

Question 1

0 6 Discuss gender bias in psychological research. Refer to **one** topic you have studied in your answer.

[8 marks]

Marks for this question: AO1 = 3, AO2 = 2, AO3 = 3

Level	Marks	Description
4	7–8	Knowledge of gender bias in psychological research is accurate with some detail. Reference to topic is effective. Discussion is thorough and effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear, coherent and focused. Specialist terminology is used effectively.
3	5–6	Knowledge of gender bias in psychological research is evident but there are occasional inaccuracies/omissions. Application to topic/discussion is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.
2	3–4	Limited knowledge of gender bias in psychological research is present. Focus is mainly on description. Any application to topic/discussion is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1–2	Knowledge of gender bias in psychological research is very limited. Application to topic/discussion is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

Possible content:

- failure to consider adequately differences between men and women can lead to gender bias
- historically in psychology there has been predominance of research based on samples of men
- researchers might have different expectations of men and women, which might then affect research outcomes
- alpha bias – overemphasises differences between men and women
- beta bias – underestimates differences between men and women
- overemphasis on importance of biology as the driver of behaviour.

Possible application to topic:

- research into mental illness that labels anxiety as a typically 'female' symptom – hysteria (Freud)
- research into moral development that suggests women's morality might be less sophisticated than that of men (Kohlberg)
- evolutionary theory might suggest promiscuity in men is normal and acceptable whilst promiscuity in women is abnormal and unacceptable
- much work on the fight or flight response is focused on men – women's stress reaction can be different – tend and befriend
- traditional social psychological research, eg Milgram, Asch, tended to use largely male samples.

Possible discussion:

- gender bias might result in androcentrism – belief that men's behaviour represents the norm and therefore that any behaviour typical of women might be judged abnormal
- implications for interpretation of the findings and conclusions from psychological research/how the research might be used in society, eg creating/reinforcing prejudice and stereotypes
- need to reinforce views that men and women are more similar than they are different – notion of universality
- promoting the idea that not all members of a sex are the same
- ways of avoiding gender bias, eg studying women in a women only environment.

Credit other relevant material.

Question 2

- 0 3** Jonny is 25 years old. He is a very anxious person. Colleagues tease him at work because he chews his pen all the time and spends hours tidying his desk. He finds it difficult to make friends and has never had a girlfriend.

Use your knowledge of psychic determinism to explain Jonny's behaviour.

[4 marks]

Marks for this question: AO2 = 4

Level	Marks	Description
2	3–4	Application is clear, appropriate and explicit showing sound understanding of psychic determinism. There is appropriate use of specialist terminology.
1	1–2	Application is limited/muddled showing limited understanding of psychic determinism. The answer lacks detail. Use of specialist terminology is either absent or inappropriate.
	0	No relevant content.

Possible content:

- psychic determinism suggests that adult behaviour, eg anxiety, pen-chewing, tidying, relationship problems, is determined by childhood/early experiences and by innate, unconscious drives/motives ie Jonny has no free will
- experiences that occurred during stages of psychosexual development have unconsciously influenced Jonny's adult behaviour/experience – his adult behaviour/experience has been caused by early experiences (this would be hard determinism)
- Jonny is unaware of these early experiences as his memory has been repressed, but they manifest themselves in symbolic outward behaviours. Jonny is a slave to his unconscious
- specific links between behaviours in the stem and psychosexual conflicts, eg pen-chewing related to oral fixation; tidying to anal retentiveness; relationship problems to difficulties arising in the genital stage.

Credit other relevant material.

Question 3

- 0 6** Outline what social sensitivity means in the context of psychology. Explain how researchers in psychology could deal with issues related to social sensitivity.

[8 marks]

Marks for this question: AO1 = 3, AO3 = 5

Level	Marks	Description
4	7–8	Outline of social sensitivity is accurate with some detail. Explanation of how researchers in psychology could deal with issues related to social sensitivity is thorough and effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear, coherent and focused. Specialist terminology is used effectively.
3	5–6	Outline of social sensitivity is evident but there are occasional inaccuracies/omissions. Explanation of how researchers in psychology could deal with issues related to social sensitivity is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.
2	3–4	Outline of social sensitivity is present. Focus is mainly on description. Any explanation of how researchers in psychology could deal with issues related to social sensitivity is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1–2	Outline of social sensitivity is very limited. Explanation of how researchers in psychology could deal with issues related to social sensitivity is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

Possible content:

- research which has potential implications or consequences, eg leading to prejudice and discrimination
- where a group of people represented in the research might be negatively affected as a result of a study, eg women affected by Bowlby's work on attachment
- where a study leads to changes in public policy affecting individuals/groups, eg research into IQ in the 1950s leading to educational changes.

Possible explanation points:

- submit research proposals to ethics committees and abide by any recommendations
- weigh up the possible costs and benefits before conducting any research. Only proceed where the benefits (to many) outweigh the costs (to a few)
- take care when formulating the aim/framing the question so as not to misrepresent certain groups
- be alert to the possibility of misuse of findings and take steps to present findings in a value-free way
- consider the wider effects of publication of the findings eg Sieber and Stanley's recommendations as part of the peer review process
- take steps to avoid prejudicial/biased/sensational media presentation of findings
- consider the possible reactions of participants to any research procedure they experience and take account of ethical issues in the design of any studies
- use of examples to illustrate specific ways in which social sensitivity can be taken into account.

Credit other relevant material.

Question 4

0 4 Using an example of a research study you have learned about in psychology, outline what is meant by a nomothetic approach to psychological investigation.

[4 marks]

Marks for this question: AO1 = 4

Content:

Up to 2 marks for knowledge of what is meant by a nomothetic approach.

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

- a nomothetic approach involves studying a (large) sample of participants
- using the findings to generate or substantiate general laws/models of behaviour; make inferences about the wider population/make generalisations; make predictions.

Plus

2 marks for an appropriate research study (no need to name), with clear and coherent explanation of how findings from the sample have been used to generate a theory/applied to a larger population.

OR

1 mark for a relevant research study with limited/muddled explanation.

Suitable examples can be taken from any area of psychology, eg

- Milgram tested a sample of participants to propose his theory of situational obedience
- Ainsworth tested infants using the Strange Situation to propose three attachment types.

Credit other relevant material/examples.

Question 5

- 0 8** Discuss the filter theory of attraction. Refer to the likely outcome of the student's study in your answer.

[8 marks]

Marks for this question: AO1 = 3, AO2 = 2, AO3 = 3

Level	Marks	Description
4	7–8	Knowledge of filter theory is accurate with some detail. Application is effective. Discussion is effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear, coherent and focused. Specialist terminology is used effectively.
3	5–6	Knowledge of filter theory is evident but there are occasional inaccuracies/omissions. Application/discussion is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.
2	3–4	Limited knowledge of filter theory is present. Focus is mainly on description. Any application/discussion is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1–2	Knowledge of filter theory is very limited. Application/discussion is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

Possible content:

- Kerckhoff and Davis (1962) proposed we use filtering to reduce the field of available to a field of desirables
- when we meet people we engage in three levels of filtering: social demography, similarity in attitude, complementarity:
 - social demography – at the outset we screen out people who are different in terms of age, sex, education etc
 - then we choose people who have similar attitudes to our own
 - in the longer-term, we choose people who complement our own traits.

Possible application:

- social background is an aspect of social demography – the first level of filtering
- according to the filter theory view of social demography, we are more attracted to people from similar backgrounds

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- the female participants will give higher ratings for liking to the similar descriptions than the different descriptions.

Possible discussion points:

- use of evidence to support/contradict filter theory, eg Taylor (2010) – people tend to marry someone from their own ethnic group; Kerckhoff and David (1962) – attitude similarity is an important factor in staying together; Gruber-Baldini (1995) – found similarities between spouses
- filter theory is consistent with the matching hypothesis
- cannot establish causality – maybe similarity of partners increases over time
- temporal validity – modern society is highly mobile and diverse; technology reduces/eliminates physical constraints to the establishment of relationships, eg with internet relationships.

Credit other relevant material.

Question 6

0 8 Use your knowledge of self-disclosure in virtual relationships to explain the advice given by Anji's friends.

[4 marks]

Marks for this question: AO2 = 4

Level	Marks	Description
2	3–4	Knowledge of self-disclosure in virtual relationships is applied appropriately with some detail. The answer shows sound understanding and appropriate use of specialist terminology.
1	1–2	There is limited/muddled knowledge and application of the role of self-disclosure in virtual relationships. The answer shows limited understanding. Use of specialist terminology is either absent or inappropriate.
	0	No relevant content.

Possible application:

- friend A's advice is in line with the hyper personal model of online relationships (Walther, 2011), suggesting greater/more rapid self-disclosure than in face-to-face relationships
- greater self-disclosure, as recommended by friend A, is said to lead to virtual relationships developing more quickly, being more intense
- friend A's advice seems to reflect the stranger-on-a-train effect (Bargh 2002)
- friend B warns against disinhibition which can occur in virtual relationships because of the anonymity/deindividuation
- disinhibition might lead to critical/aggressive/unkind comment about Anji's personal disclosures.

Credit other relevant material.

Question 7

0 7 Use your knowledge of theories of romantic relationships to explain the comments made by Chris and Sam.

[8 marks]

Marks for this question: AO2 = 8

Level	Marks	Description
4	7–8	Application of knowledge of theories of romantic relationships is detailed and effective. The answer is clear, coherent and focused. Specialist terminology is used effectively.
3	5–6	Application of knowledge of theories of romantic relationships is evident and mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.
2	3–4	Application of knowledge of theories of romantic relationships is present but of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1–2	Application of knowledge of theories of romantic relationships is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used. Answers without explicit application – Max 2 marks
	0	No relevant content.

Possible application:

- social exchange theory – Chris refers to costs and rewards of the relationship – for him the benefits outweigh the costs (good deal). Chris considers the comparison level – compares his situation with other relationships
- equity theory – Sam says, it balances out. If there is 'balance', then neither party under-benefits or over-benefits as the theory suggests relationships are better if there is a balance between cost and reward with emphasis on fairness
- Rusbult's investment theory – Sam notes how they have both invested time and effort in the relationship (intrinsic investment), and how they have such a nice home together (extrinsic investment)
- Sam refers to the alternatives – how it would be with another partner – social exchange and investment theory both look at comparison with alternatives.

Credit other relevant material.

Question 8

0 7 Describe Duck's phase model of relationship breakdown.

[4 marks]

Marks for this question: AO1 = 4

Level	Marks	Description
2	3–4	Description of Duck's model is clear, accurate and detailed, showing sound understanding. The answer is coherent with appropriate use of specialist terminology.
1	1–2	Description of Duck's model is limited/muddled. Detail is lacking, there is some misunderstanding or lack of clarity. Use of specialist terminology is either absent or inappropriate.
	0	No relevant content.

Possible content:

- a model that describes the four phases of relationship breakdown
- intra-psycho phase – a partner thinks about his/her dissatisfaction with the relationship but this is not disclosed to others/partner
- dyadic phase – both partners are aware of the problem – there is confrontation, discussion
- social phase – partners disclose their problems to others – friends, family become aware of the breakdown of the relationship
- grave dressing phase – each partner comes to terms with the breakdown and rationalises it by constructing a narrative of events.

Question 9

- 2 2** Outline **one or more** biological explanation(s) for schizophrenia. Compare biological explanation(s) for schizophrenia with the family dysfunction explanation for schizophrenia. **[16 marks]**

Marks for this question: AO1 = 6, AO3 = 10

Level	Marks	Description
4	13–16	Knowledge of biological explanation(s) is accurate and generally well detailed. Comparison with the family dysfunction explanation is thorough and effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear, coherent and focused. Specialist terminology is used effectively.
3	9–12	Knowledge of biological explanation(s) is evident but there are occasional inaccuracies/omissions. Comparison with the family dysfunction explanation is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.
2	5–8	Limited knowledge of biological(s) explanation is present. Focus is mainly on description. Any comparison with the family dysfunction explanation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1–4	Knowledge of biological explanation(s) is very limited. Comparison is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

Possible content:

- genetic transmission – schizophrenia is heritable through transmission of DNA/genes; familial link; twin studies/family studies/concordance rates; polygenic; candidate genes, eg PCM1; interaction between genes, eg NRG3 and NRG1/ERBB4
- dopamine hypothesis – excess activity of dopamine in subcortical areas; low activity of dopamine in cortex, especially pre-frontal area
- action of other neurotransmitters, eg higher levels of serotonin activity, reduced glutamate activity/NMDA receptor activity
- other neural correlates – enlarged ventricles, reduced grey matter, activity of basal ganglia, reduced activity in the superior temporal gyrus, anterior cingulate gyrus and ventral striatum.

Possible comparisons:

- role of the family – biological explanations implicate family passively through heritability whereas the family dysfunction explanation sees family as more actively responsible through their behaviour, eg high expressed emotion, poor communication; high conflict, schism and skew
- societal attitudes will differ – if family behaviour is seen as the 'cause' then families might be stigmatised, if biological, then family is less blameworthy
- both explanations have led to (effective) treatment
- both explanations are deterministic – but different types of determinism

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- neither explanation can establish causality: in both cases the presumed cause might actually be a consequence, eg family might become dysfunctional as a result; altered neurochemistry/neuroanatomy might be the effect rather than the cause
- comparison of evidence for each explanation, eg in terms of reliability/validity
- comparisons in relation to ethics, social sensitivity, nature-nurture stance, reductionist stance, nomothetic v idiographic approach.

Credit other relevant material.

Question 10

2 0 Briefly outline and evaluate **one** study of validity in relation to diagnosis of schizophrenia.
[4 marks]

Marks for this question: AO1 = 2, AO3 = 2

Level	Marks	Description
2	3–4	Outline of a study of validity is clear and accurate. Evaluation is clear, coherent and appropriate.
1	1–2	Outline is limited or muddled. Evaluation is limited or inappropriate.
	0	No relevant content.

Possible content:

- Rosenhan 1973 – misdiagnosis of pseudo-patients and the follow-up studies
- Cheniaux 2009 – showed increase in diagnosis using ICD rather than DSM
- Cochrane 1977 – increased incidence in diagnosis of people of Afro-Caribbean origin
- Mason 1997 – high predictive validity between modern classification systems.

Possible evaluation points:

- methodological issues, eg sample size, control etc
- analysis of implications for patients/wider society if diagnosis not valid
- problems arising due to the use of separate classification systems.

Credit other relevant material.

Question 11

- 1 6** Explain why the data in **Table 1** does **not** enable the researchers to draw proper conclusions about the effectiveness of therapy for the two groups. What should the researchers do about this?

[4 marks]

Marks for this question: AO3 = 4

Level	Marks	Description
2	3–4	Explanation of the problem(s) is clear, coherent and appropriate. Suggestion(s) of how to deal with problem is appropriate and well explained. There is mostly effective use of specialist terminology.
1	1–2	Explanation of the problem(s) is limited/muddled. Any suggestion(s) of how to deal with the problem lacks detail/understanding. Specialist terminology is either absent or inappropriate. OR One aspect at L2
	0	No relevant content.

Possible explanations:

- the table does not include any baseline measure against which to compare the results after therapy
- the table does not show SDs/measures of dispersion so some Ps may be more affected than others by the therapy
- the mean values in the table might be misleading because they could have been distorted by extreme scores/outliers

Possible suggestions:

- include the test results for each group from before the therapy programme began
- include an appropriate measure of dispersion
- use a different measure of central tendency, such as the median which is not affected by outliers/extreme scores

If a creditworthy problem is given, the suggestion must relate to the same problem for credit.

An appropriate suggestion can be credited even if no credit has been awarded for the explanation.

Credit other relevant material but answer must be based on the data in the Table **not** the design of the study.

Question 12

2 9 Describe neural mechanisms in aggression.

[6 marks]

Marks for this question: AO1 = 6

Level	Marks	Description
3	5–6	Description is clear, accurate and detailed. Specialist terminology is used effectively.
2	3–4	Description is mostly clear but lacks detail in places. There is some appropriate use of specialist terminology.
1	1–2	Description is limited/muddled. The answer lacks clarity and accuracy. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

Possible content:

- limbic system, particularly the hypothalamus and amygdala, is responsible for aggressive behaviour
- fMRI scans show heightened amygdala activity during aggressive response
- stimulation of the amygdala can increase/decrease aggression response
- frontal cortex moderates the expression of aggression – reduced serotonin activity in the prefrontal cortex is related to reduced self-control/disinhibition
- lower levels of 5-HIAA (by-product of serotonin breakdown) are found in impulsive/poorly controlled offenders
- testosterone may mediate the activity of the amygdala and/or the orbitofrontal cortex.

Credit other relevant material

Question 13

3 0 Jane is talking about her husband to a friend.

Jane says, "Bill gets angry if I text any of my male friends. He's always looking at my mobile phone. He gets upset if I want to go out with friends and insists on coming along too. I suppose it is nice in a way because he is so strong and protective."

Use your knowledge of evolutionary explanations of aggression to explain Jane's comments.
[4 marks]

Marks for this question: AO2 = 4

Level	Marks	Description
2	3–4	Explanation of how the evolutionary explanation for aggression could be used to explain Jane's comments is clear and appropriate. There is appropriate use of specialist terminology.
1	1–2	Explanation is limited, muddled or inappropriate. Use of specialist terminology is absent or inappropriate.
	0	No relevant content.

Possible application:

- evolutionary theory states that males compete for females – Bill gets angry because he sees Jane's male friends as potential rivals – this is an example of sexual jealousy
- Bill is anxious to prevent Jane forming a relationship with other males so as to avoid cuckoldry, ie Jane being unfaithful
- Bill shows mate retention strategies, eg checking Jane's mobile is an example of male vigilance over partner's behaviour; going along on nights out is an example of direct guarding
- Jane is referring to Bill as a dominant male (strength and protectiveness)

Credit other relevant material.

Question 14

3 0 Evaluate the role of de-individuation in aggression.

[6 marks]

Marks for this question: AO3 = 6

Level	Marks	Description
3	5–6	Evaluation of the role of de-individuation in aggression is detailed and effective. The answer is clear and coherent. Specialist terminology is used effectively.
2	3–4	Evaluation of the role of de-individuation in aggression is mostly effective but lacks detail and/or clarity in places. There is some appropriate use of specialist terminology
1	1–2	Evaluation of the role of de-individuation in aggression is limited/very limited. The answer lacks clarity. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

Possible evaluation:

- use of evidence supporting or contradicting the explanation
- de-individuation/anonymity do not always lead to aggression – it depends on the norms of the group which may be antisocial or prosocial
- consideration of the role of anonymity – anonymity of a victim may be as important as anonymity of the aggressor
- implications for dealing with aggression, eg reduction in situational factors that contribute to de-individuation in order to promote personal responsibility and reduce aggressive behaviour
- comparison with alternative explanations.

Credit other relevant material.

Question 15

3 1 Outline the effects of computer games on aggression.

[4 marks]

Marks for this question: AO1 = 4

Level	Marks	Description
2	3–4	Knowledge of the effects of computer games on aggression is clear and has some detail. There is appropriate use of specialist terminology.
1	1–2	Knowledge of the effects of computer games on aggression is limited/muddled. Use of specialist terminology is either absent or inappropriate.
	0	No relevant content.

Possible content:

- cognitive priming – repeated exposure to violent computer games gives a script leading to readiness to act aggressively
- regularly playing violent games leads to desensitisation reducing normal physiological response to violent stimuli
- anonymity of gaming is disinhibiting, increasing aggression
- general links to SLT and reinforcement, eg observation, imitation, modelling; positive reinforcement, eg moving through levels in a game; attractive models in computer games make imitation more likely
- what the findings of specific studies tell us about the effects on aggression, eg playing Mortal Kombat leads to an increase in aggression (Bartholomew and Anderson, 2002); playing associated with increased emotion and decreased control, (Matthews, 2006); desensitisation effect (Carnagey, 2007)
- effect of catharsis – playing games may provide a useful outlet for aggression so that aggression reduces in real life.

Credit other relevant material.

Question 16

2 7 Using your knowledge of research into cognitive priming, explain the likely outcome of the study.

[4 marks]

Marks for this question: AO2 = 2, AO3 = 2

Level	Marks	Description
2	3–4	Application of cognitive priming is clear and accurate. Explanation of the likely outcome is clear, coherent and appropriate.
1	1–2	Application is limited or muddled. Explanation is limited or inappropriate.
	0	No relevant content.

Possible content:

- the likely outcome is that more of the participants who watch the violent film beforehand will be classified in the high aggression category than the low aggression category and more of the participants who watch the neutral film beforehand will be classified in the low aggression category than the high aggression category
- cognitive priming would explain this because it suggests that exposure to aggressive images acts as a script for how to behave aggressively; the script is stored in memory then triggered when a similar, subsequent aggressive situation occurs.