

Exam Questions

Answer Booklet

EDEXCEL Psychology





TAKE 5

Topics:

Social

Cognitive

Biological

Learning Theory

Issues & Debates

Paper 1

EDEXCEL Psychology



Social Approach Questions & Answers

1.

Mr Jennings is a teacher who was instructing a group of 15 students to line up quietly in a queue during lunchtime in the school canteen. All of the students, except one, did as they were asked.

Using social impact theory, state **two** reasons why 14 out of 15 of the students followed Mr Jennings' instruction.

(2)

Mark Scheme

AO2 (2 marks)

One mark for stating each reason why using social impact theory in relation to the scenario (maximum two marks).

For example:

- Mr Jennings was a teacher so has strength as a source of authority, so can explain why the students followed his instruction (1).
- Mr Jennings was immediate as he was in front of the students in the canteen when giving his instruction, so he had a bigger impact on them (1).

Look for other reasonable marking points.

Answers must relate to the scenario.

Generic answers score 0 marks.

2.

In your studies of social psychology, you will have learned about the classic study by Sherif et al. (1954/1961).

(a) Describe the sample of participants used in the study by Sherif et al. (1954/1961).

(2)

(b) In stage three of the experiment, Sherif et al. (1954/1961) attempted to reduce inter-group conflict.

Describe **one** way that Sherif et al. (1954/1961) attempted to reduce inter-group conflict.

(2)

Mark Scheme

AO1 (2 marks)

(a)

Up to two marks for a description of the sample of participants in Sherif et al. (1954/1961)

For example:

- Sherif et al. (1954/1961) sampled boys who were aged 11 to 12-years old and of a similar educational level. (1) The boys were middle-class and from Protestant families who were considered well-adjusted (1).

Look for other reasonable marking points.

AO1 (2 marks)

(b)

Up to two marks for a description of one way that Sherif et al. (1954/1961) attempted to reduce inter-group conflict.

For example:

- Sherif et al. (1954/1961) introduced superordinate goals that required collaboration between the two groups of boys to encourage group cohesion (1), such as cooperating to make an improvement to a water tank and pump that provided water for both groups (1).

Look for other reasonable marking points.

3.

Milgram carried out some valuable research into obedience, including a number of variation studies.

Describe the procedure of the Rundown Office Block (Experiment 10) variation study.

(3)

Mark Scheme

A01 (3 marks)

Up to **three** marks for relevant description of Milgram's variation 10.

For example;

- The experiment was relocated from Yale University to a small commercial office in Bridgeport (1). Participants were told that the research was being undertaken by a private company (Research Associates of Bridgeport). (1) The experiments were conducted in a three-room office suite in a run-down commercial building which was sparsely furnished (1).

Look for other reasonable marking points.

4.

Francis has recently joined a new dance team. His friend Jason is in a different dance team. The regional semi-final of a major dance competition is taking place at the weekend, and both teams are taking part.

Francis has started making disrespectful comments about Jason on social media and in college. Jason retaliated and told students at the college that Francis's team would never win the competition as Francis cannot dance.

Using realistic conflict theory, describe the behaviour of Francis and Jason.

(4)

Mark Scheme

A02 (4 marks)

Up to four marks for a description of realistic conflict theory in relation to the scenario.

For example:

- Winning the dance competition would be considered a limited resource as it brings status that both dance teams are in conflict over (1). When Francis joined his new dance team he formed a group, with Jason being part of a different dance group (1). The negative social media comments made by Francis are signs of intergroup conflict between him and Jason on the opposing team (1) and the retaliation by Jason shows bias towards Francis in an out-group indicating Jason considers himself the in-group (1).

Look for other reasonable marking points.

Answers must relate to the scenario.

Generic answers score 0 marks.

5.

Evaluate agency theory as an explanation of obedience.

(8)

Mark Scheme

AO1 (4 marks), AO3 (4 marks)

AO1

- Milgram's agency theory suggests that most people are likely to obey an authority figure and give up their free will.
- The process of moral strain is the point where individuals feel such discomfort between their judgement and an order from an authority figure that they shift to an agentic state to relieve the strain.
- An agentic state is when individuals become agents of the authority figure and will obey without questioning what they are told to do.
- An autonomous state is when individuals maintain free will and responsibility so dissent against the orders of an authority figure.

AO3

- Supporting evidence comes from Milgram's (1963) study which showed that 65% of his participants behaved agentially and shocked the learner to 450 volts.
- Milgram's agency theory does not consider individual differences in personality therefore it is an incomplete explanation of what influences a person to obey.
- Agency theory can be applied to explain the acts of genocide like the Holocaust in which the soldiers behaved agentially and blindly obeyed without question, killing millions of people.
- Charismatic leadership (House, 1976) suggests that the traits of the leader are important in gaining obedience, so autonomy may be a result of the authority figure lacking charisma rather than an individual's state.

Look for other reasonable marking points.

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer		
	0	No rewardable material.
Level 1	1-2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	3-4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	5-6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	7-8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)



Cognitive Approach Questions & Answers

1.

Tulving (1972) proposed an explanation of long-term memory.

Describe what Tulving (1972) meant by 'semantic memory'.

(2)

Mark Scheme

AO1 (2 marks)

Up to **two** marks for description of semantic memory.

For example:

- Semantic memory refers to facts and knowledge (1) that are like a 'mental encyclopaedia' of information (1).

Look for other reasonable marking points.

2.

During your course you will have learned about the classic study by Baddeley (1966b).

State **two** findings of Baddeley (1966b).

(2)

Mark Scheme

AO1 (2 marks)

One mark for statement of each finding from experiment I, II or III.

For example:

Experiment III

Finding one

- Baddeley (1966b) found a tendency for acoustically similar lists to be harder than the control list during early learning/from STM (1).

Finding two

- Baddeley (1966b) found the semantically similar list had poorer recall than the control list on the surprise retest/from LTM (1).

Look for other reasonable marking points.

3.

There are many models used within psychology to explain how memory works.

Describe the multi-store model of memory.

(4)

Mark Scheme

AO1 (4 marks)

One mark for each point describing the multi-store model.

For example:

- Information primarily enters the system through a sensory experience and into the sensory register which is modality specific (1). Information is then passed to short term memory where it can be held for around 18-30 seconds before it decays (1). If this data is rehearsed to maintain the information it can be transferred to long term memory (1). Long-term memory is said to have a potentially infinite capacity and duration (1).

Look for other reasonable marking points.

4.

Mo and Akeem witness a man steal a bag in a restaurant.

Using schema theory, suggest why Mo and Akeem may recall the scene in the restaurant differently.

(4)

Mark Scheme

AO2 (4 marks)

Up to **four** marks for relevant suggestions using Schema theory.

For example;

- Schema theory states that recall of the robbery will be influenced by previous knowledge, experiences, expectations and stereotypes (1). Mo's schema for a robbery could include information he had seen in films, which he may incorporate into the event (1). Akeem may fill in gaps with information that makes sense to him when recalling the theft (1) from his own prior experience of having a bag stolen (1).

Look for other reasonable marking points.

Answers must relate to the scenario.

Generic answers score 0 marks.

5.

Milo and Betty had watched a film together and were talking to their friends about the film. Milo described a scene where the main character had travelled by train to a big city where there were yellow taxis and really tall buildings. Betty said that the taxis were black, not yellow.

Betty also described how the main character had arrived at a train station but said it was in a town. She said that the main character had a large suitcase, but Milo claimed there was no suitcase, just a bag. Betty disagreed with Milo, she said because the main character was staying in the town for several weeks, it must have been a suitcase.

Discuss, using reconstructive memory (Bartlett, 1932), including schema theory, Milo's and Betty's recall of the film.

(8)

Mark Scheme

AO1 (4 marks), AO2 (4 marks)

AO1

- Reconstructive memory suggests that we actively try and make sense of new information based on what we already know.
- Memory recall may be distorted when memories are reconstructed based on an individual's understanding from past events.
- Schemas are the mental structures which hold prior knowledge that are built from personal experiences.
- The concept of confabulation is where gaps in memories are filled in using pre-existing information and expectations.

AO2

- Betty may have recalled the suitcase because this is something she already knows about from her own travelling and staying in a town for an extended period of time.
- Milo may have distorted his recall of the colour of the taxis as yellow from past events in films he has watched where taxis in a city are yellow, not black taxis.
- Betty and Milo may both have similar schemas for journeys travelling by train and arriving at train stations from their own experiences which would have influenced their memory of the film when they recalled the scene.
- Milo may have confabulated the character having a bag and not a suitcase as he may expect that people visit cities for shorter periods of time, so his pre-existing knowledge would be that people only take a bag and not a suitcase.

Look for other reasonable marking points.

Level	Mark	Descriptor
AO1 (4 marks), AO2 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer		
	0	No rewardable material
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 2	3–4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Discussion is partially developed but is imbalanced or superficial occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. Candidates will demonstrate a grasp of competing arguments, but discussion may be imbalanced or contain superficial material supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures (AO2)
Level 4	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical balanced discussion, containing logical chains of reasoning. Demonstrates a thorough awareness of competing arguments supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). (AO2)



Biological Approach Questions & Answers

1.

Describe how recreational drugs change the way neurotransmitters operate within the brain.

(2)

Mark Scheme

AO1 (2 marks)

One mark for each point describing how recreational drugs change how neurotransmitters operate.

For example:

- Recreational drugs work by increasing or decreasing neurotransmitters at the synaptic gap. (1) If a drug increases the level of dopamine, the user experiences an intense feeling of pleasure or euphoria (1).

Look for other reasonable marking points.

2.

Describe the process of synaptic transmission.

(3)

Mark Scheme

AO1 (3 marks)

Up to **three** marks for description of synaptic transmission.

For example:

- An electrical impulse travels along the pre-synaptic neuron (1). The impulse reaches the synaptic vesicles to release a neurotransmitter (1). These diffuse across the synaptic gap and attach receptors (1).

Look for other reasonable marking points.

3.

Charles is 14 years old and has been displaying aggressive behaviour.

Recently he has shouted insults at other students and broken classroom equipment in his science lessons. Charles has also been in a fight with the football captain after Charles let in an important goal during the last match of the season.

Describe how hormones could account for Charles's behaviour.

(3)

Mark Scheme

AO2 (3 marks)

Up to **three** marks for description of how hormones could account for Charles's behaviour.

For example:

- Charles may have an imbalance of testosterone to cortisol (T/CRT ratio) which could have contributed to him being aggressive when shouting insults at his peers (1). Charles may have been exposed to more testosterone in the womb and during puberty which could have lead to him becoming more aggressive in his science class (1). Letting in an important goal may cause stress but his cortisol levels may not have increased enough to inhibit his aggression and stop the fight with the captain (1).

Look for other reasonable marking points.

Answers must relate to the scenario.

Generic answers score 0 marks.

4.

During the course you will have learned about the classic study by Raine et al. (1997).

Evaluate the classic study by Raine et al. (1997).

(8)

Mark Scheme

AO1 (4 marks) AO3 (4 marks)

AO1

- Raine et al. (1997) examined the brains of 41 people who pleaded Not Guilty by Reason of Insanity (NGRI) and compared these to 41 controls.
- The participants were matched for sex, had a similar age (31.7 years), and did not take medication for a period before the study.
- A PET scan was used to measure the brain activity of the participants.
- They found that NGRIs had less activity in their prefrontal and parietal brain regions compared to controls.

AO3

- The sample of participants charged with murder was unique and a large amount of this select population was used, which increases generalisability.
- The controls used in terms of sex, age, medication mean that the study was able to compare the groups reliably with few extraneous variables.
- The PET scans of murderers took place in an artificial setting so the participants may have acted differently when committing their crime in real life so the study lacks ecological validity.
- The findings could be used to screen the population and identify individuals who match the NGRI brain activity which is a socially sensitive issue.

Look for other reasonable marking points.

5.

Assess how both biological and psychodynamic theories have been used to explain aggression.

(8)

Mark Scheme

AO1 (4 marks), AO3 (4 marks)

AO1

- The biological explanation sees human behaviour being primarily determined by innate factors such as our genes and hormones.
- The biological explanation argues that things such as our genes, hormones, brain structure, neurochemicals (e.g. low levels of serotonin are linked to aggression) etc. influence our behaviour, e.g. aggression can be caused by an increased level of testosterone.
- The biological explanation includes survival of the fittest and evolution, and aggression may have been a survival trait in humans.
- The biological explanation features parts of the brain related to aggression such as pre-frontal lobes and the amygdala.
- The psychodynamic explanation sees our experiences and environment as being important in determining our behaviour, such as the superego coming from our interactions with others, and catharsis being a method of releasing aggression.
- The psychodynamic approach has innate features such as the focus on drives, for example aggression as being innate. The death instinct is in everyone and 'comes out' as aggression.
- The psychodynamic theory considers that aggression comes from anger, which comes from frustration such as the id's desires being blocked.
- Use of catharsis to explain how tension within the family, unconscious wishes and desires, can be released through aggression.

A03

- The role of testosterone may explain why the male is most often the aggressor in the family. However, evidence suggests that testosterone does not lead to aggression
- The psychodynamic explanation lies more clearly within the nurture side of the argument because there is such a strong emphasis on environment, such as in the development of the superego. The superego comes from others and is the conscience and ideal self, so this shows the emphasis on nurture, and the biological explanation is about nature. However, the psychodynamic explanation is about drives and the death instinct, which is nature.
- The psychodynamic approach holds that the three parts of the personality: id, ego, and superego, are innate, so there is a nature side there too.
- The biological approach does take into account environmental influences such as taking recreational drugs and alcohol (which can also affect serotonin levels, and low serotonin levels link with aggression), taking medication, the influence of accidents, or surgery. So even with the biological approach, it is not the case that all behaviour is determined by innate factors.
- There is evidence for the biological explanation such as low levels of serotonin being indicated by low levels of metabolites, and people who engage in aggressive behaviour and have poor levels of control have been found to have low levels of metabolites.
- Mann et al. (1990) found that people given a drug that lowers levels of serotonin were found to be more aggressive (measured by questionnaire).
- Measuring testosterone and aggression by looking for a correlation in fact does not show a link between the two (e.g. Archer et al., 1991 and Brook et al., 2001), so this is evidence against the hormone link to aggression.
- Narabayashi et al. (1972) found that 43 out of 51 patients who had had their amygdala removed showed reduced aggression, which is evidence that the amygdala relates to aggression.
- Bushman (2002) carried out a study to see if hitting a punch bag and thinking about the person who had made someone angry in fact led to more aggression not less aggression, which suggests the catharsis idea is not true, which goes against the psychodynamic explanation.

Look for other reasonable marking points.

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer.		
Level 0	0	No rewardable material.
Level 1	1–2 marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Generic assertions may be presented. Limited attempt to address the question. (AO3)
Level 2	3–4 marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a generic or superficial assessment being presented. (AO3)
Level 3	5–6 marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. Leading to an assessment being presented which considers a range of factors. Candidates will demonstrate understanding of competing arguments/factors but unlikely to grasp their significance. The assessment leads to a judgement but this may be imbalanced. (AO3)
Level 4	7–8 marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical assessment, containing logical chains of reasoning throughout. Demonstrates an awareness of the significance of competing arguments/factors leading to a balanced judgement being presented. (AO3)



Learning Theory Questions & Answers

1.

Explain one strength of Bandura et al's (1961) Bobo doll experiment.

(2)

Mark Scheme

AO1 (1 mark), AO3 (1 mark)

One mark for identification of a strength (AO1)
One mark for justification of the strength (AO3)

For example:

- Bandura (1961) had a standardised procedure as all the children were observed for 20 minutes in five second intervals whilst in the room with toys (1). This increases the reliability of the findings about imitative aggression because the study can be fully replicated to check the results for consistency (1).

Look for other reasonable marking points.

2.

Ruhee receives reward points at school when she behaves extremely well, helps other students, and does extra research for her homework tasks. When she has 25 points, she can get a free snack at break time from the canteen. Ruhee always works hard to receive the points.

Using operant conditioning, describe why Ruhee works hard to receive the points.

(2)

Mark Scheme

AO2 (2 marks)

Up to two marks for a description of operant conditioning in relation to the scenario.

For example:

- Reward points are positive reinforcement that encourage Ruhee to work hard in order to receive the desirable consequence of the points for things like homework (1). The points are a secondary reinforcer that Ruhee wants to accumulate to exchange for the primary reinforcer of snacks at break time (1).

Look for other reasonable marking points.

Generic answers score 0 marks.

Answers must relate to the scenario.

3.

Spencer is 12 years old, and his brother Mark is 16 years old. Spencer watched Mark wash their mum's car and receive £5.00. The next time Mark was asked to wash his mum's car, Spencer asked if he could help Mark. Mark showed Spencer how to wash one of the wheels with the sponge and soapy water, and then Spencer washed the other three wheels of the car.

Spencer helped Mark wash the car several times. One day, Spencer was asked by his mum if he would like to wash the car on his own. Spencer washed the car and received £5.00.

Describe how social learning theory could account for Spencer learning to wash the car.

(4)

Mark Scheme

A02 (4 marks)

Up to four marks for a description of social learning theory in relation to the scenario.

For example:

- Spencer may identify with his brother Mark as a role model as they are the same gender and Mark has a higher status being older than Spencer (1). While Mark is showing Spencer how to wash the wheels, Spencer is retaining the information and replicates this by washing the 3 other wheels (1). Spencer watched Mark gain £5.00 for washing the car which acts as vicarious reinforcement to Spencer who may also desire £5.00 (1). After helping his brother wash the car several times, this gave Spencer high self-efficacy, which led him to confidently wash the car by himself when his mum later asked him to (1).

Look for other reasonable marking points.

Answers must relate to the scenario.

Generic answers score 0 marks.

4.

Jodi attended a number of birthday parties when she was younger. At all of the parties there was a clown who burst a balloon which scared Jodi. Jodi is now fearful of clowns.

Using your knowledge of classical conditioning, explain how Jodi developed a fear of clowns.

(4)

Mark Scheme

AO2 (4 marks)

Up to **four** marks for an appropriate explanation

For example:

- The unconditioned stimulus (UCS) would be the bang of the balloon and this would have caused fear which is the unconditioned response (UCR) (1). The neutral stimulus (NS) would be the clown which would have not caused a fearful response until the parties (1). The pairing of the balloon burst and the clown at several parties lead to her associating clowns and fear (1), which resulted in the conditioned stimulus (CS) of the clown causing a fear response (CR) (1).

Look for other reasonable marking points.

Answers must relate to the scenario.

Generic answers score 0 marks.

Evaluate Pavlov's (1927) experiment with salivation in dogs.

(8)

Mark Scheme

AO1 (4 marks), AO3 (4 marks)

AO1

- Pavlov (1927) used dogs to test whether the unconditioned stimulus-response of food-salivation could be conditioned to a neutral stimulus of a metronome which did not normally elicit a response in a dog.
- The metronome (NS) was presented at the time that the UCS of food was given to the dog to pair the UCS and after several pairings the metronome elicited the conditioned response of salivation.
- Pavlov removed the dog's oesophagus creating an opening in their throat so the food would fall out and not make it to the stomach to maintain the desire for the UCS of food.
- By creating additional holes along the digestive system Pavlov collected various secretions to quantitatively measure the level of salivation in response to the stimuli.

AO3

- The experiment is only a valid test of classical conditioning in dogs, so it does not represent the process of classical conditioning in humans who have more complex thinking skills than dogs.
- The pairing process was reliable as the dogs were in a harness and the conditions were well controlled, such as sound proofing and no other stimuli than the metronome and food were present.
- The treatment of the dogs could be considered unethical, with many dying unnecessarily from the procedure, which would not meet the current Animals (Scientific Procedures) Act 1986 guidelines for ethics.
- The objective measurement of the salivation responses gives scientific credibility to the findings about stimulus-response pairing and the process of classical conditioning.

Look for other reasonable marking points.

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer		
	0	No rewardable material.
Level 1	1-2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	3-4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	5-6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	7-8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)



Issues & Debates Questions & Answers

1.

Cognitive psychology is about the role of cognition/cognitive processes in human behaviour.

Assess whether cognitive psychology is reductionist.

(8)

Mark Scheme

AO1 (4 marks), AO3 (4 marks)

AO1

- Reductionism involves breaking aspects of human behaviour into individual parts.
- The multi-store model explains memory a simplistic processing system of three stores.
- Many models of memory in cognitive psychology consider how the brain operates in a similar manner to a computer.
- Cognitive psychology also used case studies of brain damaged patients which gather detailed information.

AO3

- Research into cognitive psychology often uses simplified tasks, like word lists, which reduce memory to a system of information processing.
- Multi-store model assumes attention and rehearsal is required for memory which is reductionist as it ignores how people recall experiences they have not rehearsed.
- Bartlett's (1932) reconstructive memory relies on schemas which come from whole life experience therefore is holistic so not all cognitive psychology can be considered reductionist.
- The case of HM demonstrated the ability to learn procedural skills without rehearsal, showing that reducing memory to a set of stores is insufficient to explain how all memory works so cognitive psychology should be more holistic.

Look for other reasonable marking points.

Level	Mark	Descriptor
AO1 (4 marks) AO3 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer.		
Level 0	0	No rewardable material.
Level 1	1–2 marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Generic assertions may be presented. Limited attempt to address the question. (AO3)
Level 2	3–4 marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a generic or superficial assessment being presented. (AO3)
Level 3	5–6 marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to an assessment being presented which considers a range of factors. Candidates will demonstrate understanding of competing arguments/factors but unlikely to grasp their significance. The assessment leads to a judgement but this may be imbalanced. (AO3)
Level 4	7–8 marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical assessment, containing logical chains of reasoning throughout. Demonstrates an awareness of the significance of competing arguments/factors leading to a balanced judgement being presented. (AO3)

Assess how far learning theories have developed over time.

(8)

Mark Scheme

AO1 (4 marks), AO3 (4 marks)

AO1

- Classical conditioning (Pavlov, 1927) proposed that a neutral stimulus became associated with an unconditioned instinctive response.
- Operant conditioning developed to account for human responses that were conditioned because of consequences.
- Bandura extended operant conditioning to explain learning behaviour from observing others rather than direct reinforcement.
- Bandura advanced social learning theory with social cognitive theory to account for individual autonomy and new sources of modelled behaviour.

AO3

- Pavlov (1927) gave a narrow explanation of human conditioning, although this remains valid for a limited range of behaviours, such as phobias, however it has been superseded over time by more comprehensive explanations of learning behaviour.
- Operant conditioning principles remain in use for many reward systems, such as token economy programmes, but there has been limited direct development of this theory over time.
- Bandura's research in the 1960s showed role models could increase aggression through modelling with recent studies such as Bastian et al. (2011) continuing this research with modern media.
- Bandura (1999) continues to develop social cognitive theory reflecting further understanding of cognitive processes and how changes in society, such as social media, are changing the way behaviour is modelled and reproduced.

Look for other reasonable marking points.

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer.		
	0	No rewardable material.
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Generic assertions may be presented. Limited attempt to address the question. (AO3)
Level 2	3–4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a generic or superficial assessment being presented. (AO3)
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Level 4	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical assessment, containing logical chains of reasoning throughout. Demonstrates an awareness of the significance of competing arguments/factors leading to a balanced judgement being presented. (AO3)

3.

Evaluate issues of social control from social and biological psychology.

(12)

Mark Scheme

AO1 (6 marks), AO3 (6 marks)

AO1

- Social control is when individual or group behaviour is regulated so they comply with social norms and structures.
- Exercising social control can be a conscious decision by those in power to elicit behaviours they want to see from others.
- Understanding factors affecting obedience can help give insight into how to prevent unacceptable control of others.
- Biological research can be used to legitimise the social control of minority out-groups, such as criminals.
- Some biological explanations see behaviour as pre-determined, categorising individuals as inherently different making them more susceptible to being controlled by others.
- Biological psychology has contributed to drug-based treatments for substance misuse which help an individual control addiction.

A03

- Social structures are hierarchical to promote harmony and an organised society, suggesting we have evolved a predisposition towards control and obedience for the benefit of survival.
- Milgram (1963) demonstrated that authority figures can elicit control over others to commit actions they may not normally do, leading to individuals being controlled by those in power.
- Sherif (1954/1961) found that the use of superordinate goals can help groups in conflict work together and reduce out-group hostility where they feel superior to the other group.
- Raine (1997) found differences in the brains of murderers which could be used to justify the screening of individuals to find out if they are more likely to become criminals than other members of society.
- Court-Brown (1965) suggested controlling patients with XYY chromosomes by keeping them hospitalised given their increased likelihood of aggressive behaviour.
- Drug treatments can be considered a medical 'straightjacket' that masks the environmental triggers leading to addiction by subduing physical dependency, controlling cravings but not treating causes.

Look for other reasonable marking points.

Level	Mark	Descriptor
AO1 (6 marks), AO3 (6 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.		
	0	No rewardable material.
Level 1	1-3 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A conclusion may be presented but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	4-6 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	7-9 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments, but evaluation may be imbalanced. (AO3)
Level 4	10-12 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

4.

Matt is 16 years old and has been getting into fights when he goes out with his friends. His mother blames his friends, however Matt denies this and says he cannot control his own behaviour.

Evaluate how far social and biological psychology can explain Matt's behaviour. You must make reference to the context in your answer.

(12)

Mark Scheme

AO1 (4 marks), AO2 (4 marks), AO3 (4 marks)

AO1

- Obedience is the process of following a direct order from an authority figure.
- Social impact theory assumes multiplicative factor of strength, immediacy and number influence social behaviour.
- Biological psychology includes the evolutionary element of human behaviour.
- Hormones such as testosterone may lead to aggression.

AO2

- Matt may have been told by a gang leader to hit another person.
- Matt may be influenced by a high-status friend to be aggressive.
- He may be fighting to show that he is stronger than other males around him.
- As Matt is 16 years old, he has increased levels of testosterone.

AO3

- Blass (2012) suggests that obedient behaviour is similar cross-culturally and therefore is a plausible explanation of Matt's behaviour.
- Social impact theory does not consider individual differences like personality and sees humans as passive so may not fully explain behaviour.
- Raine (1997) suggests that brain activity is different in convicted murderers so biological explanations that focus on the brain rather than evolution may be a better explanation.
- Freud suggests that unconscious processes play a significant role in aggression not hormonal imbalances, therefore it may be that neither social or biological explanations can explain Matt's aggression.

Look for other reasonable marking points.

Level	Mark	Descriptor
AO1 (4 marks), AO2 (4 marks), AO3 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs application vs evaluation/conclusion in their answer.		
Level 1	0	No rewardable material.
Level 1	1–3 marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques & procedures). (AO2) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	4–6 marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Line(s) of argument occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques & procedures). (AO2) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	7–9 marks	Demonstrates accurate knowledge and understanding. (AO1) Line(s) of argument supported by applying relevant evidence from the context (scientific ideas, processes, techniques & procedures). Might demonstrate the ability to integrate and synthesise relevant knowledge. (AO2) Arguments developed using mostly coherent chains of reasoning leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	10–12 marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Line(s) of argument supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). Demonstrates the ability to integrate and synthesise relevant knowledge. (AO2) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

Evaluate whether social and cognitive psychology can be considered scientific.

(12)

Mark Scheme

AO1 (6 marks), AO3 (6 marks)

AO1

- Science involves the empirical investigation of observable and measurable phenomena to gain insight into human behaviour.
- Science uses objective methods to gather and analyse data about human behaviour, such as in the cognitive topic Sebastian Hernandez-Gill (2012) measured the digit span of the children.
- Falsification is the idea that for a theory to be scientific, it must make predictions that can be tested and potentially show which aspects are incorrect.
- Standardised procedures and the use of the experimental method allow researchers to isolate specific variables, for example, in the cognitive topic, Lab experiments are used to investigate components of memory.
- Reductionism, in relation to psychology as a science, is the approach of breaking down complex human behaviours into simpler, measurable components.
- Controlling extraneous variables refers to the process of minimizing the influence of variables other than the independent variable that could affect the outcome of an experiment which is crucial because it allows researchers to establish cause and effect relationships

AO3

- Milgram (1963) used a laboratory context to test obedience which included the measurement of obedience in the level of voltage participants gave when ordered, so these measures can be considered scientific as it allows clear cause and effect to be established.
- Sebastian Hernandez Gill (2012) collected quantitative data, where participants had to get 2/3 sequences correct to measure digit span, this is scientific as it reduces the risk of research bias.
- In social psychology, falsification can be difficult, for example in social identity theory it explains behaviour like in-group favoritism, but it doesn't consider other situational factors like competition, reducing its scientific status.
- Baddeley's study had a standardised procedure as, words were presented at a rate of one every 3 seconds via a projector, therefore this consistent procedure across all conditions enhanced the reliability of the findings, supporting psychology's status as a science.
- Case studies in the cognitive topic often focus on unique, in-depth accounts of individuals, such as brain-damaged patients (e.g. HM), which limits the ability to break behaviour down into universally measurable components reducing the scientific credibility of conclusions drawn.
- Sherif's Robbers Cave study lacked control over extraneous variables due to its natural camp setting, making it difficult to determine if intergroup conflict was caused by the manipulated variables and challenges the study's scientific credibility.

Look for other reasonable marking points.

Level	Mark	Descriptor
AO1 (6 marks), AO3 (6 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.		
	0	No rewardable material.
Level 1	1-3 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	4-6 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	7-9 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	10-12 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

