

Sample Question Paper

A Level Psychology

H569/02 Core studies in psychology

Time allowed: 2 hours

No extra materials are needed.



Please write clearly in black ink. **Do not write in the barcodes.**

Centre number

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Candidate number

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First name(s)

Last name

INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the space provided. If you need extra space use the lined pages at the end of this booklet. The question numbers must be clearly shown.
- Answer **all** the questions.

INFORMATION

- The total mark for this paper is **80**.
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- This document has **20** pages.

ADVICE

- Read each question carefully before you start your answer.

Section A**Core studies**

- 1 Identify **two** features of the sample used in Maguire et al.'s (2000) study of brain plasticity.

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..... [2]

- 2 Explain **one** way Casey et al.'s (2011) study of delayed gratification relates to the biological area of psychology. Use an example from the study to support your answer.

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..... [3]

- 3 Identify **two** different types of stories the children heard in Lee et al.'s (1997) study of morality.

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..... [2]


- 4 Outline **one** methodological similarity between the study by Loftus and Palmer (1974) into eyewitness testimony and the study by Simons and Chabris (1999) into visual inattention.

[3]

- 5 Evaluate the current relevance of Freud's (1909) study of phobias.

[6]

- 6 Explain **one** weakness of using an independent measures design in Grant et al.'s (1998) study into context-dependent memory.



[3]

- 7 Discuss ways Levine et al.'s (2001) study into non-emergency helping could have been made more ethical.

In your answer you should consider the implications of your suggested improvements.

[6]

Section B

Areas, perspectives, issues and debates

- 8 Outline the determinism position of the freewill-determinism debate.

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.....[1]

- 9 Explain **one** way Milgram's (1963) study of obedience supports the reductionism position of the reductionism-holism debate. Use an example from the study to support your answer.

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.....[3]

- 10 Orla and Rosa are sisters. If their mum asks them to help her around the house, Orla is always happy to help. Rosa usually ignores her mum's request or goes to her bedroom and slams the door, complaining that she 'has to do everything around here.'

Suggest **one** way the biological area could explain the difference between Orla's and Rosa's attitudes to helping.

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.....[3]

11 Evaluate whether the biological area is more scientific than the cognitive area.

RAFT

[6]

[6]

- 12*** Discuss strengths **and** weaknesses of conducting socially sensitive research. Use examples from appropriate psychological research to support your answer.

Use psychological knowledge and understanding from across your full course of study in your answer. **[12]**

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13 Children have greater access to a range of media than ever before due to the availability of online streaming and gaming.

Psychologists are concerned about the effects this increased time online has had on children's behaviour. Even 'innocent' cartoons aimed at children can have high levels of aggression and characters are often rewarded for their violent or aggressive behaviour by being labelled as a 'hero'.

(a) Suggest how a conclusion drawn in Bandura et al.'s (1961) study into the transmission of aggression could explain the children's defiant behaviour.

[3]

(b)

(i) Outline the individual position of the individual-situational debate.

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..... [1]

(ii) Suggest how the **individual** position of the individual-situational debate could explain the children's defiant behaviour. Use an example from the source to support your answer.

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..... [2]

(c) Outline **one** weakness of using the psychodynamic perspective to explain the children's defiant behaviour.

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..... [3]

- The psychologist suggests that the parents should reward Leo every time he displays good behaviour. For example, every time Leo sits for 5 minutes eating a meal, or for attempts to use cutlery, Beth could reward him by saying things such as 'good boy' and 'well done'.

Evaluate the use of this behaviourist strategy for improving Leo's behaviour.

[6]

You **must** refer to the following required features in your answer:

- Justify the decisions you have made for each required feature.

[12]

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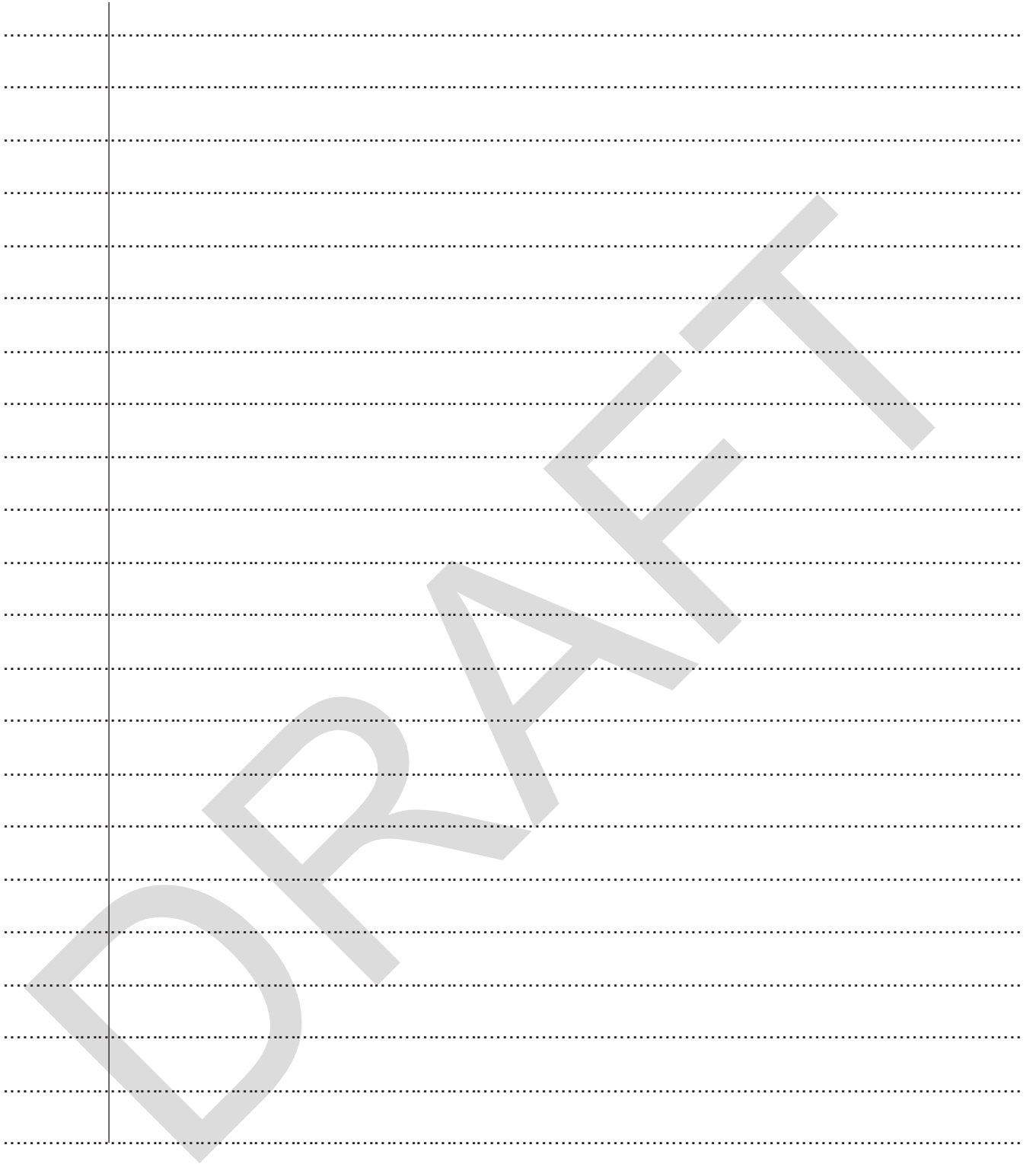
- 16** Mia has been labelled as a 'naughty' child by most people. She uses inappropriate language and has started fights in school. She rarely follows rules – at home, at school or out in public.

Suggest **one** way that Mia's behaviour could be improved. Your suggestion **must** be based on the principles of cognitive psychology.

[3]

END OF QUESTION PAPER

Handwriting practice lines consisting of a solid top line, a dashed midline, and a solid bottom line. A large, light gray watermark reading "DRAFT" is oriented diagonally across the page.



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Sample Mark Scheme

A Level Psychology

H569/02 Core studies in psychology

MARK SCHEME

Duration: 2 hours

MAXIMUM MARK 80

Version: **Sample**

This document has 23 pages

MARKING INSTRUCTIONS**PREPARATION FOR MARKING****MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.

3. Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

4. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
5. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

6. For answers marked by levels of response:
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

7. Subject Specific Marking Instructions

Section A: Core studies

Q1 Identify two features of the sample used in Maguire et al.'s (2000) study of brain plasticity. [2]		
Marking Criteria [1+1]	AO/ Marks	Indicative Content
For each feature:	AO1 x2	<u>Any two from:</u> <ul style="list-style-type: none"> ▪ All male [1] ▪ All right-handed [1] ▪ Size of sample was 66 (16 taxi drivers/50 controls) [1] ▪ Mean age was 44 years [1] ▪ All of the taxi drivers had healthy general medical, neurological, psychiatric profiles [1] ▪ Other relevant features as specified in the study.
1 mark: One accurate detail about the sample identified.		
0 marks: No creditworthy response.		

Q2 Explain one way Casey et al.'s (2011) study of delayed gratification relates to the biological area of psychology. Use an example from the study to support your answer. [3]		
Marking Criteria [1+1+1]	AO/ Marks	Indicative Content
1 mark: An understanding of the biological area is demonstrated (this may be an explicit definition, or the understanding may be implied in the answer given).	AO1 x3	<p><u>Possible ways to demonstrate understanding of the biological area:</u></p> <ul style="list-style-type: none"> ▪ Reference to the influence of nervous system/genetics/hormones on behaviour. [1] <p><u>Explaining the link between of Casey's study and biological area:</u></p> <ul style="list-style-type: none"> ▪ Casey investigated how brain activity was related to the ability to delay gratification. [1] ▪ Casey investigated the role of activity in the inferior frontal gyrus and ventral striatum in the ability to delay gratification. [1] <p><u>Example from Casey et al.'s study:</u></p> <ul style="list-style-type: none"> ▪ Casey found that the ability to delay gratification had a biological basis – i.e. it was related to brain activity rather than being a learned ability. [1] ▪ Higher activity in the ventral striatum/lower activity in the inferior frontal gyrus was linked to lower ability to delay gratification. [1] ▪ Lower activity in the ventral striatum/higher activity in the inferior frontal gyrus was linked to greater ability to delay gratification. [1] ▪ Any other appropriate point for any of the above.
1 mark: Clearly explaining one way Casey et al.'s study relates to the biological area.		
1 mark: Using an example or relevant detail from Casey et al.'s study to demonstrate how the biological area was reflected in this study.		
0 marks: No creditworthy response.		

Q3 Identify two different types of stories the children heard in Lee et al.'s (1997) study of morality. [2]		
Marking Criteria [1+1]	AO/ Marks	Indicative Content
1 mark: Any correctly stated story type.	AO1 x2	<u>Any two from:</u> <ul style="list-style-type: none"> ▪ Social stories [1] ▪ Physical stories [1] ▪ Pro-social stories [1] ▪ Anti-social stories. [1]
0 marks: No creditworthy response.		

Q4 Outline one methodological similarity between the study by Loftus and Palmer (1974) into eyewitness testimony and the study by Simons and Chabris (1999) into visual inattention. [3]		
Marking Criteria [1+1+1]	AO/ Marks	Indicative Content
1 mark: Relevant similarity outlined (not just identified).	AO1 x3	<p><u>Possible similarities:</u></p> <ul style="list-style-type: none"> ▪ Type of data collected - both studies collected quantitative data. [1] Loftus and Palmer recorded participants' estimated speeds of the vehicles in miles per hour. [1] Simons and Chabris recorded the number of people who saw the unexpected appearance of the gorilla. [1] ▪ Type of research method used - both studies made use of laboratory experiments where they manipulated an IV/measured a DV in a controlled setting. [1] Loftus and Palmer manipulated the IV of the verb in the leading question and measured the DV of estimated speed in a controlled setting. [1] Simons and Chabris manipulated several IVs including the appearance of a gorilla/umbrella woman whilst participants were completing an easy/hard task and measured the DV how many times the unexpected event was seen. [1] ▪ Any other appropriate point/relevant supporting examples.
1 mark: Relevant supporting detail for the similarity given from Loftus and Palmer's study.		
1 mark: Relevant supporting detail for the similarity given from Simons and Chabris' study.		
0 marks: No creditworthy response.		

Q5 Evaluate the current relevance of Freud's (1909) study of phobias. [6]			
Level	Marking Criteria	AO/ Marks	Indicative Content
Level 3 (5-6 marks)	Clear and developed evaluation of the current relevance of Freud's study. The study is analysed and thoroughly evaluated to reach a conclusion about its current relevance. The points raised are made clearly and in detail.	AO3 x6	<u>Possible evaluation points:</u> <ul style="list-style-type: none">High current relevance – the study demonstrated the use of psychoanalysis as a tool for both diagnosis and treatment of phobias. This psychotherapeutic treatment is still used by clinicians to successfully treat a range of mental illness today, over 100 years after this study was published.Lack of current relevance – the study made use of unscientific and subjective methods (e.g. dream analysis) to draw conclusions about human behaviour. In current society, Psychology tends to be viewed as a scientific subject, and so these methods are not always favoured by modern psychologists who may use more objective methods.Any other appropriate point.
Level 2 (3-4 marks)	Clear but brief evaluation of the current relevance of Freud's study. The study is analysed and evaluated in a limited way to reach a conclusion about its current relevance. The point(s) raised are made clearly with some detail.		
Level 1 (1-2 marks)	Freud's study is analysed and evaluated to make basic points/brief statements about the study's current relevance. The point(s) may lack clarity and detail.		
0 marks: No creditworthy response.			

Q6 Explain one weakness of using an independent measures design in Grant et al.'s (1998) study into context-dependent memory. [3]		
Marking Criteria [1+1+1]	AO/ Marks	Indicative Content
1 mark: Relevant weakness of the use of an independent measures design identified.	AO1 x3	<u>Possible weaknesses:</u> <ul style="list-style-type: none"> Independent measures designs are affected by participant variables [1], because there are completely different people in each condition of the study. In Grant et al.'s study, the participants in the matching context conditions could have had naturally better memory than the participants in the mis-matching conditions [1], which would decrease the validity of the results. [1] It is potentially more difficult to recruit participants [1] for independent measures designs as more participants are needed than repeated measures designs. [1] In Grant et al.'s study, in order to have 10 different participants in each of the 4 conditions he needed to recruit 40 participants, whereas if an independent measures design had been used, the same 10 participants could have been used in each condition. [1] Any other appropriate point/relevant supporting examples.
1 mark: The identified weakness is further explained/elaborated.		
1 mark: The weakness is explained in the context of, or supported with a relevant example from, Grant et al.'s study.		
0 marks: No creditworthy response.		

Q7 Discuss ways Levine et al.'s (2001) study into non-emergency helping could have been made more ethical. In your answer you should consider the implications of your suggested improvements. [6]			
Level	Marking Criteria	AO/ Marks	Indicative Content
Level 3 (5–6 marks)	Relevant ways that the study could have been made more ethical are identified. (AO1) These are discussed in terms the extent to which they would develop the investigation by considering their implications. The points raised are made clearly and in detail. (AO3)	AO1 x2 AO3 x4	<u>Possible ways to make the study ethical that could be discussed:</u> <ul style="list-style-type: none">Gaining informed consent by telling participants the aim of the study in advance/conducting it overtly (AO1) This would make the study more ethical as participants can make an informed decision about whether they want to participate, however this would reduce the validity of the study as the participants would be more likely to display demand characteristics. (AO3)Telling participants afterwards that they had taken part in a psychological study and offering them the opportunity to withdraw their data from being used. (AO1) This makes the study more ethical as participants can withdraw if they wish to do so, and this may also help prevent any long term harm or embarrassment about their behaviour, such as not offering help. However, as this study was conducted in a public place there is no requirement to offer a right to withdraw and it may be difficult to track down the participant if they had walked off in a rush. (AO3)Any other appropriate point.
Level 2 (3–4 marks)	Relevant way(s) that the study could have been made more ethical are identified. (AO1) The way(s) are discussed in terms of how they would develop the investigation. The point(s) raised are made clearly with some detail. (AO3)		
Level 1 (1–2 marks)	Relevant way(s) identified that would improve the ethics of the investigation. The point(s) may lack clarity and detail. (AO1)		
0 marks: No creditworthy response.			

Section B: Areas, perspectives, issues and debates

Q8 Outline the determinism position of the freewill-determinism debate. [1]		
Marking Criteria [1+1]	AO/ Marks	Indicative Content
1 mark: A clear and accurate outline (which may be brief) of the determinism position.	AO1 x1	<u>Determinism:</u> <ul style="list-style-type: none"> ▪ This position is the idea that how we behave is due to forces beyond our control. [1] ▪ We don't choose how we behave – our behaviour is caused by internal factors (e.g. genetics) or external factors (e.g. peer groups). [1] ▪ Any other appropriate point.
0 marks: No creditworthy response.		

Q9 Explain one way Milgram's (1963) study of obedience supports the reductionism position of the reductionism-holism debate. Use an example from the study to support your answer. [3]		
Marking Criteria [1+1+1]	AO/ Marks	Indicative Content
1 mark: An understanding of the reductionism position of the reductionism-holism debate is demonstrated (this may be an explicit definition, or the understanding may be implied in the answer given).	AO1 x3	<u>Reductionism:</u> <ul style="list-style-type: none"> The position suggests that there is only one explanation for behaviour/that behaviour can be reduced to its component parts. [1] <u>Link between Milgram's study and reductionism:</u> <ul style="list-style-type: none"> This shows reductionism because Milgram failed to investigate the interaction of multiple complex factors that could cause obedience, such as how genes could influence natural levels of obedience. [1] <u>Detail/example from Milgram's study:</u> <ul style="list-style-type: none"> Milgram looked at the influence of an authority figure on levels of obedience. [1] Any other appropriate point for any of the above.
1 mark: Clearly explaining one way Milgram's study relates to the reductionism side of the debate.		
1 mark: Using an example or relevant detail from Milgram's study to demonstrate how the reductionism side of the debate was reflected in this study.		
0 marks: No creditworthy response.		

Q10 Suggest one way the biological area could explain the difference between Orla's and Rosa's attitudes to helping. [3]		
Marking Criteria [1+1+1]	AO/ Marks	Indicative Content
1 mark: Relevant way that the biological area could explain the difference between Orla and Rosa's attitudes to helping is identified.	AO2 x3	<p>Possible suggestions for how the biological area could explain the difference between Orla and Rosa's attitudes to helping:</p> <ul style="list-style-type: none"> Genetics [1] – If Orla and Rosa are full siblings, they only share 50% of their genes so the differences in their attitudes could be due to the genes that they do not share. [1] Orla's genetic make-up may mean she is more 'naturally' or 'innately' helpful / Rosa's genetic make-up may mean she is more 'naturally' or 'innately' unhelpful. [1] Brain structure [1] – Orla may have a more developed pre-frontal cortex which allows her to make informed decisions about how she will respond to her mum's request to help with chores. [1] She may be more able to weigh up the potential consequences of the decisions she makes and therefore choose to help her mum as she knows this will lead to positive outcomes [1] / If Rosa's brain is less developed then she may react more quickly and avoid doing the chores she does not want to do, without thinking of the consequences. Hormones [1] – Orla and Rosa could have different attitudes to helping/behave differently due to their hormone levels. Hormones can affect the way a person feels, thinks and acts. [1] Rosa's negative attitude to helping may be caused by her generally feeling angry or low due to hormonal fluctuations (possibly related to puberty / the menstrual cycle / medical conditions, etc.) and this becomes more evident in situations where she is asked to help. [1] Any other appropriate suggestion.
1 mark: The identified way that the biological area could explain the difference between Orla and Rosa's attitudes to helping is further explained/elaborated.		
1 mark: The explanation is explicitly outlined in the context of Orla and Rosa's attitudes/behaviour.		
0 marks: No creditworthy response.		

Q11 Evaluate whether the biological area is more scientific than the cognitive area. [6]			
Level	Marking Criteria [3+3]	AO/ Marks	Indicative Content
Level 3 (5-6 marks)	Clear and developed evaluation about the scientific nature of the biological and cognitive areas. The areas are analysed and thoroughly evaluated to reach a conclusion about which area is more scientific. The points raised are made clearly and in detail.	AO3 x6	<u>Possible evaluation points:</u> <ul style="list-style-type: none">▪ The use of the lab experimental methods – e.g. both areas favour this method to study the brain (biological) or cognitive abilities (cognitive) therefore both areas take similarly scientific approaches to studying behaviour.▪ The use of objective measures – the biological area often uses brain scanning techniques such as fMRI which provides objective data about activity in the brain. This arguably makes the biological area more scientific than the cognitive area.▪ Any other appropriate point. NB. Ensure the points raised are evaluating the areas and not simply evaluating individual studies from each area. Studies can be used to support points but are not necessary.
Level 2 (3-4 marks)	Clear but brief evaluation of about the scientific nature of the biological and cognitive areas. The areas are analysed and evaluated in a limited way to reach a conclusion about which area is more scientific. The point(s) raised are made clearly with some detail.		
Level 1 (1-2 marks)	The biological and cognitive areas are analysed and evaluated to make basic points/brief statements about which area is more scientific. The point(s) may lack clarity and detail.		
0 marks: No creditworthy response.			

Q12* Discuss strengths and weaknesses of conducting socially sensitive research. Use examples from appropriate psychological research to support your answer. Use psychological knowledge and understanding from across your full course of study in your answer. [12]			
Level	Marking Criteria (AO1 x 4)	Marking Criteria (AO3 x 8)	Indicative Content
4	4 marks The response shows excellent relevant knowledge and understanding of scientific ideas, processes, techniques and procedures. The response is clear, accurate and detailed throughout. Knowledge/ understanding is drawn from across the full course of study. There is effective use of supporting examples from psychological research throughout.	7-8 marks The response shows an excellent ability to analyse, interpret and evaluate scientific information, ideas and evidence drawn from across the full course of study to make judgements and reach reasoned conclusions. A range of points will be discussed that will be clear, accurate and detailed throughout . A balanced discussion should be presented, but this does not need to be equal in terms of number of points presented for each side. <i>There is a well-developed and sustained line of reasoning which is clear, coherent and logically structured. Information presented is relevant/appropriate and substantiated/supported by evidence.</i>	Relevant strengths of conducting socially sensitive research include: <ul style="list-style-type: none"> ▪ Positive practical applications (e.g., improvements to mental health services). ▪ Could help to resolve debates (e.g., the nature-nurture debate, based on Bandura). ▪ Any other appropriate point. Relevant weaknesses of conducting socially sensitive research include: <ul style="list-style-type: none"> ▪ Likely to cause upset (e.g., people from ethnic minority groups could worry about discrimination within the legal system, based on Dixon). ▪ Could help reinforce prejudices (e.g., against the parents of children who show aggressive behaviour, based on Bandura). ▪ Any other appropriate point. NB. Candidates can only access marks in Levels 3 and 4 if they have used knowledge, skills and understanding drawn from across the full course of study, for example using knowledge of socially sensitive research in relation to the topic of mental health or the courtroom from Component 3.
3	3 marks The response shows good relevant knowledge and understanding of scientific ideas, processes, techniques and procedures. The response is clear, generally accurate and mainly detailed. Knowledge/understanding is drawn from across the full course of study. There is good use of supporting examples from psychological research for most points.	5-6 marks The response shows a good ability to analyse, interpret and evaluate scientific information, ideas and evidence drawn from across the full course of study to make judgements and reach conclusions. A range of points will be discussed that will be clear, generally accurate and mainly detailed . A balanced discussion should be presented, but this does not need to be equal in terms of number of points presented for each side. <i>There is a line of reasoning presented which is reasonably coherent with some structure. Information presented is mostly relevant/appropriate and mostly substantiated/supported by evidence.</i>	
2	2 marks The response shows limited knowledge and understanding of scientific ideas, processes, techniques and procedures. The response is sometimes clear but contains inaccuracies and lacks detail. There are supporting examples used in a limited way for some points.	3-4 marks The response shows a limited ability to analyse, interpret and evaluate scientific information, ideas and evidence to make judgements and reach conclusions. The point(s) discussed may sometimes be clear but contain inaccuracies and lack detail . The discussion may not be balanced, e.g., arguments for only one side may be discussed. <i>The response has limited structure. Information presented is sometimes relevant/appropriate and sometimes substantiated/supported by evidence.</i>	
1	1 mark The response shows basic knowledge and understanding of scientific ideas, processes, techniques and procedures. The response is unclear, inaccurate and not detailed. There is no real use of supporting examples from psychological research.	1-2 marks The response shows a basic ability to analyse, interpret and evaluate scientific information, ideas and evidence to make judgements and reach conclusions. The point(s) raised may be unclear, inaccurate and not detailed . The discussion may not be balanced, e.g., arguments for only one side may be discussed. <i>The response is poorly structured. Information presented is rarely relevant/appropriate and unlikely to be substantiated/supported by evidence.</i>	
	0 marks - No creditworthy response.	0 marks - No creditworthy response.	

Section C: Practical applications

Q13(a) Suggest how a conclusion drawn in Bandura et al.'s (1961) study into the transmission of aggression could explain the children's defiant behaviour. [3]		
Marking Criteria [1+1+1]	AO/ Marks	Indicative Content
1 mark: Relevant conclusion from Bandura et al.'s (1961) study that could be related to the children's defiant behaviour is identified.	AO2 x3	<u>Possible answers</u> <ul style="list-style-type: none"> A conclusion from Bandura's study is that behaviours can be learnt via observation and imitation of models [1] and then can be transmitted from one situation to another (social learning theory). [1] Bandura would argue that children who observe 'naughty behaviour' in Peppa Pig are then imitating the language such as 'yuk' in another situation due to social learning theory. [1] Any other appropriate point. <p>N.B. The conclusion identified must be relevant to the source material to receive any credit. E.g. conclusions regarding the effect of gender would be unlikely to be made relevant as this isn't mentioned in the source.</p>
1 mark: The identified conclusions is further explained/elaborated.		
1 mark: The explanation is explicitly outlined in the context of the children's defiant behaviour.		
0 marks: No creditworthy response.		

Q13(b)(i) Outline the individual position of the individual-situational debate. [1]		
Marking Criteria [1]	AO/ Marks	Indicative Content
1 mark: The individual position of the individual-situational debate is clearly outlined.	AO1 x1	<u>Possible answers:</u> <ul style="list-style-type: none"> ▪ The individual position of the debate suggests that our behaviour arises from our personalities/internal factors rather from the circumstances or situations we find ourselves in. [1] ▪ The individual position of the debate suggests that behaviour comes from within and is therefore consistent across all different situations. [1] ▪ Any other appropriate point.

Q13(b)(ii) Suggest how the individual position of the individual-situational debate could explain the children's defiant behaviour. Use an example from the source to support your answer. [2]		
Marking Criteria [1+1]	AO/ Marks	Indicative Content
1 mark: Clear suggestion as to how the individual position could explain the children's defiant behaviour.	A02 x2	<u>Explanation:</u> <ul style="list-style-type: none"> Some children may be more likely to imitate Peppa Pig due to biological factors, for example they are innately/naturally more aggressive. [1] OR Some children may have an aggressive personality/disposition and therefore are more likely to copy this behaviour when they see it. [1] <u>Example/detail from source:</u> <ul style="list-style-type: none"> The child who says 'no' and 'yuk' may simply have a naturally defiant personality. [1] Any other appropriate point for any of the above.
1 mark: Using an example or relevant detail from the source to support the answer.		
0 marks: No creditworthy response.		

Q13(c): Outline one weakness of using the psychodynamic perspective to explain the children's defiant behaviour. [3]		
Marking Criteria [1+1+1]	AO/ Marks	Indicative Content
1 mark: Relevant weakness of using the psychodynamic perspective to explain behaviour is identified. (AO1)	AO1 x2 AO2 x1	<u>Possible weaknesses:</u> <ul style="list-style-type: none"> The psychodynamic perspective provides unfalsifiable explanations for behaviour that can't be proven right or wrong [1], for example by suggesting that the unconscious part of the mind [1] would be responsible for children's defiant/aggressive behaviour [1]. The psychodynamic approach provides deterministic explanations of behaviour which suggest that behaviour is outside of a person's control [1]. This means that the children in this study could not be held accountable [1] for their defiant/aggressive behaviour. Any other appropriate point.
1 mark: The identified weakness is further explained/elaborated. (AO1)		
1 mark: The answer is applied to the context of the children's defiant behaviour. (AO2)		
0 marks: No creditworthy response.		

Q14 Evaluate the use of this behaviourist strategy for improving Leo's behaviour. [6]			
Level	Marking Criteria	AO/ Marks	Indicative Content
Level 3 (5-6 marks)	Clear and developed evaluation about the proposed strategy. The strategy is analysed and thoroughly evaluated to reach a conclusion about whether it may improve Leo's behaviour. The points raised are made clearly and in detail.	AO3 x6	<u>Possible evaluation points:</u> <ul style="list-style-type: none">▪ The strategy is based on the principle of reward and repetition, however if Leo doesn't find verbal praise subjectively rewarding then it will not work to reinforce positive behaviour. If however, he enjoys attention and praise then it should be an effective way of getting him to repeat desired behaviours.▪ The strategy is based on the behaviourist principle that all behaviour is learned. However, if Leo's behaviour has some sort of biological/biochemical basis then attempting to modify his behaviour by changing the environment is unlikely to be successful because the root cause of the behaviour still exists.▪ Rewards/reinforcement often needs to be given over a long period of time for the positive behaviour to become internalised. Therefore, if only Leo's parents are implementing the strategy but at other places where he eats meals (such as school) they aren't, then his behaviour will be less likely to improve.▪ Any other appropriate point.
Level 2 (3-4 marks)	Clear but brief evaluation about the proposed strategy. The strategy is analysed and evaluated in a limited way to reach a conclusion about whether it may improve Leo's behaviour. The point(s) raised are made clearly with some detail.		
Level 1 (1-2 marks)	The proposed strategy is analysed and evaluated to make basic points/brief statements about whether it may improve Leo's behaviour. The point(s) may lack clarity and detail.		
0 marks: No creditworthy response.			

Q15 Design a field experiment to investigate whether the behaviourist strategy in **Q14** is an effective strategy to improve children's behaviour.

You **must** refer to the following required features in your answer:

- how you would operationalise the independent variable
- how you would measure the dependent variable
- how you would obtain the sample.

Justify the decisions you have made for each required feature. **[12]**

Marking Criteria			Indicative Content
	AO2 x 6	AO3 x 6	
Level	The candidate applies knowledge and understanding of scientific ideas, processes, techniques and procedures for the theoretical design of a practical study by:	The candidate analyses, interprets and evaluates scientific information, ideas and evidence to develop and refine practical design through the justification of decisions made by:	<p><u>Suggestions for Required Features could include (AO2):</u></p> <p>RF1: There should be at least two levels/conditions of the IV explained and one must involve the operant conditioning strategy in Q14. E.g. Using a repeated measures design where children's behaviour is measured at the start of the field experiment with no strategy in place. They then implement the operant conditioning strategy of rewarding desired behaviour for one month and then the children's behaviour is measured again.</p> <p>RF2: The DV should be related to the children's behaviour that the strategy is being targeted at and this must be operationalised. E.g. Parents are asked to complete a self-report questionnaire with 10 numerical rating scale questions asking about their child's behaviour that week.</p> <p>RF3: Use of any sampling technique is creditworthy. E.g. using self-selecting sampling by placing posters around local primary schools that explains the study is about improving children's behaviour and providing contact details to sign up.</p> <p><u>Justification for Decisions (AO3):</u></p> <p>The justification provided will depend on the suggestion made. Examples include:</p> <p>RF1: If a control condition is used, then this provides a suitable comparison to see whether the introduction of operant conditioning has improved behaviour.</p> <p>RF2: The use of self-report rating sales provides quantitative data that can be analysed numerically and allows comparisons between conditions to see if there was an improvement of behaviour after using operant conditioning.</p> <p>RF3: Self-selected sampling is a technique that often leads to participants who are interested and committed to the study so may be less likely to drop out over the duration of the operant conditioning phase.</p> <p>For all required features, any appropriate justification should be credited.</p>
Level 3 (5–6 marks)	Addressing all three Required Features (RFs) accurately, in context, and with sufficient clarity and detail to enable replication.	Providing accurate and detailed justification, in context, for all three design decisions.	
Level 2 (3–4 marks)	Addressing two of the Required Features (RFs) accurately, in context, and with sufficient clarity and detail to enable replication.	Providing accurate justification with reasonable detail, in context, for at least two of the design decisions.	
Level 1 (1–2 marks)	Addressing one or more of the Required Features (RFs) accurately, in context, and with sufficient clarity and detail to enable replication.	Providing accurate justification for at least one of the design decisions.	
0 marks	No creditworthy response.		

Q16 Suggest one way that Mia's behaviour could be improved. Your suggestion must be based on the principles of cognitive psychology. [3]		
Marking Criteria [1+1+1]	AO/ Marks	Indicative Content
1 mark: A relevant way (i.e. a strategy or technique) to improve Mia's behaviour is identified/named.	AO2 x3	<p><u>Possible suggestions:</u></p> <ul style="list-style-type: none"> ▪ Cognitive Behaviour Therapy (CBT) [1] – Mia has been labelled as naughty which will have affected how she perceives herself and therefore how she thinks she should behave. CBT could help improve her behaviour by allowing her to discuss the thought processes behind her 'naughty' behaviour and to try out alternative ways of thinking. [1] Over time, Mia can learn to recognise problematic thoughts and think differently, and in turn this should change how she behaves. [1] ▪ Any other appropriate point.
1 mark: The identified way to improve Mia's behaviour is outlined/further elaborated.		
1 mark: The identified way to improve Mia's behaviour is explicitly outlined in the context of Mia's behaviour.		

H569/02 Assessment Objectives Grid

Q	Assessment Objectives														Total mark	Recall	QoER	Synoptic
	AO1		AO2								AO3							
	AO1.1a	AO1.1b	AO2.1a	AO2.1b	AO2.1c	AO2.1d	AO2.1e	AO2.1f	AO2.1g	AO2.1h	AO3.1a	AO3.1b	AO3.2a	AO3.2b				
1		2													2	2		
2	3														3			
3		2													2	2		
4		3													3			
5											2	4			6			
6		3													3			
7		2											2	2	6			
8	1														1	1		
9	3														3			
10			3												3			
11											2	4			6			
12	4										4	4			12		*	X
13a			3												3			
13bi	1														1	1		
13bii			2												2			
13c	2		1												3			
14											2	4			6			
15									4	2			3	3	12			
16			3												3			
	14	12	12	0	0	0	0	0	4	2	10	16	5	5	80	6	1 Q	1 Q
	26		18								36				80	6	1 Q	1 Q