

**GCE**

**Psychology**

**H567/02: Psychological themes through core studies**

Advanced GCE

**Mark Scheme for Autumn 2021**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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## 1. Annotations

Annotation	Meaning
	Unclear
	Attempts evaluation
	Benefit of doubt
	Context
	Cross
	Evaluation
	Extendable horizontal line
	Extendable horizontal wavy line
	Significant amount of material which doesn't answer the question
	Not answered question
	Good use of resources
	Tick
	Development of point
	Omission mark

## 12. Subject Specific Marking Instructions

Question		Answer	Mark	Guidance
1	a	<p><b>Identify the dependent variable in Maguire et al.'s (2000) study into the brains of taxi drivers.</b></p> <p>Answer: the volume of (grey matter in) hippocampus (anterior, body, posterior, right/left) or data from (2D) pixel counting/(3D) voxel-based morphometry</p>	1	<p><b>1 mark</b> - for a clear and accurate response.</p> <p><b>0 marks</b> – no creditworthy response.</p> <p>NB Do not credit volume of brain, or a different measure of hippocampi e.g. size.</p>
1	b	<p><b>Give two ways in which the taxi drivers and the control group were matched in this study.</b></p> <p>Possible answers:</p> <ul style="list-style-type: none"> <li>• health(y)</li> <li>• right-handed(ness)</li> <li>• sex (male)</li> <li>• mean age</li> <li>• age range</li> </ul>	2	<p><b>2 marks</b> for two distinct and accurate answers.</p> <p><b>1 mark</b> for one clear and accurate answer.</p> <p><b>0 marks</b> – no creditworthy response.</p> <p>NB Candidates are not expected to quote the mean age or age range so do not assess this part of their answer.</p>
1	c	<p><b>Outline one strength of the type of data collected in this study.</b></p> <p>Possible strengths:</p> <ul style="list-style-type: none"> <li>• Easy to make comparisons/identify patterns</li> <li>• Objective/less open to interpretation</li> <li>• Easy to replicate</li> </ul> <p><u>Example of 1 mark answer</u> Easy to compare data from each condition.</p> <p><u>Example of 2 mark answer</u> It was easy to make comparisons (1) to see if one</p>	2	<p><b>2 marks</b> for a response which identifies a relevant strength which is then developed in the context of the study.</p> <p><b>1 mark</b> for identifying a relevant strength either explicitly, or implicitly through reference to the study.</p> <p><b>0 marks</b> – no creditworthy response.</p>

			group's hippocampi were structured differently from the other's (1).		
2	(a)	(i)	<p><b>Chaney et al. (2004) used a repeated measures design in their Funhaler study.</b></p> <p><b>Explain how this design was used.</b></p> <p>Possible answer:</p> <p>Repeated measures was used as participants took part in both conditions of the experiment (1) first of all being assessed on the outcomes of using a standard inhaler and then being assessed on the outcomes of using the Funhaler (1).</p>	2	<p><b>2 marks</b> for demonstrating knowledge of a repeated measures design and for applying this to the procedure used in the study.</p> <p>NB The knowledge may be implicit in the application of the study.</p> <p><b>1 mark</b> for demonstrating knowledge of a repeated measures design.</p> <p><b>0 marks</b> – no creditworthy response.</p>
2	(a)	(ii)	<p><b>Outline one strength of using a repeated measures design in this study.</b></p> <p>Possible answer:</p> <p>One strength is that there are no participant variables acting as extraneous variables (1) so adherence to a particular inhaler cannot be attributed to the personality of the child or the support of the family (1)</p>	2	<p><b>2 marks</b> for demonstrating knowledge of a strength of the design and for applying this to the study.</p> <p><b>1 mark</b> for demonstrating knowledge of a strength of the design either explicitly, or implicitly through application to the study.</p> <p><b>0 marks</b> – no creditworthy response.</p>
2	(b)		<p><b>Briefly discuss the extent to which Kohlberg's (1968) study into moral development may be considered ethnocentric.</b></p> <p>Possible content:</p> <ul style="list-style-type: none"> <li>• More focus on American – through sampling and longitudinal research.</li> <li>• However, five other cultures studied to support universality of theory.</li> </ul>	4	<p><b>3-4 marks</b> for a clear, detailed and well informed discussion of the extent of ethnocentrism in the context of the study.</p> <p><b>1-2 marks</b> for a brief or vague discussion of the extent of ethnocentrism in the study. There may be some muddling of ideas or applications as part of the discussion.</p> <p><b>0 marks</b> – no creditworthy response.</p>

			<ul style="list-style-type: none"> <li>• Still Western bias in overall sample.</li> <li>• Stories may be more relevant to some cultures than others.</li> <li>• Story was changed for Taiwanese participants showing some awareness of cultural differences.</li> <li>• Implication that some cultures develop slower than others, implying a deficiency in cultural experience or possibly intellect.</li> </ul>		<p>NB The question requires a <i>brief</i> discussion and marks should be awarded according to this.</p> <p>A full mark response does not necessarily have to consider both sides of the argument – a good answer could argue that the study is or is not ethnocentric alone.</p> <p>The discussion can focus on one aspect of the study (e.g. sample) and still earn full marks.</p>
3	(a)	(i)	<p>Explain <b>one</b> way in which the procedure of Grant <i>et al</i>'s (1998) study into memory increased the reliability of the research.</p> <p>Possible answers:</p> <ul style="list-style-type: none"> <li>• same background noise within condition</li> <li>• headphones worn for both conditions</li> <li>• all participants read the same article</li> <li>• tests for recall were the same</li> <li>• order of testing was the same</li> <li>• break between study and test phase was about 2 minutes each time</li> </ul> <p><u>Example of 1 mark answer</u> The break between study and testing was about the same time each trial.</p> <p><u>Example of 2 mark answer</u> All participants read with headphones on (1) to ensure consistency in experience (1).</p> <p><u>Examples of 3 mark answer</u> Standardisation was used (1) where experimenters used the same article on psychoimmunology (1) to ensure that what participants had to learn was not an extraneous</p>	3	<p><b>3 marks</b> for a clear response which outlines what is meant by reliability (e.g. consistency or replicability), identifies how this is achieved in study, and then applies specifically to this study through example.</p> <p><b>2 marks</b> for a vague response with all three of the above features or for a clear response with two of the features.</p> <p><b>1 mark</b> for identifying a relevant way the procedure addressed the issue of reliability.</p> <p><b>0 marks</b> – no creditworthy response.</p>

			variable affecting recall (1).  The experimenters used an article on psychoimmunology (1) which was published and accessible to anyone (1) so that the study could be easily replicated to establish reliability (1).		
3	(a)	(ii)	<p><b>Outline one conclusion that was drawn from this study.</b></p> <p>Possible answers:</p> <ul style="list-style-type: none"> <li>• There are context-dependency effects for newly learned meaningful material regardless of whether a short-answer test or a multiple-choice test is used to assess learning.</li> <li>• Studying and testing in the same environment leads to enhanced performance in recall through access to relevant cues.</li> <li>• Students are likely to perform better in exams if they study for them with a minimum of background noise because, although there was no overall effect of noise on performance, the fact that there was evidence for context-dependency suggests they are better off studying without background noise as it will not be present during actual testing.</li> </ul>	2	<p><b>2 marks</b> for a clearly identified and relevant conclusion arising from the study.</p> <p><b>1 mark</b> for a vague, brief or muddled conclusion arising from the study.</p> <p><b>0 marks</b> – no creditworthy response.</p>
3	(b)	(i)	<p><b>Outline the apparatus used in Moray's (1959) study into attention.</b></p> <p>Possible answer:</p> <p>A (stereophonic) tape recorder (modified) with two amplifiers to give to independent outputs going into either earpiece on a pair of headphones.</p>	2	<p><b>2 marks</b> for a full description of the apparatus which details the three components that allowed for dichotomous messages</p> <p><b>1 mark</b> for partial and/or largely accurate description of the apparatus.</p> <p><b>0 marks</b> – no creditworthy response</p>
3	(b)	(ii)	<b>Outline one weakness of using an experimental</b>	2	

		<p><b>method in this study.</b></p> <p>Possible weaknesses can apply to the experimental method or the laboratory experiment specifically e.g. lack of external validity, artificiality of task/setting, low construct validity, potential for demand characteristics.</p> <p><u>Example of 1 mark answer</u></p> <p>The method lacks ecological validity (1).</p> <p><u>Example of 2 mark answer</u></p> <p>The method lacked ecological validity (1) because it is unrealistic to have two messages relayed in such a controlled way (1).</p> <p>Experiments have low construct validity (1) as the dependent variable – in this case, the number of words correctly recognised in a message – is a very narrow measure of the process of attention (1).</p>		<p><b>2 marks</b> for a clearly identified and relevant weakness which is appropriately applied to the study.</p> <p><b>1 mark</b> for identifying a relevant ethical weakness either explicitly, or implicitly through application to the study.</p> <p><b>0 marks</b> – no creditworthy response.</p>
4	(a)	<p><b>Explain how the procedure from Piliavin et al.'s (1969) study relates to the key theme of responses to people in need.</b></p> <p>Possible answer:</p> <p>In Piliavin et al's study passengers response times were measured (1) when a confederate posed as a person in need by staggering and then collapsing (1) either by appearing drunk or disabled (1).</p>	3	<p><b>3 marks</b> for a clear answer which;</p> <ul style="list-style-type: none"> <li>• identifies one measure of response (the DV)</li> <li>• identifies the people in need (e.g. a drunk person and a person with a cane)</li> <li>• identifies what the need was (e.g. helping getting up after collapsing, emergency situation)</li> <li>•</li> </ul> <p><b>2 marks</b> for an answer which addresses two of the above points, or all three in a muddled/vague way.</p> <p><b>1 mark</b> for a partial or vague answer which addresses at least one of the above points.</p> <p><b>0 marks</b> – no creditworthy response.</p>

4	(b)	(i)	<p><b>Levine et al. study (2001) carried out a study into responses to people in need.</b></p> <p><b>Give two results from this study.</b></p> <p>One mark for each result, including;</p> <ul style="list-style-type: none"> <li>• The only statistically reliable relationship was between the economic productivity measure and overall helping: cities that were more helpful tended to have lower PPP.</li> <li>• Although statistically insignificant, there was a small relationship between walking speed and overall helping, with participants in faster cities somewhat less likely to help.</li> <li>• More individualistic countries showed somewhat less overall helping and less helping in the hurt leg situation than collectivist countries, but none of the correlations reached significance.</li> <li>• There was no relationship between population size and helping behaviour.</li> <li>• The two community variables of economic productivity and individualism-collectivism and walking speed were highly intercorrelated.</li> <li>• Simpatia countries were, on average, more helpful than non simpatia countries. Overall, a city's helping rate was relatively stable across all three measures.</li> <li>• No significant gender differences in helping behaviour were found in the two conditions.</li> <li>• There were low correlations between the community variables and helping measures.</li> </ul>	2	<p><b>2 marks</b> for giving two accurate findings.</p> <p><b>1 mark</b> for giving one accurate finding.</p> <p><b>0 marks</b> – no creditworthy response.</p> <p>NB If candidates refer to the statistical data for individual cities/countries (e.g. Rio de Janeiro had a 93% helping rate) then this can be credited as a distinct finding.</p> <p>Where percentages are used they need to be accurate to the nearest whole number (allow rounding up or down here).</p>

4	(b)	(ii)	<p><b>Explain why this study can be described as a quasi experiment.</b></p> <p>Possible answer:</p> <ul style="list-style-type: none"> <li>• Because the experiment used a naturally occurring IV (1) as a person's place of residence is predetermined and not in the control of the researchers (1).</li> </ul>	2	<p><b>2 marks</b> for a clear answer that shows understanding of the nature of quasi experiments and applies this to the study specifically.</p> <p><b>1 mark</b> for a muddled answer that shows understanding of the nature of quasi experiments and applies this to the study specifically, or that shows a clear understanding of the nature of quasi experiments or is able to demonstrate understanding through application to the study.</p> <p><b>0 marks</b> – no creditworthy response.</p>

Question	Answer	Mark	Guidance
5	<p><b>Discuss to what extent Hancock et al's (2011) study into the language of psychopaths changes our understanding of individual, social and/or cultural diversity.</b></p> <p>Possible content:</p> <ul style="list-style-type: none"> <li>• Hancock et al was able to demonstrate that it is possible to measure behaviour to establish factors that cause individual differences fairly.</li> <li>• This contemporary study allowed more specific behaviours to be measured to understand abnormal behaviour.</li> <li>• Hancock et al focused on 52 men who were in prison for murder and was therefore not necessarily able to tell us more about social diversity as a whole but about a particular group of individuals who are likely, given research into offending, to have similar backgrounds.</li> <li>• The study did enable Hancock et al to explain an important issue in society and potentially reduce future offending.</li> <li>• Hancock's study focused on prisoners in Canada and therefore does not offer further insight into cultural diversity overall, it does extend our understanding from America – the usual country of study.</li> </ul>	6	<p><b>5-6 marks</b> for a clear response which considers at least one theme in some depth. For any point, there is effective analyses of the extent to which it changes our understanding of individual, social and/or cultural diversity.</p> <p><b>3-4 marks</b> for a response which considers at least one theme. For any point, there is some analysis of the extent to which it changes our understanding of individual, social and/or cultural diversity.</p> <p><b>1-2 marks</b> for a response which considers at least one theme. . For any point, there is a basic analysis of the extent to which it changes our understanding of individual, social and/or cultural diversity.</p> <p><b>0 marks</b> – no creditworthy response.</p>

6	(a)	<p><b>(i) Outline two defining principles and concepts of the developmental area.</b></p> <p>Possible answers:</p> <ul style="list-style-type: none"> <li>• Change and development goes on throughout our lifetime and never stops..</li> <li>• Behaviour may be learned (nurture) and develop on an individual basis.</li> <li>• Early experiences may not impact until later in life. Development may be driven by nature i.e. maturation process.</li> <li>• Development may happen in pre-determined stages.</li> </ul>	2 + 2	<p><b>3-4 marks</b> for a clear, accurate and detailed outline of the developmental area which includes two defining principles or concepts.</p> <p><b>1-2 marks</b> for a brief or vague outline of the developmental area which includes two defining principles or concepts, or for a clear and accurate outline of one defining principle or concept. There may be some muddling or inaccuracy.</p> <p><b>0 marks</b> – no creditworthy response.</p> <p>Credit any relevant principles/concepts even if they are not relatable to Lee in the next part.</p>
		<p><b>(ii) Explain how Lee et al.'s 1997 study into lying and truth telling relates to these principles and concepts.</b></p> <ul style="list-style-type: none"> <li>• Change and development goes on throughout our lifetime and never stops: early indications in Lee that morality develops with age and with experience so since these both change over time, moral development may be on-going.</li> <li>• Behaviour may be learned (nurture) and develop on an individual basis: as evidenced by cross-cultural differences in moral development which follow different experiences.</li> <li>• Development may be driven by nature i.e. maturation process: within cultures, evidence show morality changes with age and this is a universal finding.</li> </ul>	2+ 2	<p><b>3-4 marks</b> for a clear, accurate and detailed outline of the how Lee's study links to the two defining principles or concepts outlined in 6a (i)</p> <p><b>1-2 marks</b> for a brief or vague outline of how Lee's study links to the two defining principles or concepts in 6a (i) or for a clear and accurate outline of one defining principle or concept There may be some muddling or inaccuracy.</p> <p><b>0 marks</b> – no creditworthy response.</p>
6	(b)	<p><b>Describe one application of the developmental area.</b></p> <p>Possible applications:</p> <ul style="list-style-type: none"> <li>• Curriculum planning</li> <li>• Teaching and learning</li> </ul>	4	<p><b>4 marks</b> for a detailed and accurate description of a relevant application which is clearly related to the principles or concepts of the developmental area.</p> <p><b>3 marks</b> for a detailed and accurate description of a relevant application, or for an accurate description</p>

		<ul style="list-style-type: none"> <li>• Play therapy</li> <li>• Parenting classes</li> <li>• Identifying/intervention for atypical development</li> <li>• Restoring motor skills in the older people</li> <li>• Support for children moving through adolescence</li> <li>• Dealing with children's behavioural problems</li> <li>• Toy/game design</li> <li>• Authoring children's books</li> </ul> <p><u>Example of 4 mark answer</u> Education systems have made use of research that has shown that children's cognitive development happens in set stages (1). This means that many systems have a curriculum have a sequence of learning that follows this pattern of development (1). Because children are thought to mature at the same rate dependent on age, many systems also teach children in year group or key stages based on age (1). This means that children can be supported to develop at the right pace – rather than too quickly or too slowly as well as work with their peers as part of the process (1).</p>	<p>which is clearly related to the principles of the developmental area.</p> <p><b>2 marks</b> for an accurate description of a relevant application, or for identifying an application which is related to the principles and concepts of the developmental area.</p> <p><b>1 mark</b> for identifying an application.</p> <p><b>0 marks</b> – no creditworthy response.</p>
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Question		Answer	Mark	Guidance
6	(c)	<p><b>Consider the strengths and weaknesses of the developmental area in psychology.</b></p> <p>Possible strengths:</p> <ul style="list-style-type: none"> <li>• Better understanding of how people develop has potential to improve lives</li> <li>• Allows early identification and intervention where there are developmental problems</li> <li>• Considers both nature and nurture, and how they both impact on development</li> </ul> <p>Possible weaknesses:</p> <ul style="list-style-type: none"> <li>• Some theories of development too rigid/too</li> </ul>	8	<p><b>7-8 marks</b> for a thorough and balanced consideration of relevant strengths and weaknesses. The evaluation is relevant to the demands of the question. Arguments are coherently presented with clear understanding of the points raised. The points raised are well developed as part of the evaluation.</p> <p><b>5-6 marks</b> for a good and reasonably balanced consideration of strengths and weaknesses. The evaluation is mainly relevant to the demands of the question. Arguments are presented with reasonably clear understanding of the points raised. Some of the points raised are developed as part of the evaluation.</p>

		<p>deterministic e.g. Kohlberg</p> <ul style="list-style-type: none"> <li>• Over-reliance on children for evidence e.g. relies on children's ability to articulate, easily influenced, etc</li> <li>• Raises ethical issues in terms of reliance on children as participants</li> <li>• Not always a good predictor of future behaviour where people do not follow expected patterns</li> <li>• Longitudinal research suffers from attrition</li> <li>• Cross-sectional research may not be using reliable comparisons</li> </ul>		<p><b>3-4 marks</b> for a limited consideration of strengths and/or weaknesses. Evaluation has some relevancy to the demands of the question. Arguments are presented but with limited understanding of the points raised. The points raised may be developed as part of the evaluation.</p> <p><b>1-2 marks</b> for a basic consideration of strengths and/or weaknesses that is rarely relevant to the demands of the question. Arguments are presented but with weak understanding of the points raised. Points raised are not really developed.</p> <p><b>0 marks</b> – no creditworthy response.</p> <p>If the candidate only considers one strength and one weakness then credit no more than 6 marks.</p>
6	(d)	<p>Discuss the individual/situational debate in psychology. Use examples of research from the developmental area to support your answer. Individual: The idea that behaviour results from personality and factors internal to the individual.</p> <p>Situational: The idea that behaviour is a response to the situation a person finds themselves in and is therefore a product of external factors.</p> <p>Discussion can centre on a number of aspects of the debate including:</p> <p><b>The defining principles and concepts of each debate.</b></p> <ul style="list-style-type: none"> <li>• Individual approach supports scientific research</li> <li>• With individual approach, it is easy to access and study individuals</li> </ul>	15	<p><b>12-15 marks</b> for a thorough and balanced discussion that is relevant to the demands of the question. Arguments are coherently presented with clear understanding of the points raised. The points raised are well developed as part of the discussion. There is evidence of valid conclusions that summarise issues very well. Relevant evidence is used to good effect to support the points being made. There is consistent use of psychological terminology, and well-developed line of reasoning which is logically structured. Information presented is appropriate and substantiated.</p> <p><b>8-11 marks</b> for a good and reasonably balanced discussion that is mainly relevant to the demands of the question. Arguments are presented with reasonably clear understanding of the points raised. Some of the points raised are developed as part of the discussion. There is evidence of valid conclusions that summarise issues well. Relevant evidence is used mostly to good</p>

		<ul style="list-style-type: none"> <li>• With individual approach, there is too much focus on individuals making generalisations difficult</li> <li>• Situational approach underplays individual differences in response</li> </ul> <p><b>Different positions within each debate.</b></p> <ul style="list-style-type: none"> <li>• Individual approach puts too much blame on the individual</li> <li>• Situational approach takes responsibility away from individual</li> </ul> <p><b>Research to illustrate different positions within each debate.</b></p> <ul style="list-style-type: none"> <li>• Research supporting the situational approach situations can be artificial leading to demand characteristics</li> <li>• Examples of how research supports individual side: <ul style="list-style-type: none"> <li>○ Bandura's research showed how individuals choose to identify with different role models e.g. sex of child determined the role model they were likely to learn verbal aggression from.</li> <li>○ In Chaney et al study, there were a small number of children did not comply with Funhler suggesting some role for individual factors.</li> <li>○ Kohlberg found evidence for universal and invariant stages of moral development as a result of biological maturation and this was unaffected by situational factors such as culture and class.</li> <li>○ In Lee's research, there was evidence of age affecting moral development within cultures which can be regarded as an individual factor.</li> </ul> </li> <li>• Examples of how research supports situational side: <ul style="list-style-type: none"> <li>○ Bandura's research showed the influence of</li> </ul> </li> </ul>	<p>effect to support the points being made. There is good use of psychological terminology in a response with reasonable structure. Information presented is largely appropriate.</p> <p><b>4-7 marks</b> for a limited discussion that is has some relevancy to the demands of the question. Arguments are presented but with limited understanding of the points raised. The points raised may be developed as part of the discussion. There is evidence of attempts to draw conclusions. Relevant evidence is used as part of the discussion. There is some use of psychological terminology in a response with limited structure. Information presented is sometimes appropriate.</p> <p><b>1-3marks</b> for a basic discussion that is rarely relevant to the demands of the question. Arguments are presented but with weak understanding of the points raised. The points raised are not really developed. Relevant evidence is weak or not apparent at all. There is limited or no use of psychological terminology and structure is poor. Information presented is rarely appropriate.</p> <p><b>0 marks</b> – no creditworthy response.</p>
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		<p>role models and external reinforcement on aggressive behaviour.</p> <ul style="list-style-type: none"> <li>○ Chaney et al showed that changing the situation – from standard inhaler to Funhaler – increased compliance with medication.</li> <li>○ Lee et al’s research showed specific social and cultural norms have an impact on children’s developing moral judgement.</li> </ul> <p><b>Applications of different positions within each debate.</b></p> <ul style="list-style-type: none"> <li>• Treatments and techniques arising from the Individual approach tend to recognise the uniqueness of individuals but this makes them less practical and the same process/approach cannot be replicated for multiple people.</li> <li>• Treatments and techniques arising from the Situational approach do allow for generalisation and are more practical, however tend to ignore the concept of freewill and assume changing a situation will automatically lead to behaviour change.</li> </ul> <p>How each debate is different from and similar to other debates</p> <ul style="list-style-type: none"> <li>• Individual approach considers role of both nature and nurture</li> <li>• Individual is (too) reductionist</li> <li>• Situational approach is more holistic with more validity</li> <li>• Situational approach is deterministic allowing for predictions to be made</li> <li>• Situational approach ignores the role of nature in behaviour</li> </ul>		
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7	(a)	<p><b>Outline what is meant by socially sensitive research and explain how it may apply to this article.</b></p> <p>Socially sensitive research includes studies, theories and ideas which;</p> <ul style="list-style-type: none"> <li>- are controversial</li> <li>- risk stereotyping, prejudice and discrimination</li> <li>- are subject to social values</li> <li>- may be open to misuse/abuse e.g. politically/legally</li> </ul> <p>Possible links to article:</p> <ul style="list-style-type: none"> <li>• controversial as it recognises there used to be something wrong about being homosexual</li> <li>• it recognises that homosexuality was stereotyped as being abnormal behaviour/mental health</li> <li>• aversion therapy discriminated against people based on sexuality</li> <li>• subject to social values</li> <li>• open to abuse/misuse as gayversion therapies are legal in many countries when others argue they should be banned</li> </ul>	2 + 2	<p><b>4 marks</b> for a detailed and accurate outline of socially sensitive research and for clearly and effectively applying its features to the article.</p> <p><b>3 marks</b> for a detailed and accurate outline of socially sensitive research and an attempt to apply its features to the article, or for a brief outline of socially sensitive research and for effectively applying its features to the article, or for clear and effective application of features of socially sensitive research to the article even though the concept is not explicitly defined.</p> <p><b>2 marks</b> for a detailed and accurate outline of socially sensitive research, or for a brief outline of socially sensitive research and an attempt to apply its features to the article, or for effective application of features of socially sensitive research to the article even though the concept is not explicitly defined.</p> <p><b>1 mark</b> for a brief outline of socially sensitive research or an attempt to apply it to the article.</p> <p><b>0 marks</b> – no creditworthy response.</p>
7	(b)	<p><b>Outline the procedure used in Chaney et al.'s (2004) Funhaler study and briefly explain how this relates to the use of aversion therapy for homosexuality.</b></p> <p><b>Possible key features for description of the study's procedure:</b></p> <ul style="list-style-type: none"> <li>• standard spacer device versus Funhaler device</li> <li>• amount of adherence was measured</li> </ul>	3 + 2	<p>For description of the study;</p> <p><b>3 marks</b> for an accurate description which identifies the key features of the procedure.</p> <p><b>2 marks</b> for an satisfactory description which identifies most of the key features of the procedure.</p> <p><b>1 mark</b> for a brief or vague description which identifies</p>

		<ul style="list-style-type: none"> <li>• sample was children 1.5-6 years</li> <li>• use of Funhaler was assessed through use of interviews with parents</li> <li>• matched questionnaires were used to measure difference in adherence to each inhaler</li> <li>• Funhaler designed to be self-reinforcing</li> </ul> <p><b>How findings relate to the article:</b></p> <ul style="list-style-type: none"> <li>• behaviour change</li> <li>• role of conditioning/learning</li> <li>• impact of environment on behaviour</li> </ul>		<p>features of the procedure.</p> <p><b>0 marks</b> – no creditworthy response.</p> <p>For application to the use of aversion of therapy;</p> <p><b>2 marks</b> a relevant link which is clearly, if briefly, explained.</p> <p><b>1 mark</b> for a clear link or for one which is not well explained</p> <p><b>0 marks</b> – no creditworthy response.</p>
7	(c)	<p><b>Describe the freewill/determinism debate and explain how it can be applied to this article.</b></p> <p><b>Free will:</b> The idea that individuals are in control of their destiny and make conscious decisions that affect their behaviour.</p> <p><b>Determinism:</b> The idea that behaviour is determined by forces beyond the individual's control which can be both internal and external.</p> <p>Possible applications to the article:</p> <ul style="list-style-type: none"> <li>• The idea that sexual behaviour can be changed suggests an element of choice</li> </ul>	4 + 4	<p><b>7-8 marks</b> for a detailed, accurate and balanced description of the debate. Application to the article considers both sides of the debate and this is done to good effect.</p> <p><b>5-6 marks</b> for a detailed and accurate description of the debate. Application to the article should consider both sides of the debate and this is done to reasonable effect.</p> <p><b>3-4 marks</b> for a limited description of the debate with some attempt to apply the debate (one side or both to the article).</p> <p><b>1-2 marks</b> for a basic description of the debate – possibly only focusing on one side. Application to the article is weak or non-existent.</p> <p><b>0 marks</b> – no creditworthy response.</p>

		<ul style="list-style-type: none"> <li>• If aversion therapy does not work, it could be argued that it is down to an individual's wilfulness rather than it being innate.</li> <li>• The idea that sexuality should not be/cannot be changed suggests it is determined by biological factors and out of a person's control. The idea that sexuality can be changed by simple techniques – such as aversion therapy – suggests environmental determinism i.e. a person can be manipulated to behave in a certain way with no reference to personal desire/motivation.</li> </ul>		
7	(d)	<p><b>Using your knowledge of psychology, suggest ways in which people could be encouraged to show more tolerance towards individuals who are homosexual.</b></p> <p>Possible suggestions:</p> <ul style="list-style-type: none"> <li>• Use of positive role models.</li> <li>• Reinforcing tolerance towards these individuals.</li> <li>• Punishment of homophobic behaviours and views.</li> <li>• Use of education.</li> <li>• Changing attitudes/schemas.</li> <li>• Allowing children's sexuality to develop as intended without intervention.</li> <li>• Promoting individual differences.</li> </ul>	8	<p><b>7-8 marks</b> for a high standard of knowledge and understanding of how the suggested ways could be used to encourage tolerance towards individuals who are homosexual. There is very effective application of psychological knowledge within these suggestions. The suggestions are largely accurate and several details have been included about how they could be implemented and developed. At least two suggestions are covered.</p> <p><b>5-6 marks</b> for a good standard of knowledge and understanding of how the suggested ways could be used to encourage tolerance towards individuals who are homosexual. There is effective application of psychological knowledge within these suggestions. The suggestions are mostly accurate and some details have been included about how they could be implemented and developed. At least two suggestions are covered.</p> <p><b>3-4 marks</b> for reasonable knowledge and understanding of how the suggested ways could be used to encourage tolerance towards individuals who are homosexual. There is some application of psychological knowledge within these suggestions. The</p>

				<p>suggestions are partially accurate. At least two suggestions are covered.</p> <p><b>1-2 marks</b> for basic knowledge and understanding of how the suggested ways could be used to encourage tolerance towards individuals who are homosexual. There is weak application of psychological knowledge within these suggestions. The suggestions may have limited accuracy. At least two suggestions are covered.</p> <p><b>0 marks</b> – No creditworthy response.</p> <p>N.B. If only one suggestion is made then a maximum of 4 marks to be awarded. Award marks in line with the descriptors above.</p>
7	(e)	<p><b>Evaluate the suggestions you have made in part(d) with reference to themes and debates you have studied in psychology.</b></p> <p><b>Potential issues for evaluation:</b></p> <ul style="list-style-type: none"> <li>• Responses to people in authority</li> <li>• Responses to people in need</li> <li>• External influences on children's behaviour</li> <li>• Moral development</li> <li>• Assumptions relating to nature/nurture</li> <li>• Assumptions relating to freewill/determinism</li> <li>• Assumptions relating to reductionism/holism</li> <li>• Assumptions relating individual/situational explanations</li> <li>• Usefulness</li> <li>• Ethical considerations</li> <li>• Social sensitivity</li> <li>• Psychology as a science</li> <li>• Ethnocentrism</li> <li>• Validity</li> <li>• Reliability</li> </ul>	<p><b>9-10 marks</b> for demonstrating good evaluation that is relevant to the demand of the question. The arguments are coherently presented with clear understanding of the points raised. A range of appropriate evaluation points are considered. The evaluation points are in context and supported by relevant evidence of the description given in 9d. More than one suggestion is evaluated.</p> <p><b>6-8 marks</b> for demonstrating reasonable evaluation that is mainly relevant to the demand of the question. The arguments coherently presented in the main with reasonable understanding of the points raised. A range of appropriate evaluation points are considered. The evaluation points are mainly in context and supported by relevant evidence of the description given in 9d.</p> <p><b>3-5 marks</b> for demonstrating limited evaluation that is sometimes relevant to the demand of the question. The arguments may lack clear structure/organisation and show limited understanding of the points raised. The</p>	

					<p>evaluation points are occasionally in context and supported by relevant evidence of the description given in 9d.</p> <p><b>1-2 marks</b> for demonstrating basic evaluation that is rarely relevant to the demand of the question. Any arguments lacks clear structure/organisation and show a very basic understanding of the points raised. The evaluation points are not necessarily in context and are not supported by relevant evidence of the description given in 9d.</p> <p><b>0 marks</b> – No creditworthy response.</p>
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