



GCE A LEVEL MARKING SCHEME

SUMMER 2025

**A LEVEL
PSYCHOLOGY – COMPONENT 3
A290U30-1**

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

GCE A LEVEL PSYCHOLOGY – COMPONENT 3**SUMMER 2025 MARK SCHEME**

Question		AO1	AO2	AO3	Total
1	(a)	10			10
	(b)		5	10	15
2	(a)	5		5	10
	(b)	5		5	10
	(c)		5		5
3	(a)	10			10
	(b)		5		5
	(c)			10	10
4	(a)	10			10
	(b)		5	10	15
5	(a)	10			10
	(b)		5	10	15
6	(a)	10			10
	(b)		5		5
	(c)			10	10
7			10	15	25
8			10	15	25

Section A: Applications

0	1	Addictive behaviours
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(a)	Describe <u>two</u> social psychological explanations of addictive behaviours.	10
This question is focused on demonstrating knowledge and understanding of scientific processes, techniques and procedures.		
The social psychological explanations of addictive behaviours identified in the specification are: - Peer pressure. - The role of the media. - Co-morbidity with mental illness. However, any appropriate social psychological explanation of addictive behaviours can be used. AO1 credit will be given for: Peer influences: - The link of peer influences to addiction could include: peer pressure, social learning theory (Bandura, 1977, 1986), perceived social norms, descriptive norms, injunctive norms (Borsari/Carey, 2001). - Also, a description of how these can be applied to addictive behaviours. Media: - The link to the role of the media could include: social learning theory (Bandura, 1977, 1986), how media portrays addictive behaviour (tv, newspapers, films, advertising, internet etc.) and the effect (Lyons et al., 2011, Stanton Glantz et al., 2002, Gunasekera et al., 2005). - Also, descriptions of the effect of exposure may be described (Wellman et al., 2006, Hanewinkel et al., 2014). Co-morbidity: - The National Institute on Drug Abuse (NIDA), part of the National Institute on Health, suggests that exposure to traumatic events in life puts people at higher risk of substance use disorders, particularly if they have been physically or emotionally traumatised. An example of this was service members returning from Iraq and Afghanistan, where half who reported PTSD or depression also had co-occurring substance use disorder. - Similarly, NIDA report that early drug use may be a risk factor for later substance abuse. Amongst the triggers listed for this, were; general environmental influences and psycho-social influences. - NIH (National Institute on Health) also suggest environmental factors, such as stress and trauma, create genetic changes that are then passed down the generations. - Any other appropriate content.		

Marks	AO1
9-10	• Description of two social psychological explanations of addictive behaviours is thorough and accurate. • There is depth and range to material included. • Effective use of terminology throughout. • Logical Structure.
6-8	• Description of two social psychological explanations of addictive behaviours is reasonably detailed and accurate. • There is depth and range to material used, but not in equal measure • Good use of terminology. • Mostly logical structure.
3-5	• Description of two social psychological explanations of addictive behaviours is basic in detail and accuracy. • There is depth or range only in material used. • Some use of appropriate terminology. • Reasonable structure. OR • Description of one social psychological explanation of addictive behaviours is thorough and accurate.
1-2	• Description of two social psychological explanations of addictive behaviours is superficial in detail and accuracy. • Very little use of appropriate terminology • Answer lacks structure. OR • Description of one social psychological explanation of addictive behaviours is reasonably detailed and accurate.
0	• Inappropriate answer given. • No response attempted.

0	1	Addictive behaviours
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(b)	‘Biological explanations are limited so don’t offer the best way of understanding addictive behaviours.’ With reference to this statement, evaluate biological explanations of addictive behaviours.	15
This question is focused on the analysis, interpretation and evaluation of a range of scientific information, ideas and evidence and on applying knowledge and understanding of scientific ideas, processes, techniques and procedures.		
The biological explanations of addictive behaviours identified in the specification are: • Dopamine. • Addiction genes. • Diseases of the brain. however, any appropriate biological explanation of addictive behaviours can be used. AO3 credit will be given for: • The validity of the explanation. • The evidence for and against the explanation. • Evaluation of any studies/evidence presented. • The usefulness of the explanation. • The application of the explanation to therapy. • Comparison with other explanations. • Cultural or other bias inherent in the explanation. • Any other appropriate content. AO2 credit could be given for: Reference to the statement through comments made: • Candidates illustrating that ‘biological explanations are limited’ through reference to weaknesses of the biological explanations. • Candidates illustrating that biological explanations are ‘the best way of understanding addictive behaviours’ through reference to strengths of the biological explanations. • Assessment of the statement in the light of research / conclusions drawn from biological investigations or alternative explanations into addictive behaviours. • Any other appropriate content		

Marks	AO3
9-10	• Thorough evaluation is made of biological explanations of addictive behaviours. • Depth and range of material. • Structure is logical. • An appropriate conclusion is reached based upon evidence presented.
6-8	• Reasonable evaluation is made of biological explanations of addictive behaviours. • Depth and range, but not in equal measure. • Structure is mostly logical. • A reasonable conclusion is reached based upon the evidence presented.
3-5	• Basic evaluation is made of biological explanations of addictive behaviours. • Depth or range. • Structure is reasonable. • A basic conclusion is reached. OR • Thorough evaluation is made of one biological explanation of addictive behaviours.
1-2	• Superficial evaluation is made of biological explanations of addictive behaviours. • Answer lacks structure. • There is no conclusion. OR • Reasonable evaluation is made of one biological explanation of addictive behaviours.
0	• Inappropriate answer given. • No response attempted.

Marks	AO2
5	• Clear reference to the statement. • The evidence used is well-chosen and applied effectively to the scenario. • Details are accurate. • There is depth and range to the evidence used.
3-4	• Reasonable reference to the statement. • Appropriate evidence used and applied to the scenario. • Details are mostly accurate. • There is depth or range to the evidence used.
1-2	• Reference to the statement is superficial. • Evidence is described but not applied or has only weak links to the scenario. • There may be inaccuracies throughout
0	• No attempt at application. • Inappropriate answer given. • No response attempted.

0	2	Autistic spectrum behaviours
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(a)	Briefly describe and evaluate <u>one</u> biological explanation of autistic spectrum behaviours.	5+5
This question is focused on demonstrating knowledge and understanding of scientific processes, techniques and procedures and on the analysis, interpretation and evaluation of a range of scientific information, ideas and evidence.		
The biological explanations of autistic spectrum behaviours identified in the specification are: • Male behaviour. • Empathising-systemising theory. • Refrigerator mother. however, any appropriate biological explanations of autistic spectrum behaviours can be used. AO1 credit will be given for: Male behaviour: • The theory of male behaviour suggests that male traits such as systemising are seen in extreme forms in ASD. Empathising-systemising theory: • Empathising-systemising theory suggests that individuals with ASD have a preference for systemising over empathising. This explains aspects of ASD that theory of mind is unable to explain, such as the non-social aspects of ASD (need for order and routine) and the fact that ASD is more common in males, as males tend to be systemisers and females tend to be empathisers. Refrigerator mother: • The refrigerator mother is a psychodynamic theory and suggests that a certain type of parent (cold, unemotional and overly intellectual in their approach to parenting) may be implicated in the development of ASD. • Any other appropriate content. AO3 credit will be given for: • The validity of the explanation. • The evidence for and against the explanation. • Evaluation of any studies/evidence presented. • The usefulness of the explanation. • The application of the explanation to therapy. • Comparison with other explanations. • Cultural or other bias inherent in the explanation. • Any other appropriate content.		

Marks	AO1
5	• Description of one social psychological explanation of autistic spectrum behaviours is thorough and accurate. • There is depth and range to the material used. • Effective use of terminology throughout. • Logical structure.
3-4	• Description of one social psychological explanation of autistic spectrum behaviours is reasonably detailed and accurate. • There is depth and range to the material used but not in equal measure. • Good use of terminology. • Structure is mostly logical.
1-2	• Description of one social psychological explanation of autistic spectrum behaviours is superficial in detail and accuracy. • There is depth or range only in material used. • Very little use of appropriate terminology. • Answer lacks structure
0	• Inappropriate answer given. • No response attempted.

Marks	AO3
5	• A thorough evaluation is made of one social psychological explanation of autistic spectrum behaviours. • Structure is logical throughout. • Depth and range included.
3-4	• A reasonable evaluation is made of one social psychological explanation of autistic spectrum behaviours. • Structure is mostly logical. • Depth and range but not in equal measure.
1-2	• Superficial evaluation is made of one social psychological explanation of autistic spectrum behaviours. • Lacks structure. • Depth or range.
0	• Inappropriate answer given. • No response attempted.

0	2	Autistic spectrum behaviours
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(b)	Briefly describe and evaluate <u>one</u> biological explanation of autistic spectrum behaviours.	5+5
This question is focused on demonstrating knowledge and understanding of scientific processes, techniques and procedures and on the analysis, interpretation and evaluation of a range of scientific information, ideas and evidence.		
The biological explanations of autistic spectrum behaviours identified in the specification are: • Amygdala dysfunction. • Chloride ions at birth. • Genetic predisposition. however, any appropriate social psychological explanations of autistic spectrum behaviours can be used. AO1 credit will be given for: Amygdala dysfunction • This explanation suggests that there are problems in the development of the amygdala – for example some studies focusing on growth – such studies often relating to amygdala volume in children (Nordahl, 2012) being larger in children with ASB. Chloride ions at birth • While the foetus is in the womb, chloride ions are at a high level and this is reduced rapidly during birth, controlled by the release of oxytocin. When the release of oxytocin is blocked, the level of chloride ions remain high and this has been implicated in the development of ASB. Genetic predisposition • Follows the idea that there is a lot of published research suggesting that ASB runs in families and evidence suggests that if an individual has a sibling with ASB they are up to 20 times more likely (Szatmari, 1999) to be at risk of having it. • Any other appropriate content. AO3 credit will be given for: • The validity of the explanation. • The evidence for and against the explanation. • Evaluation of any studies/evidence presented. • The usefulness of the explanation. • The application of the explanation to therapy. • Comparison with other explanations. • Cultural or other bias inherent in the explanation. • Any other appropriate content.		

Marks	AO1
5	• Description of one biological explanation of autistic spectrum behaviours is thorough and accurate. • There is depth and range to the material used. • Effective use of terminology throughout. • Logical structure.
3-4	• Description of one biological explanation of autistic spectrum behaviours is reasonably detailed and accurate. • There is depth and range to the material used but not in equal measure. • Good use of terminology. • Structure is mostly logical.
1-2	• Description of one biological explanation of autistic spectrum behaviours is superficial in detail and accuracy. • There is depth or range only in material used. • Very little use of appropriate terminology. • Answer lacks structure
0	• Inappropriate answer given. • No response attempted.

Marks	AO3
5	• A thorough evaluation is made of one biological explanation of autistic spectrum behaviours. • Structure is logical throughout. • Depth and range included.
3-4	• A reasonable evaluation is made of one biological explanation of autistic spectrum behaviours. • Structure is mostly logical. • Depth and range but not in equal measure.
1-2	• Superficial evaluation is made of one biological explanation of autistic spectrum behaviours. • Lacks structure • Depth or range.
0	• Inappropriate answer given. • No response attempted.

0	2	Autistic spectrum behaviours
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(c)	Briefly explain how individual differences explanations could be applied to modifying autistic spectrum behaviours.	5
This question is focused on applying knowledge and understanding of scientific ideas, processes, techniques and procedures.		
The individual differences explanations of autistic spectrum behaviours identified in the specification are: • Gender differences. • Theory of mind. • Weak central coherence. The methods of modifying autistic spectrum behaviours identified in the specification are: • Picture Exchange Communication System (PECS). • Relationship Development Intervention. AO2 credit will be given for: • A demonstration of the understanding of the way the general individual differences explanations could be applied to modifying autistic spectrum behaviours. • Linking the individual differences explanations to a broad (or specific named) method of modifying autistic spectrum behaviours (Picture Exchange Communication System or Relationship Development Intervention). • Individual differences explanations focus gender differences, theory of mind and weak central coherence. • Any other appropriate content. N.B. In their answer, candidates are not limited to the individual differences explanations of autistic spectrum behaviours and methods of modifying autistic spectrum behaviours identified in the specification. Application of any appropriate individual differences explanation to any appropriate method of modifying autistic spectrum behaviours can receive credit.		
Marks	AO2	
5	• The way in which individual differences explanations could be applied to modifying autistic spectrum behaviours has been thoroughly explained. • The details are accurate.	
3-4	• The way in which individual differences explanations could be applied to modifying autistic spectrum behaviours has been reasonably explained. • The details are mostly accurate.	
1-2	• The way in which individual differences explanations could be applied to modifying autistic spectrum behaviours has been superficially explained. • The details are mostly inaccurate or superficial.	
0	• Inappropriate answer given. • No response attempted.	

0	3	Bullying behaviours
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(a)	Describe individual differences explanations of bullying behaviours.	10
This question is focused on demonstrating knowledge and understanding of scientific processes, techniques and procedures.		
The individual differences explanations of bullying behaviours identified in the specification are: • Cognitive biases. • Narcissistic personality. • Theory of mind (ToM). however, any appropriate individual differences explanations of bullying behaviours can be used. AO1 credit will be given for: Cognitive biases: • Description and research of possible cognitive errors/biases, such as the person who has listened to only certain types of information to confirm their beliefs due to their heightened sense of their own superiority (confirmation bias). These biases are unconscious errors in thinking and may relate to problems on memory processes, attention and other mental mistakes. Narcissistic personality: • • Reference to the characteristics, such as; grandiosity, arrogance/vanity, lack of empathy and any relevant research. • • Description of the link of narcissism with bullying, focusing on reasons, such as: heightening the sense of the narcissist's own superiority and the notion of being oversensitive to criticism. Theory of mind: • Reference to an explanation of ToM and the importance attached to the internal mental states. • Reference to and research around the link between the description of ToM and bullying (Sutton, 1999). • In relation to ToM and the link with bullying behaviours, it is suggested that bullies are able to: predict the victim's behaviour, act as ringleaders and strategically manipulate victims. • Research into ToM and bullying. E.g. Sutton (1999) with the Strange Story and whether bullies have superior ToM. • Any other appropriate content. N.B. There must be at least two individual differences explanations described to access marks in the top bands.		

Marks	AO1
9-10	- Description of individual differences explanations of bullying behaviours is thorough and accurate. - There is depth and range to material included. - Effective use of terminology throughout. - Logical structure.
6-8	- Description of individual differences explanations of bullying behaviours is reasonably detailed and accurate. - There is depth and range to material used, but not in equal measure. - Good use of terminology. - Mostly logical structure.
3-5	- Description of individual differences explanations of bullying behaviours is basic in detail and accuracy. - There is depth or range only in material used. - Some use of appropriate terminology - Reasonable structure. OR - Description of one individual differences explanation of bullying behaviours is thorough and accurate.
1-2	- Description of individual differences explanations of bullying behaviours is superficial in detail and accuracy. - Very little use of appropriate terminology - Answer lacks structure. OR - Description of one individual differences explanation of bullying behaviours is reasonably detailed and accurate.
0	- Inappropriate answer given. - No response attempted.

0	3	Bullying behaviours
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(b)	Briefly explain how individual differences explanations could be applied to modifying bullying behaviours.	5
This question is focused on applying knowledge and understanding of scientific ideas, processes, techniques and procedures. The individual differences explanations of bullying behaviours identified in the specification are: • Cognitive biases • Narcissistic personality • Theory of mind The methods of modifying bullying behaviours identified in the specification are: • Creating A Peaceful School Learning Environment (CAPSLE) • Olweus Bullying Prevention Programme AO2 credit will be given for: • A demonstration of the understanding of the way the general individual differences explanations could be applied to modifying bullying behaviours. • Linking the individual differences explanations to a broad (or specific named) method of modifying bullying behaviours (Creating A Peaceful School Learning Environment or Olweus Bullying Prevention Programme). • Individual differences explanations focus on cognitive biases, narcissistic personality and theory of mind. • Any other appropriate content. N.B. In their answer, candidates are not limited to the individual differences explanations of bullying behaviours and methods of modifying bullying behaviours identified in the specification. Application of any appropriate individual differences explanation to any appropriate method of modifying bullying behaviours can receive credit.		
Marks	AO2	
5	• The way in which individual differences explanations could be applied to modifying bullying behaviours has been thoroughly explained. • The details are accurate.	
3-4	• The way in which individual differences explanations could be applied to modifying bullying behaviours has been reasonably explained. • The details are mostly accurate.	
1-2	• The way in which individual differences explanations could be applied to modifying bullying behaviours has been superficially explained. • The details are mostly inaccurate or superficial.	
0	• Inappropriate answer given. • No response attempted.	

0	3	Bullying behaviours
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(c)	Analyse the strengths and weaknesses of biological explanations of bullying behaviour.	10
This question is focused on the analysis, interpretation and evaluation of a range of scientific information, ideas and evidence.		
The biological explanations of bullying behaviours identified in the specification are: • Bullying genes. • Evolved gender differences. • Hormones. however, any appropriate biological explanations of bullying behaviours can be used. Credit will be given for: • The validity of the explanation. • The evidence for and against the explanation. • Evaluation of any studies/evidence presented. • The usefulness of the explanation. • The application of the explanation to the methods of modifying bullying behaviour. • Position on debates such as nature – nurture, free will – determinism • Comparison with other explanations. • Cultural or other bias inherent in the explanation. • Any other appropriate content. NB. Both strengths and weaknesses must be included to access marks in the top bands.		
Marks	AO3	
9-10	• A thorough analysis is made of the strengths and weaknesses of biological explanations of bullying behaviours. • Depth and range of material. • Structure is logical. • An appropriate conclusion is reached based upon evidence presented.	
6-8	• A reasonable analysis is made of the strengths and weaknesses of biological explanations of bullying behaviours. • Depth and range, but not in equal measure. • Structure is mostly logical. • A reasonable conclusion is reached based upon the evidence presented.	
3-5	• A basic analysis is made of the strengths and weaknesses of biological explanations of bullying behaviours. • Depth or range. • Structure is reasonable. • A basic conclusion is reached. OR • Analysis of the strengths and weaknesses of only one biological explanation of bullying behaviours is thorough and accurate.	
1-2	• Superficial analysis is made of the strengths and weaknesses of biological explanations of bullying behaviours. • Answer lacks structure. • There is no conclusion. OR • Analysis of the strengths and weaknesses of only one biological explanation of bullying behaviours is thorough and accurate.	
0	• Inappropriate answer given. • No response attempted.	

(a)	Describe <u>two</u> biological explanations of criminal behaviours.	10
This question is focused on demonstrating knowledge and understanding of scientific processes, techniques and procedures.		
The biological explanations of criminal behaviours identified in the specification are: • Disinhibition hypothesis. • Inherited criminality • Role of the amygdala. however, any appropriate biological explanations of criminal behaviours can be used. Credit will be given for: Disinhibition hypothesis: This suggests that drug intoxication affects central nervous system functions that presumably control or inhibit aggression. Inherited criminality: This explanation states that genetic factors are responsible for crime. For example, the results of twin and adoption studies such as Hutchings and Mednick (1973) who found a significant correlation between the criminal convictions of biological fathers and the number of criminal convictions of their sons who had been adopted into other families. Role of the amygdala: In relation to controlling aggression. For example, the work of Raine, Buchsbaum and LaCasse (1997) who used PET scans to compare the brain activity of 41 convicted male murderers with 41 normal males (who were matched controls). They found that that the murderers did have different brain functioning compared to the normal controls in some areas. Among other findings, the murderers had reduced activity in the prefrontal cortex and abnormal activity in the amygdala. • Any other appropriate content.		

Marks	AO1
9-10	• Description of two biological explanations of criminal behaviours is thorough and accurate. • There is depth and range to material included. • Effective use of terminology throughout. • Logical Structure.
6-8	• Description of two biological explanations of criminal behaviours is reasonably detailed and accurate. • There is depth and range to material used, but not in equal measure. • Good use of terminology. • Mostly logical structure.
3-5	• Description of two biological explanations of criminal behaviours is basic in detail and accuracy. • There is depth or range only in material used. • Some use of appropriate terminology • Reasonable structure. OR • Description of one biological explanation of criminal behaviours is thorough and accurate
1-2	• Description of two biological explanations of criminal behaviours is superficial in detail and accuracy. • Very little use of appropriate terminology • Answer lacks structure. OR • Description of one biological explanation of criminal behaviours is reasonably detailed and accurate.
0	• Inappropriate answer given. • No response attempted.

0	4	Criminal behaviours
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(b)	Many people believe that a prison sentence is the most effective way of reducing criminal behaviours. However, research by the Prison Reform Trust (2014) found that 46% of ex-prisoners reoffended within one year of being released from prison. With reference to the above statement, evaluate one method of modifying criminal behaviours.	15
This question is focused on the analysis, interpretation and evaluation of a range of scientific information, ideas and evidence and on applying knowledge and understanding of scientific ideas, processes, techniques and procedures.		
The methods of modifying criminal behaviours named on the specification are: • Anger management. • Restorative justice. In their answer, candidates are not limited to a method of modifying criminal behaviours identified in the specification. AO3 credit will be given for: • Research that supports/refutes the effectiveness. • Ethical and/or social implications. • Comparison to other methods. • The validity of the explanation that the method is based on. • Any other appropriate content. AO2 credit will be given for application to the statement, such as: Prison sentence is the most effective way, Prison Reform Trust (2014), 46% of ex-prisoners reoffended within one year. • Any other appropriate content.		

Marks	AO3
9-10	• Thorough evaluation made of the method of modification for criminal behaviours. • Structure is logical throughout. • Depth and range included. • An appropriate conclusion is reached based on evidence presented.
6-8	• Reasonable evaluation is made of the method of modification for criminal behaviours. • Structure is mostly logical. • Depth and range but not in equal measure. • A reasonable conclusion is reached based on evidence presented.
3-5	• Basic evaluation is made of the method of modification for criminal behaviours. • Structure is reasonable. • Depth or range. • A basic conclusion is reached.
1-2	• A superficial evaluation is made of the method of modification for criminal behaviours. • Answer lacks structure. • There is no conclusion
0	• Inappropriate answer given. • No response attempted.

Marks	AO2
5	• Clear reference to the statement. • The evidence used is well-chosen and applied effectively to the statement. • Details are accurate. • There is depth and range to the evidence used.
3-4	• Reasonable reference to the statement. • Appropriate evidence used and applied to the statement. • Details are mostly accurate. • There is depth or range to the evidence used.
1-2	• Reference to the statement is superficial. • Evidence is described but not applied or has only weak links to the statement. • There may be inaccuracies throughout.
0	• No attempt at application.

0	5	Schizophrenia
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(a)	Describe the characteristics of schizophrenia.	10
This question is focused on demonstrating knowledge and understanding of scientific processes, techniques and procedures.		
AO1 credit will be given for: • Delusions: of persecution, of grandeur, or reference, of control. • Hallucinations: e.g. auditory, visual (seeing objects and / or things). • Disorganised speech: e.g. word salad. • Disorganised behaviour: e.g. lack of inhibition, bizarre and unpredictable. • Duration of symptoms necessary for diagnosis. • 'Negative' symptoms: social withdrawal, deterioration of personal hygiene, inability to cry or express joy, unable to concentrate. • Any other appropriate content.		
Marks	AO1	
9-10	• Description of characteristics of schizophrenia is thorough and accurate. • There is depth and range to the material used. • Effective use of terminology throughout. • Logical structure.	
6-8	• Description of characteristics of schizophrenia is reasonably detailed and accurate. • There is depth and range to the material used, but not in equal measure. • Good use of terminology. • Structure is mostly logical.	
3-5	• Description of characteristics of schizophrenia is basic in detail and accuracy. • There is depth or range only in material used. • Some use of appropriate terminology. • Reasonable structure.	
1-2	• Description of characteristics of schizophrenia is superficial in detail and accuracy. • There is depth or range only in material used. • Some use of appropriate terminology. • Answer lacks structure.	
0	• Inappropriate answer given. • No response attempted.	

0	5	Schizophrenia
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(b)	‘The exact cause of schizophrenia is unknown. However, many psychologists would argue that biological explanations are definitely amongst the strongest.’ With reference to this statement, evaluate one biological explanation of schizophrenia.	15
This question is focused on the analysis, interpretation and evaluation of a range of scientific information, ideas and evidence and on applying knowledge and understanding of scientific ideas, processes, techniques and procedures.		
The biological explanations of schizophrenia identified in the specification are: • Cannabis influence on brain chemistry. • Dopamine hypothesis. • Enlarged ventricles. however, any appropriate biological explanation of schizophrenia behaviours can be used. AO3 credit will be given for: • The validity of the explanation. • The evidence for and against the explanation. • Evaluation of any studies/evidence presented. • The usefulness of the explanation. • The application of the explanation to therapy. • Comparison with other explanations. • Cultural or other bias inherent in the explanation. • Any other appropriate content. AO2 credit will be given for application to the statement, such as: Exact cause, unknown, many psychologists, biological explanations definitely amongst the strongest. • Any other appropriate reference.		

Marks	AO3
9-10	• Thorough evaluation is made of one biological explanation of schizophrenia. • Depth and range of material. • Structure is logical. • An appropriate conclusion is reached based upon evidence presented.
6-8	• Reasonable evaluation is made of one biological explanation of schizophrenia. • Depth and range, but not in equal measure. • Structure is mostly logical. • A reasonable conclusion is reached based upon the evidence presented.
3-5	• Basic evaluation is made of one biological explanation of schizophrenia. • Depth or range. • Structure is reasonable. • A basic conclusion is reached.
1-2	• Superficial evaluation is made of biological explanations of schizophrenia. • Answer lacks structure. • There is no conclusion.
0	• Inappropriate answer given. • No response attempted.

Marks	AO2
5	• Clear reference to the statement. • The evidence used is well-chosen and applied effectively to the scenario. • Details are accurate. • There is depth and range to the evidence used.
3-4	• Reasonable reference to the statement. • Appropriate evidence used and applied to the scenario. • Details are mostly accurate. • There is depth or range to the evidence used.
1-2	• Reference to the statement is superficial. • Evidence is described but not applied or has only weak links to the scenario. • There may be inaccuracies throughout
0	• No attempt at application.

(a)	Describe <u>two</u> methods of modifying stress.	10
This question is focused on demonstrating knowledge and understanding of scientific processes, techniques and procedures.		
The methods of modifying stress named on the specification are: • Beta blockers. • Stress inoculation training. Credit will be given for: Beta blockers: • Beta Blockers: target the physical symptoms (e.g. fast heart beat). • How they work by blocking the action (beta adrenoceptor blocking agents) of the sympathetic nervous system (which controls the fight flight response) and reduce the activity of the sympathetic nervous system by reducing the subsequent symptoms (antagonist action) + block sites for hormones adrenaline and noradrenaline. • Adrenaline's action of binding with a target receptor then stimulates the associated muscle (such as the heart), which has the effect to increase breathing and helps the person cope with the stressful stimulus. • Different types of beta blockers: i) Non-selective beta blockers. ii) Selective beta blockers. • Off-label use. • Used by professional performers. • Any other appropriate content. Stress inoculation training: • Principles of cognitive behavioural therapy: target the negative thoughts which can lead to stress (cognitive restructuring). To inoculate people against future stress by teaching them to be more resilient. • Description of inoculation. • The importance of perception (transactional model of stress and constructive narrative perspective). • The process of SIT: i) Conceptualisation. ii) Skills acquisition (and rehearsal). iii) Application (and follow through). • Any other appropriate content.		

Marks	AO1
9-10	• Description of two methods of modifying behaviour for stress are thorough and accurate. • Depth and range included. • Effective use of terminology throughout. • Logical structure.
6-8	• Description of two methods of modifying behaviour for stress are reasonably detailed and accurate. • There is depth and range, but not in equal measure. • Good use of terminology. • Mostly logical structure.
3-5	• Description of two methods of modifying behaviour for stress are basic in detail, and there may be some inaccuracies. • Depth or range. • Some use of appropriate terminology. • Reasonable structure. OR • Description of one method of modifying behaviour for stress is thorough and accurate.
1-2	• Description of two method of modifying behaviour for stress are superficial. • Very little use of appropriate terminology. • Answer lacks structure. OR • Description of one method of modifying behaviour for stress is reasonably detailed and accurate.
0	• Inappropriate answer given. • No response attempted.

(b)	Briefly explain how social psychological explanations could be applied to modifying stress.	5
This question is focused on applying knowledge and understanding of scientific ideas, processes, techniques and procedures. The social psychological explanations of stress identified in the specification are: • Daily hassles. • Life events. • Locus of control. The methods of modifying stress identified in the specification are: • Beta blockers. • Stress inoculation training. AO2 credit will be given for: • A demonstration of the understanding of the way the general social psychological explanations could be applied to modifying stress. • Linking the social psychological explanations to a broad (or specific named) method of modifying stress. • Social psychological explanations of stress focus on daily hassles, life events and locus of control. • Any other appropriate content. N.B. In their answer, candidates are not limited to the social psychological explanations of stress and methods of modifying stress identified in the specification. Application of any appropriate social psychological explanation to any appropriate method of modifying stress can receive credit.		
Marks	AO2	
5	• The way in which social psychological explanations could be applied to modifying stress has been clearly explained. • The details are accurate.	
3-4	• The way in which social psychological explanations could be applied to modifying stress has been reasonable explained. • The details are mostly accurate.	
1-2	• The way in which social psychological explanations could be applied to modifying stress has been superficially explained. • The details are mostly inaccurate or superficial.	
0	• Inappropriate answer given. • No response attempted.	

0	6	Stress
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(c)	Evaluate two biological explanations of stress.	10
This question is focused on the analysis, interpretation and evaluation of a range of scientific information, ideas and evidence.		
The biological explanations of stress identified in the specification are: • Adrenaline. • Evolutionary adaptation • Stress genes. However, any appropriate biological explanation of stress can be used. AO3 credit will be given for: • The validity of the explanation. • The evidence for and against the explanation. • Evaluation of any studies/evidence presented. • The usefulness of the explanation. • The application of the explanation to therapy. • Comparison with other explanations. • Cultural or other bias inherent in the explanation. • Any other appropriate content.		
Marks	AO3	
9-10	• Thorough and accurate evaluation is made of two biological explanations for stress. • Depth and range. • The structure is logical and coherent. • An appropriate conclusion is reached based on the evidence presented.	
6-8	• Reasonable and fairly accurate evaluation is made of two biological explanations for stress. • Depth and range, but not in equal measure. • The structure is mostly logical and coherent. • A reasonable conclusion is reached based on the evidence presented.	
3-5	• Basic evaluation is made of two biological explanations for stress. • Depth or range. • There is a reasonable structure. • A basic conclusion is reached. OR • A thorough and accurate evaluation is made of one biological explanation for stress.	
1-2	• Evaluation of two biological explanations for stress are superficial. • Little use of appropriate terminology. • Answer lacks clarity and structure. • There is no conclusion. OR • Reasonable and fairly accurate evaluation of one biological explanation for stress.	
0	• Inappropriate answer given. • No response attempted.	

Section B: Controversies

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Sexism

‘Many psychological approaches have been criticised for having a gender bias and being heterosexist.’ Using your knowledge of psychology, to what extent do you agree with this statement?		25
This question is focused on applying knowledge and understanding of scientific ideas, processes, techniques and procedures and the analysis, interpretation and evaluation of a range of scientific information, ideas and evidence.		
This question is synoptic, and therefore the material used by candidates in this debate can be drawn from any area of psychology. AO2 credit will be given for: • A clear and consistent reference to the quotation by: ○ Judging if psychology has a gender bias and / or is heterosexist through comparison to other disciplines. ○ Examining research that does / does not illustrate gender bias and/or heterosexism within the discipline of psychology. ○ Examining origins of gender bias and/or heterosexism research from within psychology. ○ Referring to the impact of gender bias and / or heterosexism from the psychological approaches. • Any other appropriate content.		
Marks	AO2	
9-10	• Evidence used is well-chosen. • Details are accurate throughout. • There is depth and range to material included. • Effective use of terminology. • Clear reference to the statement.	
6-8	• Evidence used is appropriate. • Details may have some minor inaccuracies. • There is depth and range to material used, but not in equal measure. • Good use of terminology. • Reasonable reference to the statement.	
3-5	• Evidence not always relevant. • There may be significant inaccuracies. • There is depth or range only in material used. • There is some use of appropriate terminology. • References to the statement are basic and/or superficial.	
1-2	• Little credit-worthy evidence given. • Application of the evidence is inappropriate. • There is very little use of appropriate terminology. • No reference to the statement.	
0	• Inappropriate answer given. • No response attempted.	

Indicative direction of argument **might** be for AO3:

Supporting argument:

- The social impact of research conducted by male researchers making such research findings and not generalisable.
- Varied research examples in psychology across many different topic areas that illustrate gender bias and / or heterosexism.
- Early research with a gender bias or heterosexist focus represents historical or social contexts.
- Clear evidence of gender bias and / or heterosexism in theories / explanations in psychology.
- Any other appropriate content.

Argument against:

- Reference to and analysis of studies / research that have been conducted in ways that appreciate and accommodate the differing view of male and females.
- Is psychology biased – or does it simply show that differences exist between genders and/or relationships?
- Increasingly women, now contribute towards the academic discipline of psychology, gradually the subject is becoming less gender biased in its focus and knowledge generation.
- Researchers are aware more of biases in research and thus utilise procedures to that reduce bias.
- Any other appropriate content.

N.B. An overall conclusion is expected. The points above are indicative of content, but any other points that appropriately add to the discussion should be credited appropriately.

Marks	A03
13-15	• A sophisticated and articulate interpretation of the issue. • Thoroughly well-developed and balanced arguments. • There is depth and range to the material. • Evaluative comments are evidently relevant to the context. • Excellent structure. • An appropriate conclusion is reached based on the evidence.
10-12	• A good interpretation of the key issue. • Arguments made are thorough and balanced. • There is depth and range to the material (not necessarily in equal measure). • The evaluative comments are clearly relevant to the context. • Good structure. • An appropriate conclusion is reached.
7-9	• A reasonable interpretation of the key issue. • Arguments are reasonable but may be one-sided. • There is depth or range to the material. • The evaluative comments made tend to be generic and not contextualised. • Coherent structure. • A basic conclusion is made.
4-6	• May be some misinterpretation regarding the key issue. • Arguments made are basic but creditworthy. • There is depth or range to the material. • Answer does not move beyond assertions. • Clear structure. • Any conclusion may be contradictory with flow of the answer.
1-3	• There is no engagement with the issue beyond simple rewording. • There is no conclusion. • Answer lacks clarity. • Answer does not move beyond assertions.
0	• Inappropriate answer given. • No response attempted.

0	8	Ethical costs
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‘Risk management techniques, such as ethical guidelines, are really useful as they allow the psychologist to conduct research that avoids potentially negative consequences for society.’ With reference to the above statement, discuss risk management techniques used by Psychologists.		25
This question is focused on applying knowledge and understanding of scientific ideas, processes, techniques and procedures and the analysis, interpretation and evaluation of a range of scientific information, ideas and evidence.		
This question is synoptic, and therefore the material used by candidates in this debate can be drawn from any area of psychology. AO2 credit will be given for: • A clear and consistent reference to the quotation by: ○ Considering that psychologists manage ethical risks through adhering to professional guidelines. Before these guidelines were introduced, studies such as Zimbardo (prison simulation), Milgram (study of obedience) and Watson’s study of Little Albert had big social impacts as well as ethical costs to participants. ○ The difficulty for psychologists to be able to study valid behaviour without the need to deceive. ○ The difficulty / friction between infringing risk management techniques and making substantive advances in knowledge (e.g. developmental psychology and relationship qualities). ○ The use of animals as an alternative to using humans. • Any other appropriate content.		
Marks	AO2	
9-10	• Evidence used is well-chosen. • Details are accurate throughout. • There is depth and range to material included. • Effective use of terminology. • Clear reference to the statement.	
6-8	• Evidence used is appropriate. • Details may have some minor inaccuracies. • There is depth and range to material used, but not in equal measure. • Good use of terminology. • Reasonable reference to the statement.	
3-5	• Evidence not always relevant. • There may be significant inaccuracies. • There is depth or range only in material used. • There is some use of appropriate terminology. • References to the statement are basic and/or superficial.	
1-2	• Little credit-worthy evidence given. • Application of the evidence is inappropriate. • There is very little use of appropriate terminology. • No reference to the statement.	
0	• Inappropriate answer given. • No response attempted.	

Indicative direction of argument **might** be for AO3:

Supporting argument:

- The need for risk management techniques, for example, guidelines such as consent, protection and confidentiality.
- The BPS / APA guidelines have ensured that there is not a litany of cases of bad practice, and human dignity is ensured through robust guidelines to researchers.
- Ethical assessment of studies before they are performed ensures a review of the impact of study on both society and individuals concerned.
- Reference to the public perception of psychology / the need to viewed as a science.
- Any other appropriate content.

Argument against:

- Despite risk management techniques, unethical research is still conducted (e.g. David Reimer; Aversion Project; Bystander research; quality of attachment research. Case of Genie.
- Some risk management techniques are criticised for discouraging psychologists from taking personal responsibility for their behaviour.
- Reasons why some 'good' research does not adhere to risk management techniques and breaks ethical guidelines.
- The need to conduct research into some areas.
- Any other appropriate content.

N.B. An overall conclusion is expected. The points above are indicative of content, but any other points that appropriately add to the discussion should be credited appropriately.

Marks	AO3
13-15	• A sophisticated and articulate interpretation of the issue. • Thoroughly well-developed and balanced arguments. • There is depth and range to the material. • Evaluative comments are evidently relevant to the context. • Excellent structure. • An appropriate conclusion is reached based on the evidence.
10-12	• A good interpretation of the key issue. • Arguments made are thorough and balanced. • There is depth and range to the material (not necessarily in equal measure). • The evaluative comments are clearly relevant to the context. • Good structure. • An appropriate conclusion is reached.
7-9	• A reasonable interpretation of the key issue. • Arguments are reasonable but may be one-sided. • There is depth or range to the material. • The evaluative comments made tend to be generic and not contextualised. • Coherent structure. • A basic conclusion is made.
4-6	• May be some misinterpretation regarding the key issue. • Arguments made are basic but creditworthy. • There is depth or range to the material. • Answer does not move beyond assertions. • Clear structure. • Any conclusion may be contradictory with flow of the answer.
1-3	• There is no engagement with the issue beyond simple rewording. • There is no conclusion. • Answer lacks clarity. • Answer does not move beyond assertions.
0	• Inappropriate answer given. • No response attempted.