There were some controls of participant variables put in place though. People diagnosed with bipolar disorder or substance addiction were not used as participants. Anyone already attending, or previously attending CBT or counselling for their depression, were also not used as participants.
- The self-report method was used to measure the levels of symptoms being experienced. These are subjective measurements and so may not be entirely accurate. Participants may also lie or moderate their answers to try and 'help the researcher'.
- Another way of reducing the effect of participant variables was the random allocation to the two groups.
- Participants were treated ethically because they all continued to access any other usual medical care considered necessary for their depression.
- There is support for Wiles' findings from other research that has found similar results.

- The research has a real-world application because it provides support for the use of CBT alongside anti-depressants as a way of treating depression.

Credit other relevant content.