

**A-level  
PSYCHOLOGY  
7182/3**

**PAPER 3**

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**Mark scheme**

**Specimen Material Third Set**

**V2.0**

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [aqa.org.uk](https://www.aqa.org.uk)

### Level of response marking instructions

Level of response mark schemes are broken down into two, three or four levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are two, three or four marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

#### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

#### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the indicative content to reach the highest level of the mark scheme.

An answer which does not contain anything of relevance to the question must be awarded no marks.

Examiners are required to assign each of the students' responses to the most appropriate level according to **its overall quality**, then allocate a single mark within the level. When deciding upon a mark in a level examiners should bear in mind the relative weightings of the assessment objectives (included for each question and summarised on pages 36-37) and be careful not to over/under credit a particular skill. This will be exemplified and reinforced as part of examiner training and standardisation.

**Section A****Issues and debates in Psychology**

**01** Referring to the item above, explain what is meant by the scientific emphasis on causal explanations.

**[3 marks]****Marks for this question: AO2 = 3****1 mark** for each of the following points:

- All variables are controlled except for light conditions (the IV)
- Any change in the number of details correctly recalled (the DV) must therefore be due to/caused by the manipulation of light intensity (the IV)
- Use of control enables the researcher to infer causality/cause and effect

**02.1** Referring to the item above, explain what is meant by holism and reductionism.

**[4 marks]****Marks for this question: AO2 = 4**

Level	Marks	Description
2	3–4	Knowledge of both holism and reductionism is clear and mostly accurate. Application to the scenario is mostly appropriate. The answer is generally coherent with effective use of psychological terminology.
1	1–2	Some knowledge of holism and/or reductionism is evident. Application to the scenario is not always effective or not presented in psychological terms. The answer lacks accuracy and detail. OR Either holism <b>or</b> reductionism explained and applied at Level 2.
	0	No relevant content.

**Application:**

- Holism – focus on the whole system or person
- Reductionism – focus on constituent elements or smaller, simpler aspects
- Dr Grant takes a reductionist approach focusing just on biological mechanism
- Dr Austin takes a more holistic approach focusing on broader experiences and circumstances

Credit other relevant material.

**02.2** Suggest **one** way in which Dr Austin might take account of ethical considerations when carrying out the interviews.

**[1 mark]****Marks for this question: AO3 = 1****1 mark** for a brief valid suggestion

**Possible suggestions:**

- Keep information confidential
- Show respect for the patient eg listening, appreciating the patient's perspective
- Ensure the patient is not harmed – does not feel worse after the interview than before

Credit other relevant suggestions.

**03** Discuss the nature-nurture debate in psychology. Refer to **at least two** topics you have studied in your answer.

**[16 marks]**

**Marks for this question: AO1 = 6 and AO3 = 10**

Level	Marks	Description
4	13–16	Knowledge of the nature-nurture debate is accurate and generally well detailed. Discussion is thorough with effective use of topics. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and/or expansion of argument sometimes lacking.
3	9–12	Knowledge of the nature-nurture debate is evident. There are occasional inaccuracies. Discussion is apparent and use of topics is mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5–8	Some knowledge of the nature-nurture debate is present. Focus is mainly on description. Any discussion or use of topics is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1–4	Knowledge of the nature-nurture debate is limited. Discussion/use of topics is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

**Possible content:**

- Debate about the relative importance of heredity and environment in determining behaviour.
- Nature side of the debate assumes heredity is more important.
- Nurture side of the debate assumes environment and experience is more important.
- Nature aspect is rooted in nativist theory that knowledge/abilities are innate.
- Nurture rooted in empiricist theory that knowledge derives from learning – Locke's view of the mind as a 'tabula rasa' or blank slate on which experiences are written.

**Possible discussion points:**

- Use of evidence to support the influence of nature eg twin studies showing higher concordance for MZ pairs than DZ pairs
- Use of evidence to support the influence of nurture eg studies of social learning
- Need to take an interactionist approach rather than a dichotomous view
- Links with approaches in psychology eg how the biological approach supports the nature side of the debate
- Use of examples from topics to support arguments

Credit other relevant material.

**Section B****Topic: Relationships**

<b>04</b>	Name and outline <b>one</b> stage of Duck's phase model of relationship breakdown.	<b>[3 marks]</b>
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**Marks for this question: AO1 = 3**

**1 mark** for a correctly named stage (intra-psychic, dyadic, social; grave-dressing)

Plus

**2 further marks** for a clear and coherent outline of the named stage:

- Intra-psychic stage partners express their feelings and plans to save the relationship are considered.
- Dyadic stage partners assess each other's behaviour and evaluate the costs of withdrawing.
- Social phase partners engage in activities aimed at getting over the relationship breakdown and announce they are splitting.
- Grave-dressing partners question their decision and then consider how the break-up has impacted their social network.

<b>05</b>	Explain how Maria's self-disclosure during her use of social media might differ from her self-disclosure in face-to-face encounters.	<b>[4 marks]</b>
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**Marks for this question: AO2 = 4**

<b>Level</b>	<b>Marks</b>	<b>Description</b>
2	3–4	Knowledge of the effect on self-disclosure when using social media is clear and mostly accurate. The material is applied appropriately. The answer is generally coherent with effective use of terminology.
1	1–2	Some knowledge of the effect on self-disclosure when using social media is evident. Application is not always effective. The answer lacks accuracy and detail. Use of terminology is either absent or inappropriate.
	0	No relevant content.

**Possible applications:**

- Maria's self-disclosure will be less inhibited than in face-to-face interaction – she may disclose more personal information to people who are strangers eg where she lives – she may disclose information sooner in the relationship than she would normally.
- She will not apply the usual gating mechanisms that apply to face-to-face encounters.
- She will not employ the normal distancing with which face-to-face interactions are regulated.

Credit other relevant application.

**06.1** Explain why the data in **Table 1** is primary data and not secondary data.

**[2 marks]**

**Marks for this question: AO2 = 2**

**1 mark** – because it is collected from participants directly/first hand

Plus

**1 mark** – rather than gathered from reports of previous research

**06.2** Explain **one** strength of primary data.

**[3 marks]**

**Marks for this question: AO3 = 3**

**3 marks** for clear statement of a strength plus coherent elaboration

**2 marks** for statement of a strength plus some elaboration

**1 mark** for vague/muddled strength

**0 marks** for no relevant material

**Possible strengths:**

- Data gathered is more likely to be focused on the purpose of the research.
- Less peripheral/redundant information.
- Control issues – first hand data can be controlled whereas secondary data may have been gathered under differing conditions.

Credit other relevant strengths.

**06.3** Suggest an appropriate inferential test which the researcher could use. Justify your choice.

**[4 marks]**

**Marks for this question: AO3 = 4**

**1 mark** Mann Whitney test

Plus

**3 marks** for justification – **1 mark** for **each** of the following:

- Testing for a difference.
- Independent design – different participants in each condition.
- Data assumed to be ordinal ie not fixed intervals (also credit data is assumed to be non-parametric).

**07** Outline and evaluate the social exchange theory of relationships.

**[8 marks]**

**Marks for this question: AO1 = 3 and AO3 = 5**

Level	Marks	Description
4	7–8	Outline of social exchange theory is accurate and generally well detailed. Evaluation is effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and/or expansion of argument sometimes lacking.
3	5–6	Outline of social exchange theory is evident. There are occasional inaccuracies. There is some effective evaluation. The answer is mostly clear and organised. Specialist terminology mostly used effectively.
2	3–4	Outline of social exchange theory is present. Focus is mainly on description. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions.
1	1–2	Outline of social exchange theory is limited. Evaluation is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

**Possible content:**

- An economic theory of relationships that considers how parties exchange rewards and costs.
- Assumes that we are attracted to those who offer rewards (fun, attention, esteem etc).
- And put off a relationship perceived to involve great costs (time, emotional strain etc).
- Relationships that are mutually beneficial will succeed.

**Possible evaluation points:**

- Use of evidence to support or contradict social exchange theory.
- Assumes we make rational and calculating decisions about whether or not to pursue relationships.
- Different people perceive rewards and costs differently so theory can account for individual differences in attraction.
- Explains maintenance better than initial attraction because costs become more significant as the relationship goes on.
- Comparison with Rusbult's extension to the theory.
- Cultural bias – more suited to individualist culture than to collectivist cultures.

Credit other relevant information.

**Topic: Gender**

**08** Name and briefly outline **one** syndrome associated with an atypical sex chromosome pattern.

**[3 marks]****Marks for this question: AO1 = 3****1 mark** for a correctly named syndrome (Klinefelter's or Turner's)

Plus

**2 marks** for clear and coherent outline of the syndrome

OR

**1 mark** for a vague or muddled outline of the syndrome**0 marks** for an outline that does not match the named syndrome**Possible content**

- Klinefelter's – sex chromosome pattern of XXY, associated with cognitive difficulties eg dyslexia and behavioural passivity.
- Turner's – sex chromosome pattern of XO, associated with high level of verbal skill.

Credit other relevant psychological or physical characteristics.

**09** Explain how Patrick's high level of androgyny might be demonstrated in his behaviour at work.

**[4 marks]****Marks for this question: AO2 = 4**

Level	Marks	Description
2	3–4	Knowledge of the effect of having a high level of androgyny on Patrick's workplace behaviour is clear and mostly accurate. The material is applied appropriately. The answer is generally coherent with effective use of terminology.
1	1–2	Some knowledge of the effect having a high level of androgyny on Patrick's workplace behaviour is evident. Application is not always effective. The answer lacks accuracy and detail. Use of terminology is either absent or inappropriate.
	0	No relevant content.

**Possible applications:**

- Patrick will enjoy a laugh and a joke with the other men in the workplace and will also join in with more sensitive/intimate discussions.
- Patrick will be firm/authoritative with people in his team and also be sensitive/empathic when someone is unwell or stressed.
- Patrick will engage in the heavy work like lifting sacks of flour and will also enjoy the more delicate tasks such as cake decorating and intricate pastry work.

Credit other relevant application.

**10.1** Explain why the data in **Table 2** is primary data and not secondary data.

**[2 marks]**

**Marks for this question: AO2 = 2**

**1 mark** – because it is collected from participants directly/first-hand

Plus

**1 mark** – rather than gathered from reports of previous research

**10.2** Explain **one** strength of primary data.

**[3 marks]**

**Marks for this question: AO3 = 3**

**3 marks** for clear statement of a strength plus coherent elaboration

**2 marks** for statement of a strength plus some elaboration

**1 mark** for vague/muddled strength

**0 marks** for no relevant material

**Possible strengths**

- Data gathered is more likely to be focused on the purpose of the research
- Less peripheral/redundant information
- Control issues – first-hand data can be controlled whereas secondary data may have been gathered under differing conditions

**10.3** Suggest an appropriate inferential test which the researcher could use. Justify your choice.

**[4 marks]**

**Marks for this question: AO3 = 4**

**1 mark** Mann Whitney test

Plus

**3 marks** for justification – **1 mark** for **each** of the following:

- Testing for a difference
- Independent design – different participants in each condition
- Data assumed to be ordinal ie not fixed intervals (also credit data is assumed to be non-parametric)

**11** Outline and evaluate Freud's explanation of gender development.

**[8 marks]**

**Marks for this question: AO1 = 3 and AO3 = 5**

Level	Marks	Description
4	7–8	Outline of Freud's explanation of gender development is accurate and generally well detailed. Evaluation is effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and/or expansion of argument sometimes lacking.
3	5–6	Outline of Freud's explanation of gender development is evident. There are occasional inaccuracies. There is some effective evaluation. The answer is mostly clear and organised. Specialist terminology mostly used effectively.
2	3–4	Outline of Freud's explanation of gender development is present. Focus is mainly on description. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions.
1	1–2	Outline of Freud's explanation of gender development is limited. Evaluation is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

**Possible content:**

- Gender development occurs in the Phallic stage (age 4/5 years) through resolution of either the Oedipus or Electra complex.
- Child identifies with the same-sex parent (identification with the aggressor).
- Child internalises and adopts the gender-related behaviours and attitudes of the same sex-parent.

**Possible evaluation points:**

- Use of evidence to contradict/support Freud's explanation eg evidence to show that children from 'atypical' households do not have sex-role identification problems
- Evidence to show that children show gender-typical behaviours before the age of 4/5
- Problems with any evidence that supports Freud's theory eg Little Hans
- Understanding of gender continues to develop after the age of 4/5
- Lack of testability – related concepts (eg Oedipus complex) are unconscious therefore not falsifiable

Credit other relevant information.

**Topic: Cognition and Development****12** Referring to Katie and her mother, explain what is involved in scaffolding.**[4 marks]****Marks for this question: AO2 = 4**

Level	Marks	Description
2	3–4	Knowledge of the scaffolding in relation to cognitive development is clear and mostly accurate. The material is applied appropriately. The answer is generally coherent with effective use of terminology.
1	1–2	Some knowledge of scaffolding in relation to cognitive development is evident. Application is not always effective. The answer lacks accuracy and detail. Use of terminology is either absent or inappropriate.
	0	No relevant content.

**Possible applications:**

- Scaffolding acts as a support structure or framework for Katie's learning about medical procedure.
- Mother playing with Katie maintains interest and participation.
- Mother shows Katie how to use a bandage – demonstration.
- Talking when Katie is struggling controls the child's frustration.
- By talking, Katie is encouraged to do more and more of the process alone – verbal support/prompt/encouragement.
- Eventually Katie will be able to do this alone without any support from her mother – independence.

Credit other relevant information.

**13** Name and outline **one** of Selman's levels of perspective taking.**[3 marks]****Marks for this question: AO1 = 3****1 mark** for a correctly named level

Plus

**2 marks** for a clear and coherent outline of the named level

OR

**1 mark** for a vague or muddled outline of the named level**0 marks** for an outline that does not match the named level**Possible content**

- Egocentric /undifferentiated
- Social informational role taking
- Self-reflective role taking
- Third party/mutual role taking
- Social/conventional system role taking

**14.1** Explain why the data in **Table 3** is primary data and not secondary data.

**[2 marks]**

**Marks for this question: AO2 = 2**

**1 mark** – because it is collected from participants directly/first-hand

Plus

**1 mark** – rather than gathered from reports of previous research

**14.2** Explain **one** strength of primary data.

**[3 marks]**

**Marks for this question: AO3 = 3**

**3 marks** for clear statement of a strength plus coherent elaboration

**2 marks** for statement of a strength plus some elaboration

**1 mark** for vague/muddled strength

**0 marks** for no relevant material

**Possible strengths:**

- Data gathered is more likely to be focused on the purpose of the research.
- Less peripheral/redundant information.
- Control issues – first hand data can be controlled whereas secondary data may have been gathered under differing conditions.

Credit other relevant strengths.

**14.3** Suggest an appropriate inferential test which the researcher could use. Justify your choice.

**[4 marks]**

**Marks for this question: AO3 = 4**

**1 mark** Mann Whitney test

Plus

**3 marks** for justification – **1 mark** for **each** of the following:

- Testing for a difference
- Independent design – different participants in each condition
- Data assumed to be ordinal ie not fixed intervals (also credit data is assumed to be non-parametric)

**15** Outline and evaluate Piaget's research into object permanence.

**[8 marks]**

**Marks for this question: AO1 = 3 and AO3 = 5**

Level	Marks	Description
4	7–8	Outline of Piaget's research into object permanence is accurate and generally well detailed. Evaluation is effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and/or expansion of argument sometimes lacking.
3	5–6	Outline of Piaget's research into object permanence is evident. There are occasional inaccuracies. There is some effective evaluation. The answer is mostly clear and organised. Specialist terminology mostly used effectively.
2	3–4	Outline of Piaget's research into object permanence is present. Focus is mainly on description. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions.
1	1–2	Outline of Piaget's research into object permanence is limited. Evaluation is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

**Possible content:**

- Object permanence (object concept) is the understanding that an object still exists even when out of sight
- Piaget's study involved a child playing with a toy which was then covered in a blanket/cloth
- Children under 8 months would not continue to search for the toy
- Children over 8 months would continue to search for the toy
- In variations on the original research, the toy would be hidden in place A or place B – children show the A not B error

**Possible evaluation points:**

- Piaget may have underestimated children's cognitive ability in relation to object permanence
- Object permanence tasks lack human sense – response may be a reaction to the deliberate removal of the toy
- Possible confusion of lack of performance with lack of understanding - failure to search does not necessarily mean child did not understand that the toy still existed
- Counter-evidence shows that children do continue to search if object is made to disappear in more subtle ways eg Bower and Wishart
- Contrast with infants' performance in violation of expectation studies

Credit other relevant information.

**Section C****Topic: Schizophrenia****16.1** Outline **one** negative symptom of schizophrenia.**[2 marks]****Marks for this question: AO1 = 2****1 mark** for brief outline of relevant symptom

Plus

**1 further mark** for accurate elaboration**Possible content:**

- Speech poverty refers to limited speech output with limited, often repetitive content.
- Avolition refers to a lack of purposeful, willed behaviour.

Credit other relevant symptoms eg psychomotor retardation.

**16.2** With reference to the scenario above, explain why Jenny's psychiatrist wants to move her on to one of the atypical antipsychotics.**[4 marks]****Marks for this question: AO2 = 4**

Level	Marks	Description
2	3–4	Knowledge of the action/effects of typical and atypical antipsychotics is clear and mostly accurate. The material is applied appropriately. The answer is generally coherent with effective use of terminology.
1	1–2	Some knowledge of the action/effects of typical and atypical antipsychotics is evident. Application is not always effective. The answer lacks accuracy and detail. Use of terminology is either absent or inappropriate.
	0	No relevant content.

**Possible content:**

- Atypical antipsychotics have been shown to be more effective against negative symptoms.
- Typical antipsychotics (such as chlorpromazine) are liable to produce movement side effects, sometimes resembling Parkinson's disease.
- They mainly affect dopamine pathways.
- Atypical antipsychotics are less liable to produce movement side effects; they have less action on the dopamine system, and instead affect a wide range of neurotransmitter systems.

**16.3 Explain **one** advantage of cognitive behaviour therapy in the treatment of schizophrenia.**  
**[2 marks]**

**Marks for this question: AO3 = 2**

**1 mark** for brief explanation of advantage

Plus

**1 further mark** for accurate elaboration

**Possible content:**

- Allows patient to take some responsibility for own treatment.
- Enhances effectiveness in other areas of life.
- Research supports its effectiveness alongside drug therapy.
- Effectiveness can be long term/ongoing.

Credit other relevant advantages.

**17 Outline and evaluate **one or more** psychological explanations for schizophrenia.**  
**[16 marks]**

**Marks for this question: AO1 = 6 and AO3 = 10**

Level	Marks	Description
4	13–16	Knowledge of one or more psychological explanations for schizophrenia is accurate and generally well detailed. Evaluation is thorough with effective use of material. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and/or expansion of argument sometimes lacking.
3	9–12	Knowledge of one or more psychological explanations for schizophrenia is evident. There are occasional inaccuracies. Evaluation is apparent and use of material is mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5–8	Some knowledge of one or more psychological explanations for schizophrenia is present. Focus is mainly on description. Any evaluation or use of material is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1–4	Knowledge of one or more psychological explanations for schizophrenia is limited. Evaluation/use of material is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

**Possible content:**

- Family dysfunction - historical views such as the refrigerator mother and Bateson's double bind
- Expressed emotion and family systems theory
- Cognitive approaches - dysfunctional thought processing, impairments in selective attention.
- Frith's ideas on self-monitoring, and his more general approach using deficits in meta representation
- Slade and Bentall's five factor model
- Maher's anomalous experience model

**Possible evaluation points:**

- Limited systematic research evidence on family dysfunction as a cause of schizophrenia though there are a number of relevant case studies
- The effectiveness of family therapy based on reducing expressed emotion supports a family dysfunction approach
- Patients with schizophrenia show deficits on theory on mind tasks, suggesting problems with metarepresentation and supporting Frith
- Some studies show that CBT can be effective in schizophrenia, supporting an involvement of cognitive factors in the disorder
- However patients with schizophrenia can show a wide range of cognitive deficits, and there are also a wide variation in cognitive symptoms between patients
- Use of counterevidence for genetic and neural factors in schizophrenia
- Implications of accepting psychological explanations eg assuming family dysfunction as a cause, economic implications

Credit other relevant material.

Note that students may cover one explanation in more detail or more than one explanation in less detail.

**Topic: Eating Behaviour****18** Outline **one** irrational belief associated with anorexia nervosa.**[2 marks]****Marks for this question: AO1 = 2****1 mark** for brief outline of one irrational belief**1 further mark** for accurate elaboration**Possible content**

- All or nothing thinking ('either I am attractive or ugly')
- Catastrophising ('if I eat this apple I will immediately get fat')
- Unfavourable comparisons with others, leading to negative self-labelling

Credit other relevant material. Note that personality characteristics such as perfectionism or low self-esteem are not relevant to this question.

**19** Suggest **one or more** strategies that might help Nicky to lose weight and to maintain the weight loss.**[4 marks]****Marks for this question: AO2 = 4**

Level	Marks	Description
2	3–4	Knowledge of one or more strategies for losing weight and maintaining weight loss is clear and mostly accurate. The material is applied appropriately. The answer is generally coherent with effective use of terminology.
1	1–2	Some knowledge of one or more strategies for losing weight and maintaining weight loss is evident. Application is not always effective. The answer lacks accuracy and detail. Use of terminology is either absent or inappropriate.
	0	No relevant content.

**Possible content**

- Cognitive therapy might help especially if it also emphasises the positive rewards of dieting
- Group-based social and practical support eg joining an organised group such as Weight Watchers
- Interventions combining group therapy, health advice and exercise have been shown to produce moderate but sustained weight loss
- Moderating aims (not try to lose a kilogram every week) increases the chances of sustained success
- Taking an interest in preparing food and organising a varied healthy diet help restrained eaters see dieting as very positive

Credit other relevant material.

No credit for knowledge of the boundary model and restraint theory.

**20** Explain **one** strength of the family systems theory of anorexia nervosa.

**[2 marks]**

**Marks for this question: AO3 = 2**

**1 mark** for brief explanation

Plus

**1 further mark** for accurate elaboration

**Possible content**

- Supporting evidence that families where one or more members have an eating disorder have particular characteristics, such as over-involved, high achieving and controlling parents
- Family systems theory can explain particular symptoms, such as failing to eat and weight loss as attempts to exert some personal control and achieve autonomy
- Takes account of the fact that AN is a serious and complex disorder of self-perception, and considers the family and social context.

**21** Outline and evaluate **one or more** biological explanations for obesity.

**[16 marks]**

**Marks for this question: AO1 = 6 and AO3 = 10**

Level	Marks	Description
4	13–16	Knowledge of one or more biological explanations for obesity is accurate and generally well detailed. Evaluation is thorough with effective use of material. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and/or expansion of argument sometimes lacking.
3	9–12	Knowledge of one or more biological explanations for obesity is evident. There are occasional inaccuracies. Evaluation is apparent and use of material is mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5–8	Some knowledge of one or more biological explanations for obesity is present. Focus is mainly on description. Any evaluation or use of material is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1–4	Knowledge of one or more biological explanations for obesity is limited. Evaluation/use of material is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

**Possible content**

- Specific genes may play a role in some cases of obesity
- Evolutionary approaches eg the 'thrifty' gene, suggest that we are pre-programmed to store food in times of plenty, and to use it in times of scarcity. Now that in developed countries food is relatively plentiful, the thrifty gene is no longer adaptive and leads to obesity.
- The evolutionary approach also suggests that we are pre-programmed to like the taste of sweet foods. The availability of foods with high sugar content therefore fuels obesity.
- Abnormalities in the neural and hormonal control of feeding behaviour could lead to overeating and obesity. These might include physical damage to hypothalamic centres, or changes in levels of key hormones such as leptin and ghrelin.

**Possible evaluation points**

- No key genes yet identified that explain more than a tiny number of cases of obesity.
- Wide variations in incidence of obesity within and across cultures, suggesting the evolutionary 'drives' are not the main factor.
- Evidence that obesity increases when groups first enter western developed societies with plentiful food supports an evolutionary perspective (eg the Pima Indians).
- Limited evidence of abnormal levels of hormones such as leptin and ghrelin.
- Biological explanations are countered by evidence for the role of early learning, social and cultural factors in food preferences; these factors may lead to food fulfilling other functions, such as mood regulation and behavioural control, that in turn could lead to obesity.
- Implication of accepting biological explanations, including economic implications.

Credit other relevant material. Note that students may cover one explanation in more detail, or more than one explanation in less detail.

**Topic: Stress**

**22** Outline **one** difference in the functions of the hypothalamic pituitary-adrenal system and the sympathomedullary pathway. **[2 marks]**

**Marks for this question: AO1 = 2**

**1 mark** for brief outline

Plus

**1 further mark** for accurate elaboration

**Possible differences**

- SAM activates the body ready for “fight or flight” - HPA helps the body cope with stress.
- The HPA releases corticosteroids such as cortisone - the SMP releases adrenaline into the bloodstream.
- HPA functions hormonally via the bloodstream and is therefore slower - the SMP operates through neural pathways so is faster.

Credit other relevant differences.

**23** Outline **one** limitation of the general adaptation syndrome as a model for the physiology of the stress response. **[2 marks]**

**Marks for this question: AO3 = 2**

**1 mark** for brief limitation

Plus

**1 further mark** for accurate elaboration

**Possible content**

- Selye argued that the GAS was a common response to all stressful situations. There is evidence, however, that physiological responses to stress can differ depending on the stressor.
- Selye thought that stress-related illness was linked to exhaustion of the physiological response systems such as the HPA, SMP and immune system. It is now thought that stress-related illness is caused by overactivity of the stress pathways and chronic high levels of circulating stress hormones.
- The model does not recognise the role of emotion and cognition in how a person perceives and evaluates the stressor. Although the three stages help understand the stress response, they merge into each other and overlap more than the model implies.

Credit other relevant material.

**24** From your knowledge of managing and coping with stress, explain how Sadiq could deal with his stress.

**[4 marks]**

**Marks for this question: AO2 = 4**

Level	Marks	Description
2	3–4	Knowledge of managing and coping with stress is clear and mostly accurate. The material is applied appropriately. The answer is generally coherent with effective use of terminology.
1	1–2	Some knowledge of managing and coping with stress is evident. Application is not always effective. The answer lacks accuracy and detail. Use of terminology is either absent or inappropriate.
	0	No relevant content.

**Possible content**

- Drugs should be used to in the short term, as drugs work far faster than psychological coping techniques
- In the longer term psychological therapies such as stress inoculation therapy should be used to help Sadiq understand the sources of stress in his life and how to cope with them more effectively
- As part of SIT or independently, Sadiq should be encouraged to seek out more emotional and instrumental support from his family and friends, for instance, in looking after his mother.

Credit other relevant material.

**25** Discuss individual differences in responses to stress.

**[16 marks]**

**Marks for this question: AO1 = 6 and AO3 = 10**

Level	Marks	Description
4	13–16	Knowledge of individual differences in responses to stress is accurate and generally well detailed. Discussion is thorough with effective use of material. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and/or expansion of argument sometimes lacking.
3	9–12	Knowledge of individual differences in responses to stress is evident. There are occasional inaccuracies. Discussion is apparent and use of material is mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5–8	Some knowledge of individual differences in responses to stress is present. Focus is mainly on description. Any discussion or use of material is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1–4	Knowledge of individual differences in responses to stress is limited. Discussion/use of material is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

**Possible content**

- Type A – competitive, vulnerable to stress-related illness
- Type B – non-Type A, not vulnerable to stress-related illness
- Type C – cancer-prone personality (Eysenck)
- Hardiness and its defining characteristics – commitment, challenge, control
- Individual differences in biological responses to stress eg individual variability in levels of stress hormones produced.

Credit other relevant material, such as locus of control and gender, and Type D ('distressed') personality.

**Possible discussion points**

- Research evidence supporting the vulnerability of eg Type A to stress-related illness
- Research evidence not supporting such a relationship
- Conclusions that Type A is a mix of characteristics, some of which protect against stress-related illness
- Research evidence showing that high levels of hardiness can protect against the negative effects of stress
- Problems in identifying which components of hardiness are the most important in protecting against stress
- Gender differences in responses to stress (eg emotion v problem-focused coping)
- Underlying causes eg source of individual differences.
- Implications of accepting individual differences explanations, eg economic implications.

Credit other relevant material.

**Section D****Topic: Aggression****26** What are innate releasing mechanisms?**[2 marks]****Marks for this question: AO1 = 2****1 mark** for a basic definition

Plus

**1 further mark** for relevant elaboration

Possible content

- Innate releasing mechanisms (IRMs) are hard-wired brain networks that respond to specific stimuli (signs or releasers) by initiating a fixed action pattern, a set sequence of behaviours.
- IRMs are a key part of the ethological (instinctive) approach to aggression (and other behaviours such as courtship/mating). Examples of IRM in relation to aggression include the male stickleback showing aggressive behaviour to red-bellied sticklebacks (male rivals).

Credit other relevant material.

**27** Discuss media influences on aggression.**[8 marks]****Marks for this question: AO1 = 3 and AO3 = 5**

Level	Marks	Description
4	7–8	Knowledge of media influences on aggression is accurate and generally well detailed. Discussion is effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and/or expansion of argument sometimes lacking.
3	5–6	Knowledge of media influences on aggression is evident. There are occasional inaccuracies. There is some effective discussion. The answer is mostly clear and organised. Specialist terminology mostly used effectively.
2	3–4	Knowledge of media influences on aggression is present. Focus is mainly on description. Any discussion is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions.
1	1–2	Knowledge of media influences on aggression is limited. Discussion is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

**Possible content**

- Social learning theory – concepts such as observation, vicarious learning, imitation.
- Possible underlying mechanisms, such as desensitisation, disinhibition and cognitive priming.
- Evidence from a range of research studies; lab-based studies, field experiments, longitudinal studies.

**Possible discussion points**

- Use of research findings eg support for effects of media violence on aggression in children, but some studies find no effect, or more of an effect on prosocial behaviour.
- Relative impact of different media.
- Methodological problems of researching media influences on aggression; defining aggression, ecological validity and demand characteristics of lab-based studies, short term and long term influences of media, differences between different media (TV, video games etc); individual differences in vulnerability.
- Comparison with effects on prosocial behaviour.

Note that Bandura's bobo dolls often feature in this area. These studies can only receive credit if explicitly placed in the context of media influences on aggression.

**28.1 Explain one advantage of using a repeated measures design in this study.**

**[2 marks]**

**Marks for this question: AO3 = 2**

**1 mark** for a brief explanation

Plus

**1 mark** for elaboration

Possible content

Control for individual differences so that the researcher can be more certain that the effect is not due to characteristics such as gender, personality etc.

Credit other relevant advantages.

**28.2 What is the calculated value of the sign test statistic 'S'? Explain your answer.**

**[2 marks]**

**Marks for this question: AO2 = 2**

**1 mark** - Value of 'S' is 2.

Plus

**1 mark** for explanation - 'S' is the frequency of the least common difference. There are 8 positive differences, 2 negative differences and 2 ties.

**28.3** Using the table of critical values of 'S' above, state whether the findings of the study are significant at  $p < 0.05$ . Explain your answer.

**[2 marks]**

**Marks for this question: AO2 = 2**

**1 mark** for identifying the correct value of N ( $N = 10$ , total number of differences)

Plus

**1 mark** for stating that for an N of 10, a value of 'S' = 2 is not significant at the  $p \leq .05$  level.

**29** Outline and evaluate the role of neural and/or hormonal mechanisms in aggression.

**[8 marks]**

**Marks for this question: AO1 = 3 and AO3 = 5**

Level	Marks	Description
4	7–8	Outline of the role of neural and/or hormonal mechanisms in aggression is accurate and generally well detailed. Evaluation is effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and/or expansion of argument sometimes lacking.
3	5–6	Outline of the role of neural and/or hormonal mechanisms in aggression is evident. There are occasional inaccuracies. There is some effective evaluation. The answer is mostly clear and organised. Specialist terminology mostly used effectively.
2	3–4	Outline of the role of neural and/or hormonal mechanisms in aggression is present. Focus is mainly on description. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions.
1	1–2	Outline of the role of neural and/or hormonal mechanisms in aggression is limited. Evaluation is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

#### Possible content

- Neural mechanisms – limbic model, amygdala/frontal lobes, role of neurotransmitters such as serotonin
- Hormonal mechanisms – eg testosterone, cortisol

Note that genetic factors are not relevant to this question, **unless** directly linked to neural mechanisms such as levels of serotonin and the MAOA gene.

#### Possible evaluation points

- Research findings from case studies, work with non-human animals, studies with institutionalised offenders.
- Contradictory nature of research findings (eg raised or lowered levels of serotonin).
- Involvement of non-neural/hormonal factors – eg genetics, social learning.
- Methodological issues eg problems in defining aggression.
- Implications – eg for free will/determinism in relation to criminal behaviour.

Credit other relevant material.

**Topic: Forensic psychology****30** Outline what is meant by geographical profiling in forensic psychology.**[2 marks]****Marks for this question: AO1 = 2****1 mark** for brief outline

Plus

**1 further mark** for elaboration**Possible content**

- The study of spatial behaviour in relation to crime and offenders.
- Focuses on the location of crime as clues to where offenders live, work and socialise.
- Relevant data include the crime scene, local crime statistics, local transport, geographical spread of similar crimes etc.
- Based on the notion of schema theory and mental mapping.

The data can be combined into a model, the jeopardy surface, though explicit reference to this is not necessary for 2 marks.

**31** Discuss psychodynamic explanations of offending behaviour.**[8 marks]****Marks for this question: AO1 = 3 and AO3 = 5**

Level	Marks	Description
4	7–8	Knowledge of psychodynamic explanations of offending behaviour is accurate and generally well detailed. Discussion is effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and/or expansion of argument sometimes lacking.
3	5–6	Knowledge of psychodynamic explanations of offending behaviour is evident. There are occasional inaccuracies. There is some effective discussion. The answer is mostly clear and organised. Specialist terminology mostly used effectively.
2	3–4	Knowledge of psychodynamic explanations of offending behaviour is present. Focus is mainly on description. Any discussion is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions.
1	1–2	Knowledge of psychodynamic explanations of offending behaviour is limited. Discussion is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

**Possible content**

Relevant psychoanalytic concepts include:

- Freud's instinct theory and a focus on Thanatos and displacement in relation to aggressive offenders

- Freudian psychosexual model of development and the oedipal stage leading to development of the superego/conscience
- Tension between id, ego and superego, especially where superego is under- or over-developed

**Possible discussion points**

- Little research support for psychodynamic ideas
- Freud's view that females should show less superego development and so be more vulnerable to offending is not supported by offending statistics
- Some evidence that antisocial behaviour in children/adolescents is linked to inadequate parenting – Bowlby's maternal deprivation hypothesis; this can be linked to Freudian ideas of psychosexual development and the superego
- Comparison with alternative explanations for offending behaviour; social learning, genetics etc.

Note that general evaluation of Freudian ideas is not creditworthy **unless** explicitly linked to the discussion of offending behaviour.

Credit other relevant material.

**32.1 Explain **one** advantage of using a repeated measures design in this study.**

**[2 marks]**

**Marks for this question: AO3 = 2**

**1 mark** for a brief explanation

Plus

**1 mark** for elaboration

**Possible content**

Control for individual differences so that the researcher can be more certain that the effect is not due to characteristics such as gender, personality etc.

Credit other relevant advantages.

**32.2 The psychologist decides to use a sign test to see if her data are significant.**

What is the calculated value of the sign test statistic 'S'? Explain your answer.

**[2 marks]**

**Marks for this question: AO2 = 2**

**1 mark** - Value of 'S' is 2.

Plus

**1 mark** for explanation - 'S' is the frequency of the least common difference. There are 8 positive differences, 2 negative differences and 2 ties.

**32.3** Using the table of critical values of 'S' above, state whether the findings of the study are significant at  $p < 0.05$ . Explain your answer.

**[2 marks]**

**Marks for this question: AO2 = 2**

**1 mark** for identifying the correct value of N (N = 10, total number of differences)

Plus

**1 mark** for stating that for an N of 10, a value of 'S' = 2 is not significant at the  $p \leq .05$  level.

**33** Discuss restorative justice programmes as a way of dealing with offending.

**[8 marks]**

**Marks for this question: A01 = 3 and A03 = 5**

Level	Marks	Description
4	7–8	Knowledge of restorative justice programmes is accurate with some detail. Discussion is thorough and effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear, coherent and focused. Specialist terminology is used effectively.
3	5–6	Knowledge of restorative justice programmes is evident but there are occasional inaccuracies/omissions. Discussion is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.
2	3–4	Limited knowledge restorative justice programmes is present. Focus is mainly on description. Any discussion is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1–2	Knowledge of restorative justice programmes is very limited. Discussion is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content

**Possible content:**

- Supervised meeting between offender and victim, with trained mediator
- Focus on healing, reparation and understanding
- Victim explains the effect of the crime – offender recognises the consequences
- Material reparation eg for offences against property
- Focus on rehabilitation and positive outcomes rather than punishment
- Knowledge of specific programmes

**Possible discussion points**

- Diversity of programmes make appraisal of outcomes difficult
- Critics argue restorative justice is a soft option for the offender
- Offenders may not feel true remorse
- Not appropriate for some types of crime eg domestic violence
- Victim's role – more active/direct involvement but some victims are not comfortable
- Ethical issues – restorative justice is more positive than punitive approaches to offending
- Comparison with other ways of dealing with offending eg anger management, custodial sentencing, token economy
- Reasoned discussion of cost in relation to benefits and alternatives.

Credit other relevant material.

**Topic: Addiction**

<b>34</b>	What is meant by the term psychological dependence in relation to addiction?	<b>[2 marks]</b>
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**Marks for this question: AO1 = 2****1 mark** for brief definition

Plus

**1 further mark** for elaboration**Possible content**

- Individual feels/believes that they cannot cope with work and social life without a particular drug such as alcohol or nicotine.
- Absence of the drug causes the individual to feel anxious, irritable or depressed, and have cravings for the substance.
- Psychological dependence can occur in the absence of physical dependence (ie true withdrawal symptoms may not be experienced).

Credit other relevant material.

<b>35</b>	Outline and evaluate <b>one or more</b> explanations for nicotine addiction.	<b>[8 marks]</b>
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**Marks for this question: AO1 = 3 and AO3 = 5**

<b>Level</b>	<b>Marks</b>	<b>Description</b>
4	7–8	Outline of one or more explanations for nicotine addiction is accurate and generally well detailed. Evaluation is effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and/or expansion of argument sometimes lacking.
3	5–6	Outline of one or more explanations for nicotine addiction is evident. There are occasional inaccuracies. There is some effective evaluation. The answer is mostly clear and organised. Specialist terminology mostly used effectively.
2	3–4	Outline of one or more explanations for nicotine addiction is present. Focus is mainly on description. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions.
1	1–2	Outline of one or more explanations for nicotine addiction is limited. Evaluation is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

**Possible content**

- Brain neurochemistry, including the role of dopamine (activating reward pathways)
- Learning theory (which could include classical and operant conditioning, and social learning), including reference to cue reactivity.
- Role of brain acetylcholine in nicotine effects.

**Possible evaluation points**

- Research findings eg non-human animal work on the effects of nicotine on the brain, including activation of dopamine reward pathways.
- Research findings using human participants on the effects of nicotine on the brain.
- Research findings on cue reactivity – the role of conditioned cues (eg social context) in initiating and maintaining addiction (non-human animals and human studies).
- Interaction between physical/pharmacological and psychological explanations for initiation and maintenance of nicotine addiction.
- Role of individual personality factors eg sensation-seeking, extraversion/neuroticism.
- Comparison with alternatives.

Credit other relevant material.

<b>36.1</b>	Explain <b>one</b> advantage of using a repeated measures design in the study.	<b>[2 marks]</b>
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**Marks for this question: AO3 = 2**

**1 mark** for a brief explanation

Plus

**1 mark** for elaboration

Possible content

Control for individual differences so that the researcher can be more certain that the effect is not due to characteristics such as gender, personality etc.

Credit other relevant advantages.

<b>36.2</b>	What is the calculated value of the sign test statistic 'S'? Explain your answer.	<b>[2 marks]</b>
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**Marks for this question: AO2 = 2**

**1 mark** - Value of 'S' is 2.

Plus

**1 mark** for explanation - 'S' is the frequency of the least common difference. There are 8 positive differences, 2 negative differences and 2 ties.

**36.3** Using the table of critical values of 'S' above, state whether the findings of the study are significant at  $p < 0.05$ . Explain your answer.

**[2 marks]**

**Marks for this question: AO2 = 2**

**1 mark** for identifying the correct value of N ( $N = 10$ , total number of differences)

Plus

**1 mark** for stating that for an N of 10, a value of 'S' = 2 is not significant at the  $p \leq .05$  level.

**37** Outline and evaluate the Prochaska model of behaviour change.

**[8 marks]**

**Marks for this question: AO1 = 3 and AO3 = 5**

Level	Marks	Description
4	7–8	Outline of the Prochaska model of behaviour change is accurate and generally well detailed. Evaluation is effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and/or expansion of argument sometimes lacking.
3	5–6	Outline of the Prochaska model of behaviour change is evident. There are occasional inaccuracies. There is some effective evaluation. The answer is mostly clear and organised. Specialist terminology mostly used effectively.
2	3–4	Outline of the Prochaska model of behaviour change is present. Focus is mainly on description. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions.
1	1–2	Outline of the Prochaska model of behaviour change is limited. Evaluation is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

### Possible content

Prochaska's model of behaviour change includes the following stages:

- Precontemplation - individual does not consider they have a problem.
- Contemplation - Individual is considering changing behaviour .
- Preparation/action - making plans to change behaviour.
- Maintenance – change in behaviour continues.
- Relapse – return to earlier stages, contemplation, preparation.
- Cyclical nature of the model - appropriately detailed diagram with stages in correct order and linking arrows would be an acceptable.

### Possible evaluation points

- Useful model of the transitions between eg smoker and non-smoker.
- Incorporates dynamic and flexible nature of the transition to eg non-smoker; incorporates relapse and return to earlier stages.
- Research support for the different stages.
- Can be used to design effective interventions and predict outcomes.

- Helps clients understand the processes they are going through, increasing chances of successful outcomes.
- Problems in defining/measuring the stages.

Credit other relevant material.

**Assessment Objective Grid**

Issues and debates in Psychology	AO1	AO2	AO3	Total
01		3 RM		3
02.1		4 RM		4
02.2			1 RM	1
03	6		10	16
<b>Total</b>	<b>6</b>	<b>7</b>	<b>11</b>	<b>24</b>

**AND**

Relationships	AO1	AO2	AO3	Total
04	3			3
05		4		4
06.1		2 RM/Maths		2
06.2			3 RM/Maths	3
06.3			4 RM/Maths	4
07	3		5	8
<b>Total</b>	<b>6</b>	<b>6</b>	<b>12</b>	<b>24</b>

**OR**

Gender	AO1	AO2	AO3	Total
08	3			3
09		4		4
10.1		2 RM/Maths		2
10.2			3 RM/Maths	3
10.3			4 RM/Maths	4
11	3		5	8
<b>Total</b>	<b>6</b>	<b>6</b>	<b>12</b>	<b>24</b>

**OR**

Cognition and development	AO1	AO2	AO3	Total
12		4		4
13	3			3
14.1		2 RM/Maths		3
14.2			3 RM/Maths	3
14.3			4 RM/Maths	4
15	3		5	8
<b>Total</b>	<b>6</b>	<b>6</b>	<b>12</b>	<b>24</b>

**AND**

<b>Schizophrenia</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
16.1	2			<b>2</b>
16.2		4		<b>4</b>
16.3			2	<b>2</b>
17	6		10	<b>16</b>
<b>Total</b>	<b>8</b>	<b>4</b>	<b>12</b>	<b>24</b>

**OR**

<b>Eating behaviour</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
18	2			<b>2</b>
19		4		<b>4</b>
20			2	<b>2</b>
21	6		10	<b>16</b>
<b>Total</b>	<b>8</b>	<b>4</b>	<b>12</b>	<b>24</b>

**OR**

<b>Stress</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
22	2			<b>2</b>
23			2	<b>2</b>
24		4		<b>4</b>
25	6		10	<b>16</b>
<b>Total</b>	<b>8</b>	<b>4</b>	<b>12</b>	<b>24</b>

**AND**

<b>Aggression</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
26	2			<b>2</b>
27	3		5	<b>8</b>
28.1			2 RM	<b>2</b>
28.2		2 RM/Maths		<b>2</b>
28.3		2 RM/Maths		<b>2</b>
29	3		5	<b>8</b>
<b>Total</b>	<b>8</b>	<b>4</b>	<b>12</b>	<b>24</b>

**OR**

<b>Forensic Psychology</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
30	2			<b>2</b>
31	3		5	<b>8</b>
32.1			2 RM	<b>2</b>
32.2		2 RM/Maths		<b>2</b>
32.3		2 RM/Maths		<b>2</b>
33	3		5	<b>8</b>
<b>Total</b>	<b>8</b>	<b>4</b>	<b>12</b>	<b>24</b>

**OR**

Addiction	AO1	AO2	AO3	Total
34	2			<b>2</b>
35	3		5	<b>8</b>
36.1			2 RM	<b>2</b>
36.2		2 RM/Maths		<b>2</b>
36.3		2 RM/Maths		<b>2</b>
37	3		5	<b>8</b>
<b>Total</b>	<b>8</b>	<b>4</b>	<b>12</b>	<b>24</b>
<b>Paper Total</b>	<b>72</b>	<b>49</b>	<b>119</b>	<b>240</b>

Research Methods = 23 marks

Maths = 13 marks