

Sample Question Paper

AS Psychology

H169/02 Core studies in psychology

Time allowed: 1 hour 30 minutes

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 **56**.
- 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 **16** pages.

ADVICE

- Read each question carefully before you start your answer.

1 Describe the **two** types of information that form an individual's memory of an event, according to Loftus and Palmer's (1974) study of eyewitness memory. Give an example of each type of information as shown in the study.

2 Explain **one** methodological difference between the study by Sperry (1968) into lateralisation of function in the brain and the study by Casey et al. (2011) study of delayed gratification.

[3]

3 Explain **one** strength of the sample used in Freud's (1909) study of phobias.

[3]

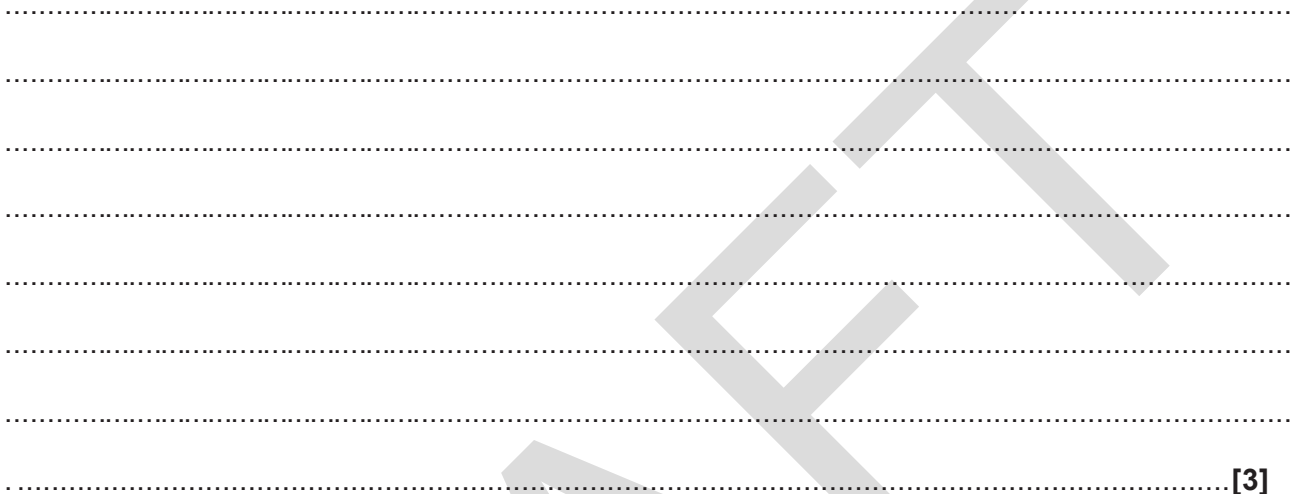
4 Outline **one** way participants were deceived in Milgram's (1963) study of obedience.

[2]


5* Evaluate the reliability of Chaney et al.'s (2004) study of adherence to medical regimes.

[6]

6 Explain **one** reason why Baron-Cohen et al.'s (1997) study of autism and theory of mind can be considered an example of socially sensitive research.



- Suggest how the social area could explain Riley's behaviour at school.



[3]

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Section C

Practical applications

- 9 Sundip was walking to the bus station and noticed someone lying on the ground. She looked around and no one was helping, so she ran over to see if the man was hurt. He was conscious but could not stand as he had hurt his leg when he fell. He was a tall man with a large build. He was nicely dressed but smelled of alcohol.

Sundip noticed a crowd had started to gather and a few people were filming the scene on their mobile phones. She asked someone to call for an ambulance - people looked around but no one made the call. Sundip got angry and shouted at them to call an ambulance, but no-one did.

Sundip got her phone out of her bag to call the ambulance and told the crowd to go and give the man some privacy.

- (a)** Suggest how a conclusion drawn in Piliavin et al.'s (1969) study into helping behaviour could explain the crowd's behaviour.

[3]

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

[1]

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

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..... [2]

- 10 In order to try and develop a more helpful society, schools could try and encourage helping behaviour in their students.

Suggest **one** way that teachers in schools could try to encourage students in their classes to be more helpful. Your suggestion **must** be based on the principles of behaviourist psychology.

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..... [3]

- 11** Jamal visited the doctor as he had been feeling very depressed. He didn't feel emotionally well enough to get out of bed most days and as a result, wasn't going to work. Jamal has been given some anti-depressant medication to improve his mood. He needs to take the medication twice a day, at morning and at night. Jamal has been told that by taking the medication regularly, his symptoms will improve in 4-6 weeks.
- (a)** Evaluate the use of this biological strategy for improving Jamal's behaviour.

[6]

(b)

(i) Outline **one** key principle of the cognitive area of psychology.

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..... [2]

(ii) Outline **one** weakness of using the cognitive area to explain Jamal's behaviour.

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..... [3]

END OF QUESTION PAPER

If extra space is required, you should use the following lined page(s). The question number(s) must be clearly shown in the margin(s).

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Sample Mark Scheme

AS Psychology

H169/02 Core studies in psychology

MARK SCHEME

Duration: 1 hour 30 minutes

MAXIMUM MARK 56

Version: **Sample**

This document has 19 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 Describe the two types of information that form an individual's memory of an event, according to Loftus and Palmer's (1974) study of eyewitness memory. Give an example of each type of information as shown in the study. [4]		
Marking Criteria [2+2]	AO/ Marks	Indicative Content
1 mark: The type of information is stated.	AO1 x4	<p>The two kinds of information are:</p> <ul style="list-style-type: none"> Information encoded/gathered at the event. Post-event information/external information supplied after the perception of the original event. <p><u>Example answer:</u></p> <p>One type of information is that which is encoded/gathered at the event. [1] which in Loftus and Palmer's study was the information about the cars involved in the car accident video clips. [1] The second type of information is post-event information [1] which in Loftus and Palmer's study was the leading questions asked. [1]</p> <ul style="list-style-type: none"> Accept alternative wording.
1 mark: The type of information is further described/elaborated or supported with the use of a relevant example from the study.		
0 marks: No creditworthy response.		

Q2 Explain <u>one</u> methodological difference between the study by Sperry (1968) into lateralisation of function in the brain and the study by Casey et al. (2011) study of delayed gratification. [3]		
Marking Criteria [1+1+1]	AO/ Marks	Indicative Content
1 mark: Relevant difference explained (not just identified).	AO1 x3	<p><u>Possible differences:</u></p> <ul style="list-style-type: none"> ▪ Sperry collected qualitative data whereas Casey collected quantitative data. [1] Sperry had written notes of what participants said when flashed an image [1] whereas Casey recorded the percentage of false alarms on the Go/No tasks. [1] ▪ Sperry's research was a snapshot study whereas Casey used a longitudinal study. [1] Sperry conducted his study in the lab at one point in time rather than assessing the split brain patients' abilities over time. [1] Casey used participants over a 40 year span starting with children aged 4 completing the Marshmallow test through to completing the Go/No tasks aged mid-40s. [1] ▪ Casey used objective measures whereas Sperry did not use any brain imaging techniques [1]. Casey used an fMRI scanner to measure activity in different areas of the brain. [1] Sperry simply made assumptions about what was going on in the brain through the participants' behaviour, rather than directly measuring brain activity. [1] ▪ Any other appropriate point/relevant supporting examples.
1 mark: Relevant supporting detail for the similarity given from Sperry's study.		
1 mark: Relevant supporting detail for the similarity given from Casey et al.'s study.		
0 marks: No creditworthy response.		

Q3 Explain <u>one</u> strength of the sample used in Freud's (1909) study of phobias. [3]		
Marking Criteria [1+1+1]	AO/ Marks	Indicative Content
1 mark: Relevant strength of the sample identified.	AO1 x3	<u>Possible strengths:</u> <ul style="list-style-type: none"> Studying a small sample made it easier for Freud to conduct a longitudinal study [1]. This allowed him to show developments/ changes in Hans' behaviour over time. [1] For example, how Hans started with a phobia of horses but gradually resolved this as he resolved the Oedipus conflict. [1] Freud was able to conduct an in-depth study since he only studied one participant [1]. This meant he could explore lots of Hans' behaviour and experiences in detail. [1] This allowed him to develop his theory of psychosexual development. [1] Any other appropriate point/relevant supporting examples.
1 mark: The identified strength is further explained/elaborated.		
1 mark: The strength is explained in the context of, or supported with a relevant example from, Freud's study.		
0 marks: No creditworthy response.		

Q4 Outline one way participants were deceived in Milgram's (1963) study of obedience. [2]		
Marking Criteria [1+1]	AO/ Marks	Indicative Content
1 mark: One way the participants were deceived in Milgram's study is identified/stated. (e.g. they were not told the true aim of the study).	AO1 x2	<u>Possible answers:</u> <ul style="list-style-type: none"> Participants were lied to about the purpose of the study [1]. They were told the study was about memory when it was, in fact, about obedience. [1] Participants were made to believe that the electric shocks were genuine (due to the acting of Mr Wallace or the fact that they themselves received a 45v shock) [1] whilst in reality they were fake/the learner did not receive any shocks/no shocks were given. [1] Participants were made to believe that they had an equal chance of becoming either the teacher or the learner (due to the 'draw' at the start of the study) [1] whereas in reality the selection process was rigged so the participant was always the teacher. [1] Any other appropriate point.
1 mark: The identified way is further explained/elaborated (e.g. they were told the aim of the study was to investigate memory when it was really investigating obedience).		
0 marks: No creditworthy response.		

Q5* Evaluate the reliability of Chaney et al.'s (2004) study of adherence to medical regimes. [6]			
Level	Marking Criteria	AO/ Marks	Indicative Content
Level 3 (5-6 marks)	Clear and developed evaluation of the reliability of Chaney et al.'s study. The study is analysed and thoroughly evaluated to reach a conclusion about its reliability. The points raised are made clearly and in detail. <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>	AO3 x6	<u>Possible evaluation points:</u> <ul style="list-style-type: none">High reliability – All of the children's parents were asked to complete the same questionnaire with the same questions about their child's adherence to medical regimes. This is a replicable part of the procedure which would allow test-retest reliability to be checked, to see if the findings about the Funhaler improving adherence are robust.Low reliability – The questionnaire was carried out in the participants' homes therefore it has low replicability as this part of the procedure wasn't carried out in a standardised way. E.g. some participants may have taken longer to complete the questionnaire than others, etc.Any other appropriate point. NB. Only credit points that are clearly made about reliability, not validity.
Level 2 (3-4 marks)	Clear but brief evaluation of the reliability of Chaney et al.'s study. The study is analysed and evaluated in a limited way to reach a conclusion about its reliability. The point(s) raised are made clearly with some detail. <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>		
Level 1 (1-2 marks)	Chaney et. al.'s study is analysed and evaluated to make basic points/brief statements about the study's reliability. The point(s) may lack clarity and detail. <i>The response has limited structure. Information presented is sometimes relevant/appropriate and sometimes substantiated/supported by evidence.</i>		
0 marks: No creditworthy response.			

Section B: Areas, perspectives, issues and debates

Q6 Explain one reason why Baron-Cohen et al.'s (1997) study of autism and theory of mind can be considered an example of socially sensitive research. [3]		
Marking Criteria [1+1+1]	AO/ Marks	Indicative Content
1 mark: An understanding of the issue of socially sensitive research is demonstrated (this may be an explicit definition, or the understanding may be implied in the answer given).	AO1 x3	<u>Socially sensitive research:</u> <ul style="list-style-type: none"> Research that has potentially negative consequences for the group(s) of people to whom the conclusions of a study apply. [1] <u>Detail/example from Baron-Cohen's study:</u> <ul style="list-style-type: none"> Investigated whether there is a cognitive 'deficit' in individuals with autism. [1] <u>Link between Baron-Cohen's study and socially sensitive research:</u> <ul style="list-style-type: none"> This is socially sensitive because it suggests that those with autism are 'missing' or 'lacking' something, and there are therefore negative connotations associated with this. [1] Any other appropriate point for any of the above.
1 mark: Clearly explaining how Baron-Cohen et al.'s study relates to the issue of socially sensitive research.		
1 mark: Using an example or relevant detail from Baron-Cohen et al.'s study to demonstrate why the issue of socially sensitive researcher was reflected in this study.		
0 marks: No creditworthy response.		

Q7 Suggest how the social area could explain Riley's behaviour at school. [3]		
Marking Criteria [1+1+1]	AO/ Marks	Indicative Content
1 mark: Relevant way that the social area could explain Riley's behaviour at school is identified.	AO2 x3	<p>Possible suggestions for how the social area could explain Riley's behaviour at school:</p> <ul style="list-style-type: none"> ▪ Social learning/observational learning/modelling [1] – The social area suggests that other people influence our behaviour, so if Riley witnesses similar defiant behaviour at home, then he may imitate this behaviour at school. [1] For example, Riley may have heard his mum and dad arguing about household chores where one of them said 'Why don't you stop telling me what to do and do it yourself' and then when he has found himself in a similar situation at school, he has repeated what he heard at home. [1] ▪ Any other appropriate suggestion.
1 mark: The identified way that the social area could Riley's behaviour at school is further explained/elaborated.		
1 mark: The explanation is explicitly outlined in the context of Riley's behaviour.		
0 marks: No creditworthy response.		

Q8* Discuss the extent to which psychology can be viewed as a science. 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>	Possible discussion points for psychology as a science: <ul style="list-style-type: none"> ▪ The collection of quantitative data. ▪ The use of experimental research where variables are manipulated and others controlled to identify causal relationships (e.g. cognitive studies such as L&P, Grant). ▪ Research into areas such as biological influences on behaviour makes use of scientific equipment such as MRI scans (e.g. Maguire). ▪ Standardised procedures allowing reliability to be tested. ▪ Any other appropriate point.
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>	Possible discussion points against psychology as a science: <ul style="list-style-type: none"> ▪ Possibility of researcher bias influencing findings. ▪ Psychodynamic theories lacking falsifiability, e.g. Freud. ▪ Methods such as case studies look at a holistic view of an individual are not scientific, e.g. Freud. ▪ Any other appropriate point.
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>	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 the features of science learned in Component 1.
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

Q9(a) Suggest how a conclusion drawn in Piliavin et al.'s (1969) study into helping behaviour could explain the crowd's behaviour. [3]		
Marking Criteria [1+1+1]	AO/ Marks	Indicative Content
1 mark: Relevant conclusion from Piliavin et al.'s (1969) study that could be related to the crowd's behaviour is identified.	AO2 x3	<u>Possible answers</u> <ul style="list-style-type: none"> A conclusion from Piliavin et al.'s study is that individuals conduct a cost-reward analysis before deciding whether to offer help. [1] In this study, the bystanders may have conducted such an analysis and decided that as the man looked tall/heavy they could possibly get injured, or as he smelled of alcohol they could possibly get vomited on or something else embarrassing and there didn't seem any real benefit to achieve from helping. [1] Therefore, as the costs of helping outweighed the benefits, the crowd decided not to help. [1] Any other appropriate point. <p>N.B. The conclusion identified must be relevant to the source material to receive any credit. E.g. a conclusion regarding a lack diffusion of responsibility is irrelevant here because in the study the quickest help came from the largest groups, whereas in the source no one offered help.</p>
1 mark: The identified conclusion is further explained/elaborated.		
1 mark: The explanation is explicitly outlined in the context of the crowd's behaviour described in the source.		
0 marks: No creditworthy response.		

Q9(b)(i) Outline the situational position of the individual-situational debate. [1]		
Marking Criteria [1]	AO/ Marks	Indicative Content
1 mark: The situational position of the individual-situational debate is clearly outlined.	AO1 x1	<u>Possible answers:</u> <ul style="list-style-type: none">▪ The situational position of the debate suggests that our behaviour arises from the circumstances or situations we find ourselves in. [1] (rather than our personalities/internal factors).▪ OR The situational position of the debate suggests that behaviour is not consistent and changes depending on the situation. [1]▪ Any other appropriate point.

Q9(b)(ii) Suggest how the situational position of the individual-situational debate could explain the crowd's 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 situational position could explain the crowd's behaviour described in the source.	AO2 x2	<u>Explanation:</u> <ul style="list-style-type: none"> ▪ This may have been a situation that a person has never found themselves in before (i.e. witnessing an emergency) and therefore didn't know how to act. [1] ▪ OR People in the crowd may have behaved in a way they thought the situation demanded, so even if they were an innately helpful person, the effect of the situation prevented them from helping. [1] <u>Example/detail from source:</u> <ul style="list-style-type: none"> ▪ Those who got out their phones to film the incident may have influenced others to do the same as they were all experiencing the same situation. [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.		

Q10 Suggest one way that that teachers in schools could try to encourage students in their classes to be more helpful. Your suggestion must be based on the principles of behaviourist psychology. [3]		
Marking Criteria [1+1+1]	AO/ Marks	Indicative Content
1 mark: A relevant way (i.e. a strategy or technique) to encourage helping behaviour is identified/named.	AO2 x3	<u>Possible suggestions:</u> <ul style="list-style-type: none"> Operant conditioning/providing rewards/sticker charts [1] – In order to encourage helping behaviour a list of such behaviours (such as putting the chairs on top of the tables at the end of the day) could be drawn up by a teacher and shared with the students. Each time a student displays one of the helping behaviours they are given a sticker on a chart [1]. Those students who have achieved 50 stickers at the end of a term are rewarded with a prize. [1] Any other appropriate point.
1 mark: The identified way to improve helping behaviour is outlined/further elaborated.		
1 mark: The identified way to improve helping behaviour is explicitly outlined in the context of the scenario (schools/teachers, etc.)		
0 marks: No creditworthy response.		

Q11(a) Evaluate the use of this biological strategy for improving Jamal'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 Jamal's behaviour. The points raised are made clearly and in detail.	AO3 x6	<p><u>Possible evaluation points:</u></p> <ul style="list-style-type: none">▪ The strategy is reductionist because it is only going to affect Jamal's biology (levels of neurotransmitters in the brain). If Jamal is depressed due to other reasons such as social or cognitive factors, then a biological intervention will not be fully effective.▪ The medication will only work to reduce his symptoms if he takes it as advised (morning and night). If Jamal doesn't adhere to medical advice (as Chaney et al.'s study tells us can happen) on purpose or by accident (e.g. if he forgets) then his symptoms/behaviour won't improve.▪ The strategy will not work in the short-term because it takes 4-6 weeks to work/impact on his biology. Therefore, in this time his symptoms might actually get worse before they get better.▪ 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 Jamal'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 Jamal's behaviour. The point(s) may lack clarity and detail.		
0 marks: No creditworthy response.			

Q11(b)(i) Outline one key principle of the cognitive area of psychology. [2]		
Marking Criteria [1+1]	AO/ Marks	Indicative Content
1 mark: A key principle of the cognitive area is stated/identified.	AO1 x2	<u>Key principles of the cognitive area:</u> <ul style="list-style-type: none"> ▪ The mind is like a computer [1] where we input information through our senses (sights, sounds, etc.), process this information using different thought processes, and provide an output in the form of behaviour. [1] ▪ OR Internal mental processes precede observable behaviour. [1] These include processes such as memory, thinking and reasoning. [1] ▪ Any other appropriate point.
1 mark: The stated/identified key principle is further outlined or supported with a relevant example.		
0 marks: No creditworthy response.		

Q11(b)(ii) Outline one weakness of using the cognitive area to explain Jamal's behaviour. [3]		
Marking Criteria [1+1+1]	AO/ Marks	Indicative Content
1 mark: Relevant weakness of using the cognitive area to explain behaviour is identified. (AO1)	AO1 x2 AO2 x1	<u>Possible weaknesses:</u> <ul style="list-style-type: none"> A weakness of the cognitive area is that it ignores any non-cognitive influences on behaviour such as social or biological factors. [1] This is reductionist as it suggests that the only single factor involved in behaviour is our thought processes. [1] The cognitive area would suggest Jamal's depressed mood is only due to his thinking processes, when in reality there could be a biological cause like brain abnormality causing it. [1] A weakness of the cognitive area is that it suggests that a person cannot always easily control the way they think about things. [1] It provides a somewhat deterministic explanations of behaviour which suggest that behaviour is outside of a person's control. [1] This means that Jamal's mood/behaviour may be difficult to change as it is not easy to change thought patterns. [1] Any other appropriate point.
1 mark: The identified weakness is further explained/elaborated. (AO1)		
1 mark: The answer is in the context of Jamal's behaviour. (AO2)		
0 marks: No creditworthy response.		

H169/02 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	4														4	2		
2		3													3			
3		3													3			
4		2													2			
5											2	4			6		*	
6	3														3			
7			3												3			
8	4										4	4			12		*	X
9a			3												3			
9bi	1														1	1		
9bii			2												2			
10			3												3			
11a											2	4			6			
11bi	2														2	1		
11bii	2		1												3			
	16	8	12	0	0	0	0	0	0	0	8	12	0	0	56		2 Qs	1 Q
	24		12								20				56			