

*Study Psychology*

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# **A-Level Psychology Practice Paper MARK SCHEME**

This is a practice paper intended for revision following the **EDEXCEL** specification.

## **Paper 2: Applications of Psychology**

**2.15 hours**



## Clinical Psychology

### 1. AO1 (3 marks)

One mark for a description of each feature of schizophrenia. Examples include; age of onset, gender bias, statistics in population, hospitalisation, prognosis. **For example:** *Schizophrenia is seen in less than 1% of the general population. Episodes of psychosis tend to appear between late adolescence and the mid-thirties, with males developing it at a slightly earlier age than females. People who have psychosis before late adolescence often have a worse prognosis than those who develop it later on, with it being more severe and longer lasting.* Other reasonable marking points gain credit.

### 2. AO1 (2 marks), AO3 (2 marks)

#### AO1

Longitudinal research investigates the same participants with mental health over a long period of time, often following them for months or years, in various ways, such as through observations or interviews. Longitudinal research can collect quantitative data through standardised assessment measures or qualitative, opinion based data giving a deeper insight over time.

#### AO3

As longitudinal studies take place over a prolonged period of time the development of mental health issues can be tracked, which can give more **valid** data than other designs. As the same participants are studied over a period of time, **participant variables** such as the effect of their home life on their mental health are controlled for, increasing **reliability**. However, participants with severe mental illness may drop out (**participant attrition**) over the time period so the sample may become **biased** and their symptoms may not be **represented** in the research. Other reasonable marking points gain credit.

### 3. AO1 (3 marks)

Brief description of one non-biological explanation for schizophrenia, such as cognitive or social. **For example:** *The cognitive explanation of schizophrenia focuses on problems with internal mental processes and suggests symptoms such as hallucinations are caused by sensory overload. Schizophrenics do not filter out irrelevant information from the senses, creating cognitive overload. Another suggestion is that hallucinations can also be caused by deficits in thinking and perception, which might explain auditory hallucinations like hearing voices.* Other reasonable marking points gain credit.

4. (a) AO2 (1 mark)

1 mark for correctly identifying the independent variable. **For example:** *The IV is whether the participants are given the new drug or the placebo.*

(b) AO2 (1 mark)

1 mark for correctly identifying the dependent variable. **For example:** *The DV is the assessment of the reduction of symptoms in the participants.*

(c) AO2 (2 marks)

2 marks for a correctly written operationalised one-tailed hypothesis for this study. **For example:** *It is predicted that there will be a significant difference in the reduction of symptoms with the participants receiving the new drug reporting more improvement than the placebo group. This is a one-tailed hypothesis.* Other reasonable marking points gain credit.

(d) AO2 (1 mark)

1 mark for correct calculation of the ratio for placebo to new drug. **For example:** 2:5

(e) AO2 (1 mark), AO3 (2 marks)

One mark for identification of subjectivity in Simon's experiment (AO2). Up to two marks for justification of how subjectivity may have influenced his interpretation of the results (AO3). **For example:** *Simon knew which participants took which pill (single blind trial) so he may have been expecting a reduction of symptoms in the experimental group. This means that where symptom reduction was uncertain, Simon may have used his own opinion and said it was a symptom when it may not have been, so the results are subjective. This may then reduce the validity of his results as the new drug may not have reduced the symptoms as much as Simon reported.* Other reasonable marking points gain credit.

5. AO1 (4 marks)

A clear and detailed outline of the procedure of Rosenhan (1973) is given. Examples include; reference to the sample of 12 hospitals, 8 pseudopatients, admission of pseudopatients, procedure in hospitals, interactions, materials and data collection. Either the main study 1 or the follow up can be described. **For example:** *A sample of 12 hospitals were located in five different states on the East and West coasts of America. Eight pseudopatients including Rosenhan himself were told to telephone the hospital for an appointment and arrive complaining that they had been hearing voices. They said the voice was unfamiliar and sounded the same sex as themselves, but used words like 'empty', 'hollow',*

*and 'thud'. Once admitted the pseudopatients were asked to behave normally and keep written records of how the ward as a whole operated, as well as how they personally were treated. Once inside the hospital, the pseudopatients took part in ward activities, speaking to patients and staff as they might ordinarily. When asked how they were feeling by staff they said they were fine and no longer experienced symptoms. Each pseudopatient had been told they would have to get out of the hospital by their own devices by convincing staff they were sane.* Other reasonable marking points gain credit.

## 6. AO2 (4 marks)

Outline of two of the Health and Care Professions Council (HCPC) guidelines that would be important. Reference to the context with Julie and her patient must be explicit. **For example:** *One of the HCPC guidelines that would be important for Julie to consider is to 'draw on appropriate knowledge and skills to inform her practice'. In this case Julie is working with a patient who has told her that he is going to harm himself, which based on experience should tell her he needs mental health support in good time to prevent this happening. Another HCPC guideline important to Julie is 'to work appropriately with others', this means she may need to communicate with other specialists in the medical or psychological field to ensure that her patient is cared for to prevent him from self harming. Julie would need to contact the appropriate services to best support her patient.* Other reasonable marking points gain credit.

## 7. AO1 (4 marks), AO3 (4 marks)

### AO1

*All cultures are relative and hold different social norms, values and beliefs. These can influence the diagnosis process in mental health, as different cultures have different attitudes to mental disorders, this can affect how they are diagnosed. Western cultures tend to see the mind and body as separate aspects of a person, but this is not true of other cultures. Lakeman (2001) argues that in Maori culture 'matakites' are visionaries/ prophets who hear voices and they are highly respected in the community. The voices are not regarded as auditory hallucinations and the matakites are not diagnosed with schizophrenia. There may also be cultural issues with translation if the patient and psychiatrist speak a different language which can cause issues when diagnosing a mental disorder.*

### AO3

*One example of cross-cultural research comes from Luhrmann et al (2015) who found that hearing voices was seen as a negative experience in America but a positive one in India, therefore this may change the way people react to others saying they hear voices. However, Lin (1996) found that when looking at the symptoms of schizophrenia, there were more similarities across different cultures than differences suggesting cultural differences would not lead to a difference in diagnosis. Nevertheless, many argue there is the potential for cultural bias in the diagnosis process, particularly when using*

different classification systems like DSM or ICD. In addition, psychiatrists may over-compensate for cultural differences and not diagnose a mental disorder when in fact there was one, so cultural differences may not have caused any difference in the disorders just in the diagnosis process. Other reasonable marking points gain credit.

| Level                                                                                                                                                                     | Mark      | Descriptor                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>AO1 (4 marks), AO3 (4 marks)</b><br><b>Candidates must demonstrate an equal emphasis between Knowledge and understanding vs assessment/conclusion in their answer.</b> |           |                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                                                                                                                           | 0         | No rewardable material.                                                                                                                                                                                                                                                                                                                                                                             |
| Level 1                                                                                                                                                                   | 1-2 Marks | Demonstrates isolated elements of knowledge and understanding. (AO1)<br>Generic assertions may be presented. Limited attempt to address the question. (AO3)                                                                                                                                                                                                                                         |
| Level 2                                                                                                                                                                   | 3-4 Marks | Demonstrates mostly accurate knowledge and understanding. (AO1)<br>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)<br>Arguments developed using mostly coherent chains of reasoning, leading to an assessment being presented which considers a range of factors.<br>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)<br>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)                                                                                   |

## 8. AO1 (8 marks), AO3 (12 marks)

Choice of studies from the following; Depression - Kroenke et al (2008); Williams et al (2013), Anorexia - Scott-Van Zeeland et al (2013); Guardia et al (2012), Obsessive Compulsive Disorder - Masellis et al (2003); POTS team including March et al (2004)

**For example:**

### AO1

*Williams et al (2013) aimed to investigate whether a combination of cognitive bias modification (CBM) along with internet based CBT would be effective in treating depression. Applicants for the study completed an online questionnaire about existing symptoms, and those who met the criteria for major depressive disorder were included in the sample. 69 participants were selected from Sydney, Australia*

with 38 allocated to the experimental group and 31 in a control group (on the waiting list). All assessments were conducted online to measure the severity of their depression. This was done as a baseline, after one week and then again after 10 weeks following the intervention. The results were taken after the experimental group completed the imagery focused CBMi treatment and the 10-week course of iCBT while the others were on a waiting list. From the experimental group 65% of participants who had the combined treatment had a significant reduction in their symptoms of depression. This was compared to only 36% in the control group. **Williams et al** concluded that adopting a combined intervention is most effective in improving depression and also helps alleviate anxiety symptoms in patients with depression.

### **AO3**

One strength of this study was that the researchers used internet recruitment so were able to gain participants from all over Australia, this makes the sample more **representative** for **generalisation** to others. Other mental disorders such as substance misuse as well as depression were excluded from the sample so the researchers could reduce the risk of comorbidity and symptom overlap. This increases the **validity** of the findings. In addition the study used online screening questionnaires using established measures such as PHQ9 which increase **internal validity**. Moreover, the online screening questionnaires were compared with a diagnostic telephone call if they got through increasing the **reliability**. One weakness of this study despite the fact participants were given the right to withdraw, was at different stages of the study participants dropped out (**participant attrition**). For example, of the 69 participants who started the treatment only 44 completed which restricts **generalisation** as it may not have worked for the 25 who withdrew and this would affect the **validity** of the results. However, the study was approved by the human rights **ethics** committee of St. Vincent's hospital in Sydney. Another problem was there was no follow-up after the investigation ended so it is not known if the improvements were long term. In addition, the final questionnaire was a self-report method which may be subject to **subjectivity** and **social desirability**, also reducing **validity** of the results. Nevertheless, the conclusions did show good **application to real life** as those who agreed to take part demonstrated a positive approach to internet based intervention which may be beneficial for many people with depression who do not feel they can leave home for treatment; however, this may not suit those who favour face-to-face interventions. Other reasonable marking points gain credit.

**Candidates must demonstrate a greater emphasis on evaluation/conclusion vs knowledge and understanding in their answer. Knowledge & understanding is capped at maximum 8 marks**

| Level   | Mark        | Descriptor                                                                                                                                                                                                                                                                                                                          |
|---------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | 0           | No rewardable material.                                                                                                                                                                                                                                                                                                             |
| Level 1 | 1–4 Marks   | Demonstrates isolated elements of knowledge and understanding. (AO1)<br><br>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 | 5–8 Marks   | Demonstrates mostly accurate knowledge and understanding. (AO1)<br><br>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 | 9–12 Marks  | Demonstrates accurate knowledge and understanding. (AO1)<br><br>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 | 13–16 Marks | Demonstrates accurate and thorough knowledge and understanding. (AO1)<br><br>Displays a developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)                                                              |
| Level 5 | 17–20 Marks | Demonstrates accurate and thorough knowledge and understanding. (AO1)<br><br>Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments and presents a balanced response, leading to an effective nuanced and balanced conclusion. (AO3) |

## Criminological Psychology

### 9. (a) AO2 (1 mark)

One mark for correct calculation of the total acts of 'physical aggression' in both males and females; **47**

### (b) AO2 (2 marks)

Identification of one strength of collecting quantitative data with some elaboration from the context in this study. **For example:** *One strength of collecting quantitative data is that it provides numerical information which can be statistically analysed and compared. This enables the researcher to see whether there is a significant difference between males and females and their aggressive behaviour.* Other reasonable marking points gain credit.

### (c) AO2 (3 marks)

Three marks for correctly identifying the reasons why the PHD student chose to use a Chi-Squared test to analyse her results. **For example:** *One reason for using a chi-squared test is it is looking for a difference between males and females and their aggressive behaviour. It also uses an independent groups design (males are in a separate group to females) and the researcher is collecting nominal data by counting the number of aggressive acts displayed.* Other reasonable marking points gain credit.

### 10. AO1 (2 marks), AO2 (2 marks)

Clear explanation of how damage to Gabriel's amygdala may account for his aggression, showing knowledge of the amygdala. There must be direct reference to the context in the answer. **For example:** *The amygdala processes information from our senses and determines how we respond to that information, including our emotional responses like fear and aggression. When it is activated the amygdala overrides the rational part of our brain so we are less likely to think in a rational manner. This might be why Gabriel loses his temper more often and argues with his parents frequently. Damage to the amygdala can lead to an individual's reduced ability to recognise fear as well as severe impairment in emotional regulation, like aggression. As Gabriel was recently involved in an accident which resulted in damage to his amygdala this could explain his aggressive behaviour as well as his friends noticing a change in his personality.* Other reasonable marking points gain credit.

### 11. AO1 (2 marks)

Conclusion of the contemporary study for Criminological Psychology. Examples include; Bradbury and Williams (2013), Valentine and Mesout (2009) or Howells et al (2005). **For example: Howells et al (2005) concluded that while brief anger management programmes (AMPs) for violent offenders in Australian prisons showed small positive improvements in anger measures, the overall effectiveness was limited compared to no treatment. This tells us that AMPs may not be as useful with violent offenders.** Other reasonable marking points gain credit.

### 12. (a) AO2 (2 marks)

Brief explanation of how post-event information may have affected Jane's testimony of the robbery when she went into the police station. **For example: One way in which post-event information could have affected Jane's testimony is through post-event discussion. In this case while Jane was waiting to give her statement to the police she was in a room with other witnesses to the robbery, this could have influenced her recollection of the event, decreasing the reliability of her testimony.** Other reasonable marking points gain credit.

### (b) AO2 (2 marks)

One suggestion of how the police could have improved the reliability of Jane's testimony. **For example: One suggestion of how the police could have improved the reliability of Jane's testimony is by placing the witnesses in separate rooms while waiting to give their statements at the police station. This would prevent them from discussing the event together, reducing the risk of contamination from other witness statements/ recall on the reliability of their eyewitness account.** Other reasonable marking points gain credit.

### 13. AO1 (2 marks), AO2 (2 marks)

Clear description of how the social learning theory might explain why some people commit crimes while others do not. Answers must reflect knowledge of developmental psychology in explaining criminal or anti-social behaviour. **For example: The social learning theory (SLT) states that behaviour is learned from observation and identification of role models, particularly those of the same sex. It also suggests that learning can be increased when vicarious reinforcement is used, this is when someone sees another person receiving reinforcement, so imitates their behaviour in the hope of receiving the same reward. This might explain why some people commit crime while others do not, as those who commit crime may be influenced by others in their social environment and imitate the behaviour they are exposed to. For example, if someone is exposed to other people committing crime and reaping rewards such as money or praise, they too may copy their behaviour and engage in criminal**

***behaviour. People who are exposed to more positive role models, will not imitate criminal or anti-social behaviour.***

Other reasonable marking points gain credit.

#### **14. AO1 (6 marks), AO2 (4 marks) AO3 (6 marks)**

Clear knowledge, application and evaluation of the key question from Criminological Psychology. **For example: Is eyewitness testimony unreliable?**

##### **AO1**

Eyewitness testimony (EWT) is information given to the police or in court about what a witness recalls about a crime. Juries tend to rely on eyewitness testimony when coming to a verdict, especially if the forensic evidence is limited. If there is no forensic evidence then the testimony of the witness becomes more important. Research suggests that EWT is a factor in approximately 75% of wrongful conviction cases overturned by DNA evidence. However there is some concern that witnesses are not always accurate when recalling an event. If the witnesses are unreliable in their recall there could be a risk of a miscarriage of justice. The Criminal Cases Review Commission has seen a 20% rise in applications regarding these.

##### **AO2**

If a weapon, such as a gun, is used during a crime, witnesses may be less reliable in their identification of the suspect. There are many factors which affect how accurate witness recall may be such as, gender, race, age or attractiveness. Witnesses may be more reliable in their identification of same-race suspects than those of a different race. If the witnesses have been exposed to other information before a trial, e.g. news reports or social media then this can lead to them reconstructing their memory of the event and becoming inaccurate. This is also true if they discuss the event with other people. If the police use leading questions in their interviews then these can influence the answers that the witnesses give.

##### **AO3**

Evidence from **Loftus & Palmer (1974)** found that changing a verb about a car accident influenced estimates of the speed the car was going. Participants given a more severe verb such as smashed estimated the car to be travelling faster, compared to others given the verb contacted. However this study was conducted in an artificial setting in a lab with no consequences (lacking **ecological validity**), so witnesses in real life may be more accurate as they know there are consequences to their testimony. In contrast, cases of real life witnesses such as in **Yuille & Cutshall (1986)** show that recall is accurate months after an event. In addition, **Bartlett (1932)** highlighted a problem with reconstructive memory and found that participants recalling a story from another culture struggled to recall it reliably. They

used confabulation relying on schemas instead. This shows that many factors can affect the reliability of EWT. Other reasonable marking points gain credit.

| <b>Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer. Application to the context is capped at maximum 4 marks.</b> |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Level</b>                                                                                                                                                                                | <b>Mark</b> | <b>Descriptor</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                                                                                                                                             | 0           | No rewardable material.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Level 1                                                                                                                                                                                     | 1–4 Marks   | Demonstrates isolated elements of knowledge and understanding. (AO1)<br>Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)<br>Generic assertions may be presented. Limited attempt to address the question. (AO3)                                                                                                                                                                                                                                                                                                                           |
| Level 2                                                                                                                                                                                     | 5–8 Marks   | Demonstrates mostly accurate knowledge and understanding. (AO1)<br>Line(s) of argument occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)<br>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                                                                                                                                                                                     | 9–12 Marks  | Demonstrates accurate knowledge and understanding. (AO1)<br>Line(s) of argument supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures). Might demonstrate the ability to integrate and synthesise relevant knowledge. (AO2)<br>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                                                                                                                                                                                     | 13–16 Marks | Demonstrates accurate and thorough knowledge and understanding. (AO1)<br>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)<br>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)                                                           |

## Child Psychology

### 15. (a) AO2 (1 mark)

One mark for correct calculation of the total acts of 'aggression by hitting and pushing' in both boys and girls combined; **11**

### (b) AO2 (2 marks)

Identification of one strength of collecting quantitative data with some elaboration from the context in this study. **For example:** *One strength of collecting quantitative data is that it provides numerical information which can be statistically analysed and compared. This enables the researcher to see whether there is a significant difference between boys and girls and their aggressive behaviour.* Other reasonable marking points gain credit.

### (c) AO2 (3 marks)

Three marks for correctly identifying the reasons why the psychologist chose to use a Chi-Squared test to analyse the results. **For example:** *One reason for using a chi-squared test is it is looking for a difference between boys and girls and their aggressive behaviour. It also uses an independent groups design (boys are in a separate group to girls) and the researcher is collecting nominal data by counting the number of aggressive acts displayed.* Other reasonable marking points gain credit.

### 16. AO2 (4 marks)

Up to four marks for a description of how Bowlby's work on attachment may help explain the behaviour in the context. **For example:** *Bowlby helped identify different types of attachment bonds between children and their primary caregivers. Most of the children that Pauline works with are securely attached as they have formed emotional bonds with their parents easily. However, one child is displaying signs of an insecure attachment as they show extreme anxiety when separated from their mother. This would be an insecure resistant attachment as they can also take up to 20 minutes to calm back down. Bowlby's theory of maternal deprivation could also help explain the behaviour of the child Pauline is concerned about as the child's mother went back to work when the child was three months old. This is during Bowlby's critical period which is from 0-2.5 years. Bowlby's theory of maternal deprivation states that a break in the bond during this critical period could result in psychological problems for the child. This might explain the child's behaviour that Pauline is concerned about.* Other reasonable marking points gain credit.

**17. (a) AO2 (3 marks)**

Up to three marks for description of the advantages of day care in relation to Olivia. **For example:** *Olivia will become more socially advanced if she attends daycare as she is six months old, so is under one year of age which according to Andersson (1992) is beneficial for social development. Olivia will have more friends and be more outgoing due to the social interaction with the other children at the nursery. Sylva et al (2004) also found that children who started nursery before 3-years-old will benefit intellectually, so this should also apply to Olivia as she is six months old.* Other reasonable marking points gain credit.

**(b) AO2 (4 marks)**

Up to four marks for a description of what makes good quality day care in relation to the context in the question. **For example:** *Olivia's mother could ask about the staff turnover at the daycare centre, and ensure that it is low, as research shows this will allow Olivia to form attachments with her carers. Her mother could also ensure that there is a low child to staff ratio, such as a maximum of 1 staff to 3 children, as this will ensure Olivia gets the attention she needs from the carers. As well as checking the manager's qualifications Olivia's mother could also ensure that other members of staff are qualified, at least to Level 2 in childcare. This ensures the staff have the knowledge to look after Olivia and provide her with activities to aid her intellectual development.* Other reasonable marking points gain credit.

**18. AO1 (2 marks), AO2 (2 marks)**

Explanation of one way developmental psychology can be used to explain symptoms seen in disorders like autism. **For example:** *One way developmental psychology might explain the symptoms of autism is to consider the changes to development particularly in early childhood. If children fail to meet milestones they may be showing signs of cognitive or social delay. One example of this in autism is recognised through a lack of theory of mind. This is the cognitive capacity to understand that other people have beliefs, intentions, and emotions different from one's own. Autistic children are seen to show this deficit as a young child. By studying children's development over time symptoms of autism can be assessed. For instance, noticing the problems they may have with social interaction or communication can be evident as they grow from infancy to childhood. This allows parents and practitioners to identify problems or make a diagnosis with a plan to help children with developmental disorders live fulfilling lives.* Other reasonable marking points gain credit.

**19. AO1 (6 marks), AO2 (4 marks) AO3 (6 marks)**

Clear knowledge, application and evaluation of the key question from Child Psychology. **For example:** *what issues should parents take into account when deciding on day care for their child?*

## **AO1**

Daycare is generally considered safe and beneficial for child development, particularly for cognitive and language skills, but its effects depend heavily on quality and age. Many parents need or want to return to work after the birth of a child so must find a suitable childcare provision for their child. Daycare can consist of other family members looking after the child, sending the child to a childminder or sending them to a nursery. Being looked after by family members has the advantage of the child knowing who is looking after them and more one on one care. Children will also have a stronger emotional attachment to a family member. A child minder follows similar guidelines as nursery nurses and all have to be qualified and are inspected (OFSTED) unlike family members. However, parents may worry about the quality of care and whether they are doing the best for their child.

## **AO2**

Parents need to consider the staff to child ratio when selecting a daycare provision, as the more staff there are to smaller numbers of children the better the daycare. Parents also need to make sure that the staff are highly qualified, there is a low staff turnover and the staff interact with the children in their care in a positive manner. Children in full-time daycare may experience some negative effects and can have problems with both social and cognitive development. Key workers in daycare can provide a temporary attachment for the child when they are away from their primary caregiver.

## **AO3**

Supporting evidence for the benefits of daycare come [Andersson \(1992\)](#) found that children who went to a high quality daycare centre before the age of one were more socially and cognitively advanced by the age of 8. In addition the [EPPE \(2004\)](#) project also found that children in high quality daycare benefitted cognitively and socially. However, conflicting evidence from [Belsky & Rovine \(1988\)](#) showed that children who were put into daycare for 20 hours a week, before they were one, had an insecure avoidant attachment with their mother. They also found that those children who spent over 35 hours a week in daycare also had an insecure attachment with their fathers. However, [Belsky & Rovine's](#) study has been criticised for using the strange situation in its methodology, whereas children in daycare would be used to being left by their parents so it may not accurately reflect their attachment type. The [NICHD \(2006\)](#) study highlighted the negative effects of daycare and found it can lead to behavioural problems, especially if the daycare was of low quality. In conclusion, there are several factors that parents should take into account when deciding on daycare for their child, but if they research the daycare carefully then it can benefit the child both socially and intellectually.

Other reasonable marking points gain credit.

**Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer. Application to the context is capped at maximum 4 marks.**

| Level   | Mark        | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | 0           | No rewardable material.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Level 1 | 1–4 Marks   | Demonstrates isolated elements of knowledge and understanding. (AO1)<br>Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)<br>Generic assertions may be presented. Limited attempt to address the question. (AO3)                                                                                                                                                                                                                                                                                                                           |
| Level 2 | 5–8 Marks   | Demonstrates mostly accurate knowledge and understanding. (AO1)<br>Line(s) of argument occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)<br>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 | 9–12 Marks  | Demonstrates accurate knowledge and understanding. (AO1)<br>Line(s) of argument supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures). Might demonstrate the ability to integrate and synthesise relevant knowledge. (AO2)<br>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 | 13–16 Marks | Demonstrates accurate and thorough knowledge and understanding. (AO1)<br>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)<br>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)                                                           |

## Health Psychology

### 20. (a) AO2 (1 mark)

One mark for correct calculation of the total number of health promotion behaviours involving students 'engaged in school sports' observed in both boys and girls; **56**

### (b) AO2 (2 marks)

Identification of one strength of collecting quantitative data with some elaboration from the context in this study. **For example: One strength of collecting quantitative data is that it provides numerical information which can be statistically analysed and compared. This enables the researcher to see whether there is a significant difference between boys and girls and their health promotion behaviour.** Other reasonable marking points gain credit.

### (c) AO2 (3 marks)

Three marks for correctly identifying the reasons why the psychologist chose to use a Chi-Squared test to analyse the results. **For example: One reason for using a chi-squared test is it is looking for a difference between boys and girls and their health promotion behaviour. It also uses an independent groups design (boys are in a separate group to girls) and the researcher is collecting nominal data by counting the number of health promotion behaviours displayed.** Other reasonable marking points gain credit.

### 21. AO1 (4 marks)

Two marks for a description of each issue around drug taking. **For example: One issue around drug taking is tolerance, this is when the person needs to take more of the drug to get the same effect. This happens because the body has adapted to the presence of the drug due to down regulation. Another issue around drug taking is withdrawal. This is where people experience unpleasant symptoms after they stop taking the drug. For example, heroin addicts will experience physical side effects like muscle and bone pain if they have not taken heroin for a few hours.** Other reasonable marking points gain credit.

22. AO1 (2 marks)

Brief outline of one difference between the biological explanation for nicotine and the learning theory as an explanation for nicotine. **For example:** *One difference between the two explanations is they have a different cause for developing an addiction to nicotine. The biological explanation focuses on internal, physical mechanisms such as neurochemistry and genetics, while the learning theory focuses on external, environmental factors such as experience or conditioning. Therefore biological explanations emphasise nicotine activating brain dopamine pathways, whereas the learning theory focuses on smoking as a learned habit reinforced by association.* Other reasonable marking points gain credit.

23. AO2 (4 marks)

Description of how one treatment could be used by Mary with people addicted to heroin. Answers must make reference to the context in the question. **For example:** *One treatment that Mary could use with the people she works with who are addicted to heroin is to give them drug therapy. Mary could give her clients agonists like methadone in an attempt to stabilise their addiction. Methadone is an opiate which works by binding to the same receptors as heroin. This could help Mary's clients with their cravings and feelings associated with taking heroin. Agonists tend to have less side effects which might be better for Mary's clients to help with their adherence. Methadone is also given gradually to slowly reduce people's withdrawal symptoms, this might be more effective for Mary's clients.* Other reasonable marking points gain credit.

24. AO1 (2 marks), AO2 (2 marks)

Explanation of how one individual difference might explain drug use. Examples include: personality, genes, social factors, peers, sensitivity to cues. **For example:** *One individual difference which might explain drug use is personality. Different personality types may be more prone to addictive behaviours. For instance, an individual with a sensation-seeking or impulsive personality are more likely to place themselves in situations which could result in drug use. Certain personality traits, specifically impulsivity, high sensation-seeking, and emotional dysregulation are linked to a higher risk of developing addiction. These traits may contribute to the development or the maintenance of the addiction. This is sometimes referred to as an addictive personality type. These traits are not only linked to drug use but may show themselves in other ways such as gambling.* Other reasonable marking points gain credit.

## 25. AO1 (6 marks), AO2 (4 marks) AO3 (6 marks)

Clear knowledge, application and evaluation of the key question from Health Psychology. **For example:**  
**Can we encourage the cessation of smoking?**

### AO1

Statistics regarding smoking habits in the UK have shown that the adult (aged 18+) smoking prevalence for 2024 was 10.4%. This is a slight reduction from 10.9% in 2023 and continues the general downward trend observed since 2011 (19.8%). Before health psychologists can help someone stop smoking they have to know the reasons why someone started smoking. This could be because they saw a family member or friend smoke so therefore started. Health psychologists also need to look at how to reinforce the dangers of smoking rather than the smokers focus on the pleasure of smoking. Smokers know the health dangers of smoking but ignore those and carry on smoking. There are also the issues of addiction and habit that need to be addressed if the cycle is to be broken.

### AO2

Anti-smoking campaigns should highlight the positives and negatives of smoking and come to a conclusion rather than just highlight the negatives. Smokers must be intrinsically motivated to stop, according to the elaboration likelihood model, so health psychologists should offer some motivation such as entry to a prize draw for every day/ week without a cigarette. Also using fear arousal graphic pictures have been put on the back of cigarette packs in the hope smokers will notice them and it will motivate them to stop smoking. However, smokers may ignore the picture or not take much notice of it as they are familiar with the pictures, which reduces the effectiveness.

### AO3

Evidence from the Hovland-Yale model of persuasion states that if both sides of the argument are presented and a solid opinion given then this is more effective than just presenting one side of the argument (**Maguire 1964**). In addition, **Pengpid et al (2013)** found that if people were aware of the risks of a substance they were as likely to stop using that substance compared to if they had undergone brief intervention treatments, supporting the Hovland-Yale model. The elaboration likelihood model does not cause a quick change in attitudes, therefore does not cause a quick change in behaviour so money may be a factor in its effectiveness when used in stop smoking campaigns. Other evidence from **Hammond et al (2003)** found that graphic pictures on cigarette packs were more likely to change smokers' behaviour than written warnings. However, If treatment is to be effective it is important that the smoker wants to change their behaviour and is ready to stop smoking otherwise they are more likely to start again when they experience difficulties such as cravings. Health Psychology can be used to help people stop smoking but it needs to be a holistic approach which deals with the causes of starting smoking, the physical addiction and the psychological addiction otherwise it is not as likely to be effective.

Other reasonable marking points gain credit.

| <b>Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer. Application to the context is capped at maximum 4 marks.</b> |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Level</b>                                                                                                                                                                                | <b>Mark</b> | <b>Descriptor</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                                                                                                                                             | 0           | No rewardable material.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Level 1                                                                                                                                                                                     | 1–4 Marks   | Demonstrates isolated elements of knowledge and understanding. (AO1)<br>Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)<br>Generic assertions may be presented. Limited attempt to address the question. (AO3)                                                                                                                                                                                                                                                                                                                           |
| Level 2                                                                                                                                                                                     | 5–8 Marks   | Demonstrates mostly accurate knowledge and understanding. (AO1)<br>Line(s) of argument occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)<br>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                                                                                                                                                                                     | 9–12 Marks  | Demonstrates accurate knowledge and understanding. (AO1)<br>Line(s) of argument supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures). Might demonstrate the ability to integrate and synthesise relevant knowledge. (AO2)<br>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                                                                                                                                                                                     | 13–16 Marks | Demonstrates accurate and thorough knowledge and understanding. (AO1)<br>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)<br>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)                                                           |

**End of Paper**

# *Study Psychology* (c)

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