



Examiners' Report June 2024

GCE Psychology 9PS0 02

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June 2024

Publications Code 9PS0_02_2406_ER

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Introduction

The paper provided a range of question types over two sections: the compulsory clinical section and the topic section, where candidates had to choose one topic out of criminological psychology, child psychology and health psychology. The most popular topic was criminological psychology, followed by child, and then health, psychology.

Many candidates showed good psychological knowledge across all areas, and there were very few unanswered questions. Most candidates attempted all the questions, indicating that candidates are managing their time effectively.

Some candidates still do not explain strengths and weaknesses across the paper. Centres should remind candidates that 'explain' questions need a justification/exemplification. Candidates were better at applying knowledge to scenarios provided, and were more likely to go beyond the name or gender of the person in the scenario, especially in clinical psychology. In the optional units the application was not as good, especially when writing about the practical investigations.

Some candidates were able to gain high marks through demonstrating their psychological knowledge in terms of the requirements of the command word. Other candidates did not always understand it. Candidates should be referred to the taxonomy of command words in Appendix 6 of the Specification. This was noticeable in some of the extended open response questions of 8 marks or above, where there was sometimes isolated knowledge and understanding. The Assessment Objective (AO) 3 points were sometimes not developed. This was also noticeable in the 'discuss' questions, where candidates include AO3 points.

The remainder of this Examiner Report will focus on each individual question and specific examples, with the aim of highlighting areas of good practice and some common errors, that can be used to help prepare candidates for future 9PS0/02 examinations.

Question 1 (a)

Candidates were required to describe the Diagnostic and Statistical Manual of Mental Disorders (DSM) as a classification system.

The best answers were able to gain both marks by offering a description, often about how the axes or the sections worked.

Weaker answers had very little description about the DSM as a classification system. Some answers wrote about ICD, rather than DSM.

- 1** During your studies of clinical psychology, you will have learned about classification systems for mental health, including the DSM and ICD.

(a) Describe the DSM as a classification system.

(2)

The DSM uses an axis system to classify mental illnesses. An example of the DSM axis system is axis 1, psychotic illnesses and axis 2 affective disorders.



This answer gained both marks.

It received 1 mark because it used an axis system, as this is DSM IV.

It also received 1 mark for the example of one of the axes.

Total: 2 marks

Question 1 (b)

This question required candidates to identify a strength and a weakness of DSM and then justify that strength and weakness. The most common strengths were about reliability or validity. The most common weaknesses were about reliability and co-morbid symptoms.

The better answers were able to identify a strength and a weakness, and then justify both, often through the use of research. Other answers were able to gain identification marks but did not offer any justification.

(b) Explain **one** strength and **one** weakness of the DSM as a classification system to diagnose mental health disorders.

standardised

(4)

Strength

One strength of the DSM is that it provides a standardised criteria / set of symptoms that doctors can use to diagnose mental health disorders. This is a strength as it means the DSM can be reused to diagnose mental health disorders, making diagnosis using the DSM more reliable.

Weakness

One weakness is that patients may lie or omit symptoms when being diagnosed with the DSM. This is a weakness as the diagnosis the patient receives may be wrong, meaning diagnosis ^{of mental} ~~using~~ health disorders using the DSM is less valid, as the DSM can easily be deceived.



This answer achieves 4 marks.

Strength:

- identifying that it provides a standardised set of symptoms for the doctors to use (1)
- justification that this means it can be reused to diagnose mental health disorders, so it is reliable (1)

Weakness:

- identifying that patients may lie or omit symptoms when being diagnosed (1)
- justification that this means patients may be diagnosed with the wrong illness, making it less valid, because the DSM can be easily deceived (1)

Total: 2 marks



Do not just use a term such as reliable for the justification: explain how, or why, it is reliable as the strength above does.

(b) Explain **one** strength and **one** weakness of the DSM as a classification system to diagnose mental health disorders.

(4)

Strength

research by Nilsson (2000) found a ~~81%~~ 81% concordance rate in diagnoses when using the DSM, this suggests that newer versions are more reliable

Weakness

Research by Beck in 1962 found a 84% concordance rate ~~not~~ using the same symptoms and different patients whilst using the DSM. This suggests the DSM is unreliable



This answer receives 2 marks.

Strength:

- identifying that Nilsson found an 81% concordance rate in diagnosis (1)

There are no marks for the justification that this makes it reliable, because there needs to be a comment about how/why this makes it reliable.

Weakness

- identifying that Beck found a 54% concordance rate using the same symptoms (1)

There are no marks for the justification that this makes it reliable, because there needs to be a comment about how/why this makes it reliable.

Total: 2 marks



Just using a term is not enough to receive the AO3 mark.

Question 2 (a)

Good answers were able to offer a fully-operationalised non-directional hypothesis. This operationalised both the independent and the dependent variables within the hypothesis, and so gained both marks.

Those answers that lost a mark did not operationalise one of the variables.

Some answers gave a directional hypothesis, which was not what the question required.

- 2** Sakura conducted an investigation to see if having a family member with a mental health disorder affected trainee nurses' willingness to work in mental health.

She used two groups of trainee nurses from a local hospital as her participants.

- Condition A: 19 trainee nurses who had a family member with a mental health disorder.
- Condition B: 19 trainee nurses who did not have a family member with a mental health disorder.

She gave each of her participants a questionnaire asking them whether they would be willing to work in mental health. The participants had to circle 'yes' or 'no'.

- (a) State a fully operationalised non-directional (two-tailed) hypothesis for Sakura's investigation.

(2)

There will be a difference in ~~trainee nurses'~~ willingness to work in mental health (measured by questionnaire) between trainee nurses (from a local hospital) who had a family members with mental health disorder and ~~these~~ trainee nurses who did not.



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Examiner Comments

This answer receives marks for a fully-operationalised non-directional hypothesis.

The dependent variable is stated clearly, as is the independent variable.

Total: 2 marks



When asked for a hypothesis make sure both the independent and dependent variable are stated clearly in the hypothesis.

- 2** Sakura conducted an investigation to see if having a family member with a mental health disorder affected trainee nurses' willingness to work in mental health.

She used two groups of trainee nurses from a local hospital as her participants.

- Condition A: 19 trainee nurses who had a family member with a mental health disorder.
- Condition B: 19 trainee nurses who did not have a family member with a mental health disorder.

She gave each of her participants a questionnaire asking them whether they would be willing to work in mental health. The participants had to circle 'yes' or 'no'.

- (a) State a fully operationalised non-directional (two-tailed) hypothesis for Sakura's investigation.

(2)

There will be a difference in whether the participants will be willing to work in mental health (yes or no) depending on if they have a family member with a mental health disorder (19/19).



This response receives a mark for a partially-operationalised non-directional hypothesis.

The independent variable is not fully-operationalised, because there is no mention of the group of nurses that do not have a family member with a mental health disorder.

Total: 1 mark

Question 2 (b)

The most frequent answers referred to a test of difference and nominal data, and so gained both marks, with independent groups also being an answer, but not as often.

The best answers were able to state two reasons and gain both marks.

Weaker answers often gained one mark because incorrectly, they mentioned a correlation, rather than a test of difference. Some answers showed no understanding of why a chi-squared test would be used.

Sakura collated her data. The results are shown in **Table 1**.

	Circled 'yes' they would be willing to work in mental health	Circled 'no' they would not be willing to work in mental health
Condition A: Had a family member with a mental health disorder	19	0
Condition B: Did not have a family member with a mental health disorder	4	15

Table 1

CHIN

Sakura carried out a chi-squared on her data.

(b) State **two** reasons why Sakura used chi-squared to analyse her data.

(2)

- 1 The data is nominal as the findings on whether the nurses are willing to help a family member with a mental health disorder have been separated into two columns (yes or no) allowing for chi-squared to be conducted
- 2 The Sakura's investigation used an independent groups design, separating 38 participants equally on whether they had a family member with a mental health disorder or not



This response receives both marks:

- nominal data (1)
- independent groups (1)

Total: 2 marks

Question 2 (c)

Candidates had to calculate a chi-squared test to one decimal place.

The best answers read the question and made the correct calculation, so gaining all four marks.

Some candidates did not read the question and did not correct to one decimal place, so limiting the number of marks they could achieve.

(c) Complete **Table 2** and calculate chi-squared for Sakura's data.

You must give all your answers to **one** decimal place.

(4)

		Observed	Expected	O-E	(O-E) ²	(O-E) ² /E
Condition A: Had a family member with a mental health disorder	Circled 'yes' they would be willing to work in mental health	19	11.5	7.5	56.25 56.3	44.75 4.89
	Circled 'no' they would not be willing to work in mental health	0	7.5	-7.5	56.25 -56.3	63.75 -7.5
Condition B: Did not have a family member with a mental health disorder	Circled 'yes' they would be willing to work in mental health	4	11.5	-7.5	56.25 -56.3	44.75 -4.9
	Circled 'no' they would not be willing to work in mental health	15	7.5	7.5	56.25 56.3	7.5
Chi-squared =						0



ResultsPlus
Examiner Comments

This response receives 1 mark for the first column.

The candidate then puts minus signs in the next two columns. These are incorrect and this gives the incorrect answer.

Total: 1 mark

(c) Complete **Table 2** and calculate chi-squared for Sakura's data.

You must give all your answers to **one** decimal place.

(4)

		Observed	Expected	O-E	(O-E) ²	(O-E) ² /E
Condition A: Had a family member with a mental health disorder	Circled 'yes' they would be willing to work in mental health	19	11.5	7.5	56.25 56.3	4.89 4.9
	Circled 'no' they would not be willing to work in mental health	0	7.5	-7.5	56.25 56.3	48.8 7.5
Condition B: Did not have a family member with a mental health disorder	Circled 'yes' they would be willing to work in mental health	4	11.5	-7.5	56.25 56.3	4.9
	Circled 'no' they would not be willing to work in mental health	15	7.5	7.5	56.25 56.3	7.5
Chi-squared =						26.8

Table 2

SPACE FOR CALCULATIONS

Chi-squared (χ^2) 26.8



This response receives all 4 marks because it has the correct answer.

Total: 4 marks



Candidates should read the question carefully

They must ensure their answers are corrected to the required number of decimal places

Question 2 (d)

This question required candidates to identify a strength in relation to the scenario for an AO2 mark, and then justify this strength for the AO3 mark.

The most frequent answers were the fact that it was objective data and it was quantitative data.

The best answers were able to identify the strength and link it to the scenario, and then explain why this is a strength.

Weaker answers could gain the identification mark and said how this made it more valid or reliable, but then did not explain this.

Some answers were generic and did not relate to details from the scenario, so did not gain credit.

(d) Explain **one** strength of Sakura's investigation into trainee nurses' willingness to work in mental health.

(2)

One strength of Sakura's investigation is that she used a closed questionnaire, meaning she is able to gather ^{quantitative} ~~qualitative~~ data. This is a strength as it is more practical when analysing ~~qual~~ quantitative data as it is more time effective (faster).



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Examiner Comments

This response receives 0 marks because it is generic and is not related to the scenario.

Putting in the name on its own is not enough to make the answer non-generic.

Total: 0 marks



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Examiner Tip

When asked a question in relation to a scenario, details from the scenario must be included in the answer

(d) Explain **one** strength of Sakura's investigation into trainee nurses' willingness to work in mental health.

(2)

One strength of Sakura's Study is that she used closed questions in her questionnaire about willingness to work in mental health. This is a strength because her study will gain Quantitative data which ^{allows} ~~mean~~ her to complete a Statistical test which helps to spot trends/draw conclusions which means that her study on trainee nurses is high in validity.



ResultsPlus
Examiner Comments

This answer receives both marks.

There is a mark for identifying that she used closed questions and obtained quantitative data, with a link through the words "willingness to work in mental health".

There is a further mark for the justification that this allows her to complete a statistical test and draw conclusions/look for trends, which increases validity.

Total: 2 marks

Question 2 (e)

Candidates had to identify an improvement that could be made to the study in relation to the scenario, and then justify why this would be an improvement. The most frequent improvements were about going to more hospitals or asking open questions.

The best answers were able to identify an improvement that was linked clearly to the scenario, and then justify how or why that would improve the study.

Weaker answers were able to gain a mark for the identification, but did not offer a justification of the improvement. They often wrote about a weakness of the study, rather than focus all their answer on an improvement.

Many answers were still writing about increasing the sample size, with no reference to where the sample would be from.

(e) Explain **one** improvement Sakura could make to her investigation into trainee nurses' willingness to work in mental health.

(2)

one improvement Sakura could make would be to add in 100 more nurses from different hospitals to her sample. This will make her results on willingness to work in mental health more generalisable.



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Examiner Comments

This answer receives a mark for identifying that Sakura could get more nurses from different hospitals.

There is nothing for the justification, because there needs to be an explanation of how/why it would make it more generalisable.

Total: 1 mark



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Examiner Tip

Just using a psychological term is not enough to receive an AO3 mark

(e) Explain **one** improvement Sakura could make to her investigation into trainee nurses' willingness to work in mental health.

(2)

One improvement Sakura could make to her investigation is that she could include open questions in her questionnaire. This will be a good improvement because it would give good qualitative data and in-depth detail about nurses' willingness to work in mental health.



ResultsPlus
Examiner Comments

This answer receives both marks.

There is a mark for identifying that Sakura could use open questions, with the link about willingness to work in mental health at the end of the answer.

There is a further mark for the justification that it gathers qualitative data, which adds depth and detail.

Total: 2 marks

Question 3

This answer was focussed on a disorder other than schizophrenia and the vast majority of candidates did focus on their other disorder. The most frequent disorder was unipolar depression, followed by anorexia nervosa and then obsessive-compulsive disorder.

It was pleasing to see that most candidates read the question carefully and wrote about a non-biological theory/explanation. The most frequent explanation across all three disorders was the cognitive explanation, with social learning also being popular for anorexia nervosa.

The best answers were able to show accurate and thorough knowledge and understanding of the theory/explanation in relation to their chosen disorder. They were also able to offer evaluative points that were well-developed, and had an awareness of competing arguments. They often used research in their evaluation.

Weaker answers either wrote generic knowledge and understanding without linking the theory/explanation to the disorder, or did not give the depth required in the AO3 points, to access the higher levels.

Some answers went into evaluation of the treatments, rather than focussing on the theory/explanation.

3 In your studies of clinical psychology, you will have learned about one of the following disorders:

- Anorexia nervosa
- Obsessive-compulsive disorder (OCD)
- Unipolar depression

Evaluate **one** non-biological theory/explanation for your chosen disorder.

(8)

Chosen disorder

Anorexia Nervosa (AN)

Distorted cognitions in individuals has been linked to symptoms of Anorexia, such as body dysmorphia/distorted body image (Criterion C). This explores the idea that anorexic patients have distorted body schemas of what they think their body looks like and therefore hallucinate additional fat onto their body. There is research evidence to support this from Guardia et al's study, where the condition of 25 anorexic young women had a perceived passability rate of 1.321 when asked whether they could fit through a projected aperture of a door that they stood 5.9 metres away from and ranged from widths of 30-80 centimetres, whereas the condition of 25 non-anorexic young women's perceived passability rate stood at 1.106. ~~the participants~~ ^{when} asked the same question, the significant difference between the two conditions' perceived passability rate supports the correlation between cognitive distortions and Anorexia because the anorexic condition had based their passability rates on existing schemas of their bodies. This gives the explanation external validity.

Beck's triad has also been used to explain An based on his theories regarding the "all or nothing" cognitions. Impairments to the cognitions of anorexic patients might stem from impaired thought processes, which may present themselves in a form like "I am nothing if I am not thin enough", explaining a symptom of anorexia like the fear of gaining weight and therefore practicing excessive exercise or taking laxatives to lose any chance of gained weight.

Local and global processing has also been used to explain anorexia symptoms and it is believed that anorexics have a heightened local processing centre in their brain, causing them to hyperfocus on problems with their weight like fat gained on their arms, and as lack of global processing, not being able to consider the fact that they are healthy in general from a whole body perspective, and therefore fail to maintain a healthy weight. Lohse later explored this using ROST tests on participants, asking them to recall specific parts of a complex drawing and she found that anorexic patients were able to recall ~~all the~~ ^{the} objects within the drawing more than the control group. Although this evidence does show correlation with impaired processing centre and anorexia, this as well as the subsequent cognitive distortion explanations fail to identify cause and effect because they are all based on correlational research. This weakens the external validity of the explanation.

To conclude, although correlations have been found between cognitive explanations for anorexia with research evidence, they do not identify cause and effect and it therefore may be worthwhile for psychologists to take an interactionist approach with cognitive and genetic explanations for An.



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Examiner Comments

In this response, AO1 is Level 4: it is accurate and thorough in terms of the time to write the answer and being in exam conditions.

The AO3 is Level 3: most of the arguments are developed and have a grasp of competing arguments so it is better than Level 2. However the arguments are not well-developed, such as the point about it failing to explain cause and effect, and there is imbalance.

The response meets all of the Level 3 criteria but there is just enough development to place it at the bottom of Level 4.

Level 4

Total: 7 marks



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Examiner Tip

Make sure AO3 points are well-developed throughout, to gain Level 4 for AO3.

Question 4

This essay required candidates to discuss cross-cultural research in relation to the scenario given. This assesses AO1, knowledge and understanding and AO2 application. It does not assess AO3.

The best answers showed accurate and thorough knowledge and understanding of cross-cultural research in relation to attitudes to mental health. They were able to apply details from the scenario in a sustained manner throughout the essay.

Weaker answers often showed limited knowledge and understanding of cross-cultural research, and often had partially-developed application, at best.

Many answers offered evaluation of cross-cultural research, or evaluation of the study in the scenario, but AO3 is not assessed in this essay and therefore no credit could be given.

- 4 Ferenc is a clinical psychologist. He investigated different attitudes to mental health disorders across cultures.

Ferenc gave his participants questionnaires using Likert scales and open-ended questions about their attitudes towards people with mental health disorders.

The participants were from his own ethnic group, from a different ethnic group within his own Western country or from a neighbouring, Western country.

After Ferenc had collected the data from the returned questionnaires, he analysed the data to see if there were any similarities and differences between the three groups. He found that his own ethnic group had the most positive attitude towards those with mental health disorders.

Discuss Ferenc's use of cross-cultural research to investigate people's attitudes to those with mental health disorders.

You must make reference to the context in your answer.

(8)

Cross cultural research is often used within clinical psychology to see how mental health is presented or diagnosed within different cultures. This relates to Ferenc's research as his aim was to investigate people's attitudes in different ethnic groups within his own western country and other neighbouring countries. Cross cultural research often highlights the differences and similarities of different cultures presentations of mental health by comparing results from different cultures. This relates to Ferenc as he found that his own ethnic group had the most positive attitude towards those with mental health disorders compared to the other ethnic groups.

Within cross cultural research, researchers tend to use primary methods such as interviews or questionnaires to gain data on mental health about each sample. We can see Ferenc did this as he used to give participants

questionnaires using Likert scales and open ended questions to discover their differing attitudes towards people with mental health disorders. Cross cultural researchers tends to convert their data into quantitative data in order to research the trends and patterns of different cultural groups. ~~We can~~ This relates to Ferri as he collected the data and analysed it to find the trends of attitudes on people with mental health disorders. ~~had~~

Lastly, cross cultural methods research on mental health tends to use a ~~st~~ snap-shot approach where they quickly collect data from different cultural groups to eventually bring all the data together. This mirrors Ferri's research as he ~~was~~ gave his participants questionnaires which shows the immediate attitudes towards mental health about his participants.



AO1: Level 4

The knowledge and understanding is accurate and thorough, and there are 5 clear descriptive points.

AO2: Level 3

It is developed, has a grasp of competing arguments and applies relevant evidence from the context. However, it is not well developed, therefore does not reach Level 4.

The response fulfils all of the criteria for Level 3 and there is enough understanding and description to take it to the bottom of Level 4.

Level 4

Total: 7 marks

Question 5

This essay assessed all three AOs. The best answers were able to offer accurate and comprehensive knowledge and understanding of the 4 Ds and the AO1 was very strong with sustained application to details from the scenario. They often expanded on their knowledge and understanding. The AO3 was also well-developed and logical, with a full awareness of competing arguments and judgements. It included a range of different points.

Other answers gave accurate and thorough knowledge and understanding but their AO3 was weaker, often using the same evaluative point for each of the 4 Ds.

Weaker answers had isolated knowledge and understanding.

There were also some answers that went on to evaluate a classification system, rather than the 4 Ds.

Some answers did not offer any AO3, or only stated that each definition was useful, but offered no further development.

- 5 Patti has been diagnosed with a mental health disorder. She sometimes thinks she is a cat. She regularly dresses as a cat and meows to her partner, rather than talking to them, which upsets her partner.

Due to dressing as a cat, Patti has been dismissed from her job as she was required to wear a uniform. This means Patti no longer has enough money to go out for meals with her partner, which she likes to do.

Recently, when thinking she was a cat, Patti saw a large dog and climbed up a tree to escape the dog. However, the branch broke, she fell and had to go to hospital. When seeing a psychiatrist, Patti did admit that she was happy when she thought she was a cat. Patti also said that when she realised she was not a cat, she became upset about the effect this had on her life and on her partner.

To what extent are deviance, dysfunction, distress and danger useful in diagnosing Patti with a mental health disorder?

You must make reference to the context in your answer.

(20)

deviance is when we stray from the ~~the~~ social or statistical norms of ~~the~~ clinical 'normality'. deviating from statistical norms require at least 2 standard deviations from the mean to be considered deviance, while social deviance is anything that can be considered 'ab-normal' behaviour' which does not fit the 'acceptable' actions that ~~they~~ is their culture or society. Since Patti thinks she is a cat sometimes and engages in behaviours such as climbing trees and meowing to her partner, this exemplifies social deviance since ~~the~~ it is not a typical behaviour of society (which is why she was dismissed from her job). one weakness of using deviance to diagnose mental health disorders is that it is

socially controlling because ~~the~~ it means that anyone who strays from clinical 'normality' could be considered for diagnosis. This is bad because it ~~isn't~~ ~~means~~ means that ~~it's not~~ everyone must abide by social norms which ~~is~~ decreases the usefulness in diagnosing Patti with a mental health disorder due to dressing as a cat. ~~However~~ statistical deviance is positive because it analyses quantitative data which is objective and scientific. This is good because it means the diagnosis is ~~more~~ factually deviant which increases usefulness. On the other hand, social deviance is more subjective (e.g. culture) in deciding deviance such as acting like a cat.

Dysfunction is ~~the~~ when a ~~the~~ their suspected disorder is affecting their quality of life. This can include their ability to do daily tasks such as cooking and cleaning because they may have low motivation, or lack of concentration in education that affects their grades. When Patti gets fired from her ^{for acting like a cat} job, this decreases her quality of life because

~~the~~ she no longer gets wages so she struggles to enjoy life with her partner. Since they cannot go out for meals or talk to him properly.

Additionally, she is also at risk of hurting herself which may physically affect her, such as prohibiting movements. One strength of wing dysfunction is that it is ethical because it accounts for the patient's life and aim to make it better through treatments. This is good because it protects them from psychological harm which increases the ethical use of dysfunction to diagnose Patti for being a cat. On the other hand, it is also somewhat subjective because ~~the~~ individual differences will make up ^{what} quality of life entails.

Danger is when the patient becomes a risk to themselves or others because of their suspected disorder. This can be physically, such as self-harm or erratic/aggressive behaviour, or mentally, such as telling yourself things that decrease self-esteem. When Patti ~~was~~ climbs high trees or walls, and gets taken to hospital. This is an example of how

Patti is a danger to herself due to acting like a cat. One weakness of danger to diagnose, however, is that duration should be taken into account because one-off destructive behaviours, for example drinking alcohol, does not become a disorder until it happens consistently, when it becomes alcoholism. This is bad because it shows that danger is a reductionist way to diagnose Patti ^{for being a cat} because it doesn't take into account how often it physically hurts her which decreases well-being.

Finally, distress is when the patient is worried or scared of their own actions or behaviours (or the ~~state~~ thereof). The patient becoming upset by their own suspected disorder shows that there is ~~a~~ a situation that needs to be addressed. Patti becomes upset and distressed when she realises that she isn't a cat and wonders how it will affect her own life which shows that she is worried about her own suspected disorder, signalling that she is distressed. One weakness is that

there may be individual differences because patients will have different ideas ~~of~~ and levels and causes of distress ~~is~~. This is bad because it means it is difficult to standardise professional opinion in diagnosing Patti ~~with~~ for being a cat which decreases reliability and usefulness. On the other hand, their distress in empirical in behaviours such as crying or aggression.

In conclusion, using the LDs to diagnose Patti with a disorder for acting like a cat is mostly not useful due to reductionism, social control and individual difference but has benefits such as ethical and quantitative.



AO1: Level 5

It is accurate and shows comprehensive knowledge and understanding of the 4Ds. Deviance shows knowledge and understanding about statistical norms and social norms. Dysfunction shows knowledge and understanding of different ways that it can affect normal life. Danger shows knowledge and understanding that it is not just physical danger.

AO2: Level 5

Lines of argument are supported by sustained application of relevant evidence that are integrated and synthesised, and thorough.

AO3: Level 5

This response is at the lower end of Level 5. There are well-developed, logical arguments, with a full awareness of competing arguments. There is a balanced judgement at the end, as well as some mini-judgements within the essay. However, there is some repetition, such as the use of subjectivity for deviance and dysfunction.

Level 5

Total: 18 marks

Question 6 (a)

Question (Q)06 (a), (b) and (c) related to the practical investigation. There was a variety of practicals seen, with the most frequent investigations being replications of Loftus and Palmer, the impact of attractiveness on sentencing, and the impact of unusual objects on eye-witness testimony.

This answer required candidates to describe the results of their practical. The vast majority of answers gave clear application to what they had investigated in their results.

The best answers were able to describe two clear results, often using the results of their statistical analysis as one of the points, or specific data such as the mean values.

Weaker answers often only described one result.

Some answers used the calculated and critical values, but made errors in describing whether these showed that the results were significant or not.

6 In your studies of criminological psychology, you will have conducted a practical investigation.

(a) Describe the results of your practical investigation in criminological psychology.

(2)

Our results from our criminal practical investigation on the effect of weapon focus on recall was significant as our observed value was lower than the critical value for a Mann Whitney U repeated samples. This means those in condition B (a weapon present in video) wrongly recalled information about the crime scene.



ResultsPlus
Examiner Comments

This answer received both marks, for:

- showing the results were significant because the observed value was lower than the critical value for the Mann Whitney, with a link through weapon focus (1)
- noting that those who saw the weapon wrongly recalled the information from the crime scene (1)

Total: 2 marks

6 In your studies of criminological psychology, you will have conducted a practical investigation.

3.84

(a) Describe the results of your practical investigation in criminological psychology.

(2)

The calculated value (2.71) was lower than the critical value (3.84) for a two tailed test at the 5% level, therefore, there was no significant difference between the job of a defendant (builder or CEO) and the number of hours of community service given.



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Examiner Comments

This response receives 1 mark.

The point about the critical value was ignored because the critical value is not one that is for the Mann Whitney or the Wilcoxon. Given their data, the candidate should have used one of these tests.

It receives a mark for there being no significant difference between the job and the number of hours of community service.

Total: 1 mark

Question 6 (b)

This answer required candidates to identify a strength of their practical investigation and then justify the strength.

The most popular answers concerned either reliability or validity.

The best answers were able to identify a strength in relation to details from their practical investigations and then go on to justify that strength and so gain both marks.

Other answers could identify a strength in relation to details from their practical, but often only stated a term and did not justify their strength.

The weakest answers did not relate to details from their practical investigation and could have been true for several practical investigations candidates had carried out over the two years: they were generic and not creditworthy.

(b) Explain **one** strength of your practical investigation in criminological psychology. *the offender's gender. the female (2) and 4 for the male*

One strength is the questionnaire participants filled out was standardised so apart from the name and gender of the offender in the crime report, there was no other variation. This ensured any judgment of sentences differences were at a result of a change in gender, which increased the practical's internal validity. *but this was not significant*



ResultsPlus
Examiner Comments

This answer receives marks for:

- identifying that it was standardised because the only difference was the gender of the offender (which provides the link) (1)
- the justification that this means any differences were due only to the gender of the offender, so increasing internal validity (1)

Total: 2 marks



ResultsPlus
Examiner Tip

Make sure any terms used are justified, to gain the AO3 mark

(b) Explain **one** strength of your practical investigation in criminological psychology.

(2)

The independant groups design we used, meant that our PPTs didn't get an idea of the aim of the study. This means they were unlikely to show demand characteristics. If we had used a repeated measures design (PPTs see photo of both attractive and unattractive defendant) they may have guessed we were testing if attractiveness made a difference to attribution of guilt. Therefore our study had good internal validity.



ResultsPlus
Examiner Comments

This answer receives 1 mark for identifying that the independent groups "don't get" the aim of the study. The link is in the second sentence, where the candidate writes about the attractiveness of the defendant.

There is no credit for the second sentence because it is saying the same again, using repeated measures. The candidate has not explained why levels of internal validity are increased.

Total: 1 mark



ResultsPlus
Examiner Tip

Explain the justification fully, to access the AO3 mark

Question 6 (c)

Candidates had to identify an improvement they could have made to their practical investigation and then justify this improvement, to gain both marks. The best answers identified an improvement in relation to details from their practical investigation, and then justified their improvement.

Other answers could identify an improvement in relation to details about their practical investigation, but did not justify their improvement. In some cases, the answer would then go on to write about a weakness of their practical, rather than focussing on the improvement.

The weakest answers did not relate to details from their practical investigation. They could have been true for several practical investigations candidates had carried out over the two years, so were generic and not creditworthy.

(c) Explain **one** improvement you could make to your practical investigation in criminological psychology.

(2)

One improvement we could make was to change the sampling technique as we only did opportunity sampling of students at midday which means that our findings of the effect of weapon possession on recall is not generalisable.



Whilst there is a link, the candidate needs to say which sampling technique they would use, because not all sampling techniques would be an improvement on volunteer sampling.

The rest of the answer is a weakness of their opportunity sampling technique.

Total: 0 marks



Do not write about a weakness when asked for an improvement

(c) Explain **one** improvement you could make to your practical investigation in criminological psychology.

(2)

One improvement I could make to make to my practical investigation in criminal psychology is using a stratified sample. This would lead to the results ~~being~~ ~~more generalisable~~ on weapon focus affecting memory recall being more generalisable as the ~~target~~ sample population would mirror the target population proportionally.



ResultsPlus
Examiner Comments

This response receives marks for:

- identifying that the investigation could use a stratified sample to make it more generalisable, with the link in the second sentence about weapon focus (1)
- the justification that this would mean the sample would represent the target population proportionally, so it is more generalisable (1)

Total: 2 marks

Question 7 (a)

This question required candidates to describe a volunteer sampling method in relation to the scenario, for two AO2 marks.

The best answers were able to give two clear descriptive points, with all points being linked to the scenario in some way, usually through mention of the village.

Those answers that gained only one mark often wrote about the use of a poster but did not add any more descriptive points to their answer.

The weakest answers did not refer to details from the scenario, therefore were generic and not creditworthy.

- 7 Saqlain investigated whether eye-witness testimony was reliable. He gathered his participants from his village using a volunteer sampling technique

Saqlain showed his participants a video of a car chase between the police and a criminal. He asked the two different groups of participants a set of questions. One question was different between the groups. In condition A, he asked the question 'Did you see a gun?', and in condition B, the question was changed to 'Did you see the gun?'

- (a) Describe how Saqlain may have gathered his participants using a volunteer sampling technique.

(2)

Saqlain may have advertised on social media saying that he wanted participants for an investigation on recall and then he used a random name generator to pick participants out of those who responded to the ad.



ResultsPlus
Examiner Comments

This response is generic. There is no link to the scenario. Recall is not enough, because it is not known what was recalled.

Total: 0 marks

7 Saqlain investigated whether eye-witness testimony was reliable. He gathered his participants from his village using a volunteer sampling technique.

Saqlain showed his participants a video of a car chase between the police and a criminal. He asked the two different groups of participants a set of questions. One question was different between the groups. In condition A, he asked the question 'Did you see a gun?', and in condition B, the question was changed to 'Did you see the gun?'

(a) Describe how Saqlain may have gathered his participants using a volunteer sampling technique.

(2)

Saqlain may have gathered his participants for his study with a volunteer sampling technique by putting up posters/fliers around the village with his contact info and info about the study. Or, as it is a village and they are fairly small, he may have set up a stall in the village centre and asked for volunteers that way.



ResultsPlus
Examiner Comments

This response receives both marks in the first sentence, because it has the poster around the village and the contact details all in one sentence, which is linked.

Total: 2 marks



ResultsPlus
Examiner Tip

Make sure each sentence is linked to details from the scenario when a 'describe' question is asked in relation to the scenario

Question 7 (b)

Candidates had to identify a weakness of using a volunteer sample in relation to the scenario to gain the AO2 mark, and then justify this weakness to gain the AO3 mark. The most usual weakness was about how the volunteers may have different characteristics because they volunteered.

The best answers linked their answer to details from the scenario, and could identify and justify a weakness of volunteer sampling.

Other answers gained a mark for identifying a weakness in relation to the scenario, but did not offer a justification.

The weakest answers were either:

- generic and had no link to the scenario so were not creditworthy

or:

- they gave a weakness that was not related specifically to the use of a volunteer sampling method and would have been true of other sampling methods

(b) Explain **one** weakness of Saqlain using a volunteer sampling technique for his investigation.

(2)

§ Saqlain's volunteers may be a biased demographic as they may know the aim of the study investigating reliability of eye witness testimony ^(EWT) ∴ may believe they have a good memory and want to ~~pl~~ participate. This would mean his sample would not be representative of the population's memory in EWT.



ResultsPlus
Examiner Comments

This answer receives a mark for identifying the volunteers may have volunteered because they believe they have a good memory, with a link to the study on eye-witness testimony, so the sample may be biased.

There is no credit for the justification because not being representative is not enough for the mark.

Total: 1 mark



ResultsPlus
Examiner Tip

For the justification make sure there is explanation about the point being made

(b) Explain **one** weakness of Saqlain using a volunteer sampling technique for his investigation.

(2)

Only charismatic and ~~not~~ people interested in crime/ eye witness testimony people will volunteer (psychology students, people studying criminology (au)). This would bias the results as ~~there would be no~~ ^{the} participants are not representative of all people, making his study into eyewitness testimony less valid.



This answer receives both marks for:

- identifying that they may all be interested in eye witness testimony (1)
- the justification that they are not representative of all people so his study is less valid (1)

Total: 2 marks

Question 7 (c)

For this question, candidates had to identify a strength of using independent groups in relation to the scenario, for the AO2 mark, and then go on to justify this strength. The most frequent answers were around demand characteristics and order effects.

The best answers linked their answer to details from the scenario, and could identify and justify a strength of using independent groups.

Other answers gained a mark for identifying a strength in relation to the scenario, but did not offer a justification.

The weakest answers were either:

- generic and had no link to the scenario so were not creditworthy

or:

- some answers were inaccurate, writing about a strength of repeated measures, rather than independent groups

(c) Saqlain used an independent groups design in his investigation.

Explain **one** strength of Saqlain using an independent groups design.

(2)

Independent groups means that there is no risk of participants being able to guess the aim of the study. If they were all asked both questions about the seeing "a" or "the" they would be more likely to notice the difference and thus think more carefully about their response therefore reducing the validity of the findings.



ResultsPlus
Examiner Comments

This response receives a mark for identifying they are less likely to guess the aim of the experiment, with the link coming in the next sentence through 'the' or 'a'.

The rest of the answer is a weakness of repeated measures, so there are no further marks.

Total: 1 mark



ResultsPlus
Examiner Tip

Focus on the question that is asked

(c) Saqlain used an independent groups design in his investigation.

Explain **one** strength of Saqlain using an independent groups design.

(2)

~~There are no~~ As the participants only see one of the two question wordings they are less likely to work out he is studying the effect of question wording. As a result they are less likely to be influenced by demand characteristics ~~where they changed~~. which increases the study's validity

(Total for Question 7 = 6 marks)



ResultsPlus
Examiner Comments

This response receives marks for:

- identifying that as participants only see one of the two questions they are less likely guess the aim of the experiment (1)
- the justification that they are less likely to be affected by demand characteristics, so the study is more valid (1)

Total: 2 marks

Question 8

This essay assessed knowledge and understanding of the self-fulfilling prophecy and evaluation of the theory.

The best answers were able to offer accurate and thorough knowledge and understanding of self-fulfilling prophecy in relation to crime and anti-social behaviour. They were able to give well-developed, logical, evaluation points, that showed an awareness of competing arguments and were balanced. They often used research as part of their AO3 points and developed these points to show how the research did or did not support the self-fulfilling prophecy.

However, many answers wrote about labelling theory, rather than self-fulfilling prophecy, which limited their AO1 marks. Some answers used Rosenthal and Jacobson as part of their AO3 but did not link this back to criminal behaviour.

Some answers did not balance their AO1 and AO3.

8 Evaluate the self-fulfilling prophecy as an explanation of criminal/anti-social behaviour.

(8)

People may be given labels like 'aggressive', 'boisterous', 'criminal', 'naughty', etc when they are younger based on factors like who they are related to, the location of their home, their gender or race. As a result, others ~~others~~ their labels, which might not be truthful, lead to others ~~having~~ assuming negative stereotypes about them ~~based~~. This leads to Social isolation. As a result, the person turns to crime or behaviour that fits the label. This may be due to the fact it is already expected of them and therefore there is no loss of reputation if they actually do it. Then by conforming to the labels, they fulfil the ^{negative} expectation of others and ~~reinforce~~ reconfirmed the stereotypes which initially led to their labels.

A strength of self-fulfilling prophecy is it can explain all types of crime, ~~as~~ ^{as} while other explanations of crime can only explain aggressive crimes. ~~As things~~ People can be labelled as thieves or con-men and go on to be thieves/con men, showing that it can also explain non-aggressive crimes. This shows

it is a more complete explanation of criminal (anti)social behaviour.

A study showed that when a class of students had ~~in~~ a percentage of students randomly selected as 'bloomers', which teachers were told meant they had the 20% top 10 scores of the class, there was an increase in the ~~the~~ scores of the 'bloomers' between initial testing and after a period of time. This showed how being labelled as 'smarter' lead to an increase in shown intelligence, even though the participants were randomly picked from the classroom. This therefore supports the idea of self fulfilling prophecies.

However, most study evidence, like previously mentioned, only looks at self-fulfilling prophecies in an educational context, not crimes. As a result there is little evidence on how self fulfilling prophecies may lead to crime.

The link between self fulfilling prophecies ^(SFP) and crime is also correlation not cause, which means it is impossible to ~~so~~ officially concluded if SFP directly cause criminal behaviour. Especially as not all people who are labelled become criminals and not all criminals were previously labelled.

Overall, SFP can explain all types of crime and ^{supporting} new evidence, but only

(Total for Question 8 = 8 marks)

in non criminal cases. SFPs also only show a correlation between a label and a definite outcome.



AO1: Level 3

It is accurate. It is not thorough, because there is no mention of how others treat the person who has been given the label.

AO3: Level 3

It is developed and has a grasp of competing arguments. The point about the students being labelled as bloomers is not linked to criminal activity, so is a weaker AO3 point.

Level 3

Total: 6 marks

Question 9

Candidates had to demonstrate all AOs in this essay. The most frequent answer was anger management.

The best answers showed accurate knowledge and understanding of a cognitive behavioural therapy in relation to Maxyme and his criminal/anti-social behaviour. They were able to describe all the stages of cognitive behaviour therapy in relation to criminal behaviour. There was sustained application to details from the scenario and the assessment was well-developed, logical and had an awareness of competing arguments that led to a balanced judgement.

Weaker answers often lacked detail in their knowledge and understanding. Frequently, they stated the stages of the therapy but did not show knowledge and understanding of how they are used to reduce criminal behaviour. The assessment was often only partially developed, or generic, about cognitive behavioural therapy, rather than how it could be used to treat criminal behaviour.

9 Maxyme is currently in prison.

He gets very angry when people disrespect him, such as when a teenager pushed in front of him in a queue before he went to prison. He felt the teenager had done it deliberately because they did not like Maxyme. The only reason Maxyme did not start a fight is because there were several other people nearby and he did not want to get into trouble with the police.

Maxyme has been found guilty of robbery and assault. He went with a weapon to a shop and threatened the shop keeper. Once the shop keeper had given him some money, he left the shop. Maxyme assaulted a passer-by when they tried to stop him from getting away.

Whilst in prison, Maxyme is having a cognitive-behavioural treatment.

Assess the effectiveness of **one** cognitive-behavioural treatment for Maxyme.

You must make reference to the context in your answer.

ethical
non-
invasive

- AMT

(16)

One cognitive behavioural treatment for maxyme is anger management therapy (AMT). First a stage of AMT is cognitive preparation. This is when maxyme would sit down with a therapist and talk about things that trigger his anger, eg people disrespecting him and people pushing in front in a queue. A strength of AMT as a cognitive behavioural treatment (CBT) for maxyme is that it has strong supporting evidence from Law et al, who found that prisoners were seen to be less angry for longer, after attending AMT. Maxyme may learn to control his anger after AMT in prison, and therefore lower recidivism rates of assault, when other people try stopping him from getting away, so AMT is an effective CBT for maxyme. However a weakness of AMT as a CBT for maxyme is that AMT is based on self-report, so maxyme needs to be honest with himself.

in regards to his assault and robbery,
and the therapist, when completing AMT, if not the
treatment would not work as effectively, therefore
AMT as a CBT is not good for Maxime.

Next stage of AMT is skills acquisition, when prisoners
learn relaxation ~~training~~ techniques to help manage
their anger. An example of this is breathing
techniques or counting. Next time someone disrespects
Maxime, he can start to count to 15, in order to
maintain ~~calm~~ calmness and not get angry. AMT
is effective as a CBT due to strong supporting evidence
from Blacker et al, who found that AMT was effective CBT,
when carrying out a drama based investigation and
acting out triggering situations, so AMT as a CBT for
Maxime is good in order to maintain his calmness when
being disrespected. However a weakness of ~~AMT~~
AMT as a CBT for Maxime is that it may not be
for everyone, as not all criminals are angry when
committing a crime, eg serial killers, who are usually
calm and collected when committing murders. Therefore
AMT as a CBT may not be effective for Maxime as
he may have been calm when robbing the store, so
AMT may not work for him.

Final stage of AMT as a CBT is applications phase,
where prisoners apply their learned relaxation

techniques in controlled, triggering situations. For Maxyme, this may involve getting a prison officer to push in front of Maxyme in the lunch line in prison, which is triggering for Maxyme, but is still a controlled area. A strength of AMT as a CBT for Maxyme is that it is ethical as it is non-invasive because Maxyme does not need to take ~~any~~ any drugs like risperidone to control his aggression, so the AMT may be effective CBT as Maxyme may not want to swallow any pills due to fear of ~~the~~ side effects, and AMT does not have side effects due to it being non-invasive. However a weakness of AMT as a CBT for Maxyme is that it does not take into ~~account~~ account biological factors eg XYX syndrome which may be why Maxyme gets very angry when people disrespect him, so AMT may not be an effective CBT as it does not take into account biological factors, and AMT cannot change these factors in Maxyme.

In conclusion, one issue and debate positive is that AMT has practical application, as there is research to show it is effective in lowering recidivism rates. However a ~~issue and debates~~ weakness is that it may be a form of social control, in order for Maxyme's ~~to~~ behaviour to fit the norms of society.



AO1: Level 4

There is accurate and thorough knowledge and understanding. However, it only just reaches Level 4, bringing the final mark down a little.

AO2: Level 4

The application is seen throughout and is sustained. It is integrated and synthesised.

AO3: Level 4

There are well-developed logical assessments, with judgements being made throughout the essay.

Level 4

Total: 15 marks

Question 10 (a)

Q10 (a), (b) and (c) were about the practical investigation. There was a variety of practicals seen, with the most usual investigation being the link between attachment styles and adult behaviour.

This answer required candidates to describe the results of their practical. The vast majority of answers gave clear application to what they had investigated in their results.

The best answers were able to describe two clear results, often using the results of their statistical analysis as one of the points, or specific data such as the mean values.

Weaker answers often only described one result.

Some answers used the calculated and critical values, but made errors in describing whether these showed that the results were significant or not.

10 In your studies of child psychology, you will have conducted a practical investigation.

(a) Describe the results of your practical investigation in child psychology.

(2)

into research to see if there was a relationship between child and adulthood relationships we used a spearman's rank. With a calculated value of 0.401 and a critical value of 0.350, at $p < 0.05$, it shows the results are significant and therefore there is a relationship between the two.



ResultsPlus
Examiner Comments

This answer receives a mark for showing there was a significant relationship between the two, because the calculated value is greater than the critical value.

There is no further description of the results.

Total: 1 mark



ResultsPlus
Examiner Tip

For a 'describe' question use the number of marks to guide you on how many points to write

10 In your studies of child psychology, you will have conducted a practical investigation.

(a) Describe the results of your practical investigation in child psychology.

(2)

I found that ~~secure attach~~ 70% of participants had a secure attachment, 20% had ~~an~~ avoidant attachment and 10% had a resistant attachment. ~~Future~~ ~~also~~ past experiences and relationships affected 80% of participants' ^{easiness of} making friends.



ResultsPlus
Examiner Comments

This response receives marks for the percentage:

- of each attachment type (1)
- whose past relationships affected their friendships (1)

Total: 2 marks

Question 10 (b)

This answer required candidates to identify a strength of their practical investigation and then justify the strength. The most frequent answers were about either reliability or validity.

The best answers were able to identify a strength in relation to details from their practical investigations and then go on to justify that strength, and so gain both marks.

Other answers could identify a strength in relation to details from their practical, but often only stated a term and did not justify their strength.

The weakest answers did not relate to details from their practical investigation. They could have been true for several practical investigations that candidates had carried out over the two years. Thus, they were generic and not creditworthy.

(b) Explain **one** strength of your practical investigation in child psychology.

(2)

A strength is it was objective because we used questionnaires with questions about child and adult attachment (e.g. for adult: Do you get jealous when partner talks to someone else) on a 3 point Likert scale. This is good because we can get it & gives us numerical data so we can easily compare results about childhood and adulthood attachment making it valid.



ResultsPlus
Examiner Comments

This answer receives marks for:

- identifying that they found objective data using a 3-point scale, with child and adult attachment as the link (1)
- the justification that this gives numerical data, which can easily be compared, increasing validity (1)

Total: 2 marks

(b) Explain **one** strength of your practical investigation in child psychology.

(2)

One strength was that we used a pilot study in order to test if our questions on adulthood and childhood attachments were suitable. - This is a strength as it means our final results using our answers from these childhood and adulthood attachment questions are more valid.



ResultsPlus
Examiner Comments

This answer receives 1 mark for identifying that the candidate carried out a pilot study to check the questions were suitable, with a link about adulthood and childhood attachments.

There is nothing for the justification because there needs to be something about how/why it was more valid.

Total: 1 mark



ResultsPlus
Examiner Tip

For the justification, make sure terms are explained

Question 10 (c)

Candidates had to identify an improvement they could have made to their practical investigation, and then justify this improvement, to gain both marks. The best answers identified an improvement in relation to details from their practical investigation and then justified their improvement.

Other answers could identify an improvement in relation to details about their practical investigation, but did not justify their improvement. In some cases, the answer would then go on to write about a weakness of their practical, rather than focussing on a possible improvement.

The weakest answers did not relate to details from their practical investigation. They could have been true for several practical investigations candidates had carried out over the two years, so were generic and not creditworthy.

(c) Explain **one** improvement you could make to your practical investigation in child psychology.

(2)

One improvement we could make to our practical investigation would be including adolescence participants from across the UK, rather than just being focused on the north east. This would make our practical findings more applicable to adolescents around the world rather than only ~~explaining~~ ^{explaining} the behaviour of those in the north east.

(Total for Question 10 = 6 marks)



ResultsPlus
Examiner Comments

This response receives no marks because there is no link to the child practical and it could be true of other practicals.

Total: 0 marks



ResultsPlus
Examiner Tip

When writing about practicals, make sure there are explicit links to the specific practical you are writing about

(c) Explain **one** improvement you could make to your practical investigation in child psychology.

(2)

one improvement is to increase the sample from 25 students in Newcastle to 1000 people from across the country to complete the questionnaires on parental & romantic attachment. This is better because it increases generalisability into ~~the~~ investigation to parental & romantic attachment because there is higher diversity.

(Total for Question 10 = 6 marks)



ResultsPlus
Examiner Comments

This answer receives mark for:

- identifying that they could increase the sample size to 1000 people across the country, because they have gone beyond the number they could increase it to and mentioned that they should be from other areas. The link comes through parental and romantic attachment (1)
- the justification that it would be more generalisable, because the sample would be more diverse (1)

Total: 2 marks

Question 11 (a)

This question required candidates to describe a volunteer sampling method in relation to the scenario, for two AO2 marks.

The best answers were able to give two clear descriptive points, with all points being linked to the scenario in some way, usually through mention of the village.

Those answers that only gained one mark often wrote about the use of the poster but did not add any more descriptive points to their answer.

The weakest answers did not refer to details from the scenario, so were generic and not creditworthy.

11 Saqlain investigated whether children remembered more of a story that was read by a parent at different times of the day. He gathered his participants from his village using a volunteer sampling technique.

Saqlain asked a parent to read the same story to their child over the period of a week. He asked two different groups of children how much they remembered. In condition A, the parent was asked to read to their child in the morning, and, in condition B, the parent was asked to read to their child in the afternoon.

(a) Describe how Saqlain may have gathered his participants using a volunteer sampling technique.

(2)
Saqlain could have gathered children and parents to be his sample ~~from~~ from a local daycare or primary school, due to the convenience.



ResultsPlus
Examiner Comments

This response is not about volunteer sampling.

Total: 0 marks



ResultsPlus
Examiner Tip

Ensure you are writing about what is asked in the question.

11 Saqlain investigated whether children remembered more of a story that was read by a parent at different times of the day. He gathered his participants from his village using a volunteer sampling technique.

Saqlain asked a parent to read the same story to their child over the period of a week. He asked two different groups of children how much they remembered. In condition A, the parent was asked to read to their child in the morning, and, in condition B, the parent was asked to read to their child in the afternoon.

(a) Describe how Saqlain may have gathered his participants using a volunteer sampling technique.

(2)

Saqlain could have put a poster up in the local school asking for participants for his studies into time of day and memory. He could include his phone number and parents who are interested could volunteer their children into the time of day study.



ResultsPlus
Examiner Comments

This answer receives both marks for the:

- first sentence, which has the link of "time of day and memory" (1)
- second sentence, with children as the link about his contact details (1)

Total: 2 marks

Question 11 (b)

Candidates had to identify a weakness of using a volunteer sample in relation to the scenario to gain the AO2 mark, and then justify this weakness to gain the AO3 mark.

The most frequent weakness concerned how the volunteers may have different characteristics, because they volunteered.

The best answers linked their answer to details from the scenario, and could identify and justify a weakness of volunteer sampling.

Other answers gained a mark for identifying a weakness in relation to the scenario, but did not offer a justification.

The weakest answers were either:

- generic and had no link to the scenario so were not creditworthy

or

- they gave a weakness that was not related specifically to the use of a volunteer sampling method, and would have been true of other sampling methods

(b) Explain **one** weakness of Saqlain using a volunteer sampling technique for his investigation.

(2)

One weakness of Saqlain using a volunteer sampling technique for his investigation is shared characteristics as the sample was from his village. This is a weakness as those that sign up may have the same traits as each other which makes the results about children's recall on a story less valid.



ResultsPlus
Examiner Comments

This answer receives a mark for identifying that the participants may have shared characteristics, with the village as the link.

There is nothing for the justification, because this is a repeat of the first sentence with only the term 'valid' being added. There needs to be some justification about how/why this makes it less valid.

Total: 1 mark



ResultsPlus
Examiner Tip

Justify terms used for the AO3 mark

(b) Explain **one** weakness of Saqlain using a volunteer sampling technique for his investigation.

(2)

One weakness of Saqlain using a volunteer sample is that parents may not be interested in his research on if children can remember more of a story based on what time of the day it is read to them. This is a weakness as Saqlain may not be able to gain a sample as big as he desired, thus making his research into children and their recall of a story not generalisable to the target population of children in the general public.



ResultsPlus
Examiner Comments

This answer receives both marks for:

- identifying that he may not be able to get a big enough sample so it will not be generalisable, with children as the link (1)
- the justification that this is because the parents may not be interested in the aims of the study (1)

Total: 2 marks

Question 11 (c)

For this question, candidates had to identify a strength of using independent groups in relation to the scenario for the AO2 mark and then go on to justify this strength.

The most frequent answers were around demand characteristics and order effects.

The best answers linked their answer to details from the scenario, and could identify and justify a strength of using independent groups.

Other answers gained a mark for identifying a strength in relation to the scenario, but did not offer a justification.

The weakest answers were often generic and had no link to the scenario, so were not creditworthy. Some answers were inaccurate, writing about a strength of repeated measures, rather than independent groups.

(c) Saqlain used an independent groups design in his investigation.

Explain **one** strength of Saqlain using an independent groups design.

One strength is it reduces the chance of ^{demand characteristics} ~~order effect~~ as participants (2)
do different conditions: reading in morning or afternoon. This is
a strength because it means the participants have less chance of
finding out the aim of the study and therefore changing behaviour so
the results about the ability to remember a story at different times
of the day will be more valid.



ResultsPlus
Examiner Comments

This answer gets receives marks for:

- identifying that it avoids demand characteristics because they only do one condition, with morning or afternoon providing the link (1)
- the justification that this means they are less likely to guess the aim, so increasing validity (1)

Total: 2 marks

(c) Saqlain used an independent groups design in his investigation.

Explain **one** strength of Saqlain using an independent groups design.

(2)

One strength of Saqlain using an ~~single~~ independent groups design is that it ~~eliminates~~ / avoids order effects as each group is only participating in ~~a~~ one condition (reading in ~~am~~ morning ~~or~~ night). This is a strength as it means that data taken from the children and parents about reading will be more valid as they did not experience any order effects.



ResultsPlus
Examiner Comments

This answer receives a mark for identifying that it avoids order effects because they only do each condition once, with reading in the morning or afternoon being the link.

There are no marks for the justification because there is a need to know how/why avoiding order effects makes it more valid.

Total: 1 mark



ResultsPlus
Examiner Tip

When using a term explain it, to gain the AO3 mark.

Question 12

This essay assessed knowledge and understanding of a biological explanation for autism, and evaluation of the explanation.

The most frequent explanation was extreme male brain followed by differences in the development of the amygdala.

The best answers were able to offer accurate and thorough knowledge and understanding of biological explanation in relation to autism. Further, they gave well-developed logical evaluation points that showed an awareness of competing arguments and were balanced. They often used research as part of their AO3 points and developed these points to show how the research did not support the biological explanation.

Some answers did not balance their AO1 and AO3, with the AO. They were brief and offered little knowledge and understanding of how the biology caused autism. The AO3 points were often only partially-developed, especially alternative explanations.

12 Evaluate one biological explanation for autism.

(8)

The genetic explanation of autism suggests that autism is due to different genes interacting together in the brain. There is not a just one gene that causes it.

It is said that ~~it is due to~~ that protein produced by genes, produced neurons, and an overgrowth of these neurons on the cortex can cause symptoms of autism.

3 Bailey et al The ADNP gene is the protein coding ~~gene~~ that is said to control the activity ^{and interacting} of the genes involved with autism.

3 Bailey et al found a ^{concordance rate (CR)} CR of autism of 60% for ^{monozygotic (MZ)} MZ and 0% for ^{dizygotic (DZ)} DZ, suggesting a strong genetic link.

4 Hallmayer found a CR for autism of 58% for male ^{monozygotic (MZ)} MZ twins and 21% for male DZ twins. Also a CR for autism of 60% for female MZ twins and 27% for female DZ twins.

~~Gooder~~ Twin studies show a strong genetic link to autism, however the CR for MZ twins in both studies are not 100%.

which can suggest that other factors contribute to autism.

Adding to this, monozygotic twins often ~~share~~^{are} the ~~same~~ ~~environment~~ treated more similarly

than dizygotic twins, which means that differences in ^{concordance} for MZ and DZ twins

could be due to shared nurture, and not genes.

Since there is not a specific known gene that causes autism, it may be harder to ~~form~~ consider this explanation.

Other factors like ^{cognitive explanation} the ~~theory~~ ~~of mind~~ may explain autism better, as it explains how autistic children lack a theory of mind, which is the ability to see the state of other people's minds and see ~~the world~~^{the world} from their perspective and since they do not have a theory of mind it can suggest why they do not understand other, social interacting and imaginative play, which could be a better way of explaining autism.



AO1: Level 3

It is accurate. It is not thorough, because there could be rather more about specific genes in relation to autism.

AO3: is Level 3

Arguments are developed. There are conclusions within the essay, and there is a grasp of competing arguments. Some of the points could be developed further to reach Level 4, eg how the study by Bailey supports the explanation.

Level 3

Total: 6 marks



Fully explain AO3 points, to reach Level 4

Question 13

Candidates had to demonstrate all AOs in this essay.

The best answers showed accurate knowledge and understanding of the Strange Situation procedure in relation to Maxyme and his investigation. They were able to describe all the stages of the Strange Situation and the results. There was sustained application to details from the scenario and the assessment was well-developed, logical, and had an awareness of competing arguments, that led to a balanced judgement.

Weaker answers often lacked detail in their knowledge and understanding. Frequently, they stated the stages of the procedure but did not show knowledge and understanding of how they are used to measure attachment.

Some answers wrote about attachment types, rather than the Strange Situation procedure. Some only focussed on the results of Ainsworth's research, rather than the procedure itself. The assessment was often only partially developed.

- 13 Maxyme works as a nurse at a local health centre. As part of his job, he runs a class for new parents to teach parenting skills. He has a mixture of mothers and fathers attending the class.

Maxyme has noticed that the children react differently to their parents. One child called Jack is always happy to explore the toys in the room and interact with his parent, whereas another child called Fay does not interact with her parent. Some other children in the parenting class do not explore the room but like to stay close to their parent.

Maxyme has decided to investigate this further as part of his professional development. He decides to use the Strange Situation procedure to investigate how all the children in the parenting class react to their mothers and fathers, and how the parents react to their child.

Assess the effectiveness of the Strange Situation procedure as used by Maxyme to investigate the children and their parents.

You must make reference to the context in your answer.

(16)

The strange situation starts by maxyme getting a mother or father from his ^{parenting} ~~daycare~~ class to play with their child in a room. ~~A stranger enters the room with the parent and~~ Maxyme measures if the child explores the toys in the room in order to determine if they use their parent as a secure base. Then a stranger enters the room with the parent and child from the ^{parenting} ~~daycare~~ class and attempts to interact with the child. The mother ^{or father} from the parenting class then leaves the child alone in the room with a stranger and their stranger anxiety is measured. The mother ^{or father} from the parenting class then returns according to the child's distress and comforts them if needed. ^{The stranger leaves.} The ~~no~~ parent from the parenting class then leaves the child in the room on their own and separation anxiety is measured. The mother returns and reunion behaviour

with the child from the parenting class is measured. Jack would have scored high for Secure base as he interacts with toys in the room and was likely easily comforted by his parent due to always being happy to interact. This means the strange situation would say Jack has a secure attachment¹ which is caused by responsive parenting. Fay likely showed little separation or stranger anxiety and needed little comfort from her parent, due to her previously not interacting with her parent. This means the strange situation would say ~~Jack~~^{Fay} has an insecure avoidant attachment to her parent, which is caused by neglectful parenting. Some other children in the class are likely to have not used their parents as a secure base in the strange situation and will have lashed out on reunion with their parents due to them not exploring the room at the parenting class. This means the strange situation would say these children from the parenting class had an insecure resistant attachment. It is likely that the majority of the children at Maxym's parenting class had a secure attachment, as the original study found this was the most common.

One strength of the strange situation is that it is a standardised procedure for measuring attachment types as it has set steps, eg parent entering and leaving the room. This is a strength as the strange

it means the experiment can be easily repeated to get similar results on attachment types, so it is a reliable method to use for maxyme's parenting class.

One weakness is that it is an ethnocentric procedure based on attachment in western countries. This is, so if any children and parents from maxyme's class are from a different culture. ~~This is because~~ this would be an issue. This is because it may not measure attachment accurately for ~~them~~ the children from other cultures as the procedure does not reflect ordinary life in their culture, eg- a playroom, making the results on attachment for maxyme's class less valid. On the other hand, maxyme using the strange situation means he will have used a sealed room, with the same items and the same stranger, keeping & extraneous variables controlled. This is a strength because it makes the study more valid for looking at attachment in maxyme's class.

One strength is that using the strange situation could provide useful information on the parenting styles in maxyme's class. This is useful as it could help him advise parents, such as Fay's, to change their technique if they have an insecurely attached child. However, this could be ~~socially~~ ^{upset} sensitive to the parents as it could worry them that they are raising their child wrong. This

is a weakness because it means that the results of maxyme's study could be socially sensitive for the parents, decreasing the study's usefulness.

In conclusion, maxyme using the strange situation does have some weaknesses if he has children from other cultures in his sample and with it being socially sensitive, it however, overall, the method is valid, reliable and useful for measuring the attachment in his parenting class.



ResultsPlus
Examiner Comments

This is level 4 and 14 marks.

AO1: Level 4

It is accurate and thorough. It is embedded with the AO1.

AO2: Level 4

It is sustained throughout the essay.

AO3: Level 3

The lines of argument are developed, logical with coherent chains of reasoning. There are judgements throughout the essay. There is a slight imbalance and some points could be developed further, such as the point about validity.

The AO1 and AO3 put the response at the top of Level 3 and the AO2 raises it further.

Level 4

Total: 14 marks

Question 14 (a)

Q14 (a), (b) and (c) concerned the practical investigation. There was a variety of practicals seen, with the most frequent investigation being the attitudes towards drugs or smoking, between different age groups.

This answer required candidates to describe the results of their practical. The vast majority of answers gave clear application to what they had investigated, in their results.

The best answers were able to describe two clear results, often using the results of their statistical analysis as one of the points, or specific data, such as the mean values.

Weaker answers often only described one result.

Some answers used the calculated and critical values, but made errors in describing whether these showed that the results were significant or not.

14 In your studies of health psychology, you will have conducted a practical investigation.

(a) Describe the results of your practical investigation in health psychology.

(2)

In our practical investigation, we found that adolescents believe we shouldn't stop smoking as people would begin to sell it underground and in houses. Whereas, adults believe we shouldn't stop smoking due to how much the government are able to tax it.



ResultsPlus
Examiner Comments

This answer receives both marks, for why the:

- younger participants think smoking should not be banned (1)
- older participants think smoking should not be banned (1)

Total: 2 marks



ResultsPlus
Examiner Tip

For 'describe' questions, look at the number of marks available and give that many different points

14 In your studies of health psychology, you will have conducted a practical investigation.

(a) Describe the results of your practical investigation in health psychology.

(2)

The health practical saw the older generation views on smoking (60+) as more critical than the younger generations (14-17) using a thematic analysis seeing common trends in the older generation that smoking is 'Back'.



ResultsPlus
Examiner Comments

This response receives a mark for the result that the older generation had more critical views on smoking.

The next sentence does not add anything to this, therefore does not receive a mark.

Total: 1 mark

Question 14 (b)

This answer required candidates to identify a strength of their practical investigation and then justify the strength. The most frequent answers were about either reliability or validity.

The best answers were able to identify a strength in relation to details from their practical investigations and then go on to justify that strength, and so gain both marks.

Other answers could identify a strength in relation to details from their practical, but often only stated a term, and did not justify their strength.

The weakest answers did not relate to details from their practical investigation. They could have been true for several practical investigations candidates had carried out over the two years, so were generic and not creditworthy.

(b) Explain **one** strength of your practical investigation in health psychology.

(2)

one strength of the health practical is that an opportunity sample was used. Students gave out their questionnaires on attitudes towards smoking to ~~some~~ whoever was available from the younger generation (13-18) and the older generation (60+). This is a strength because it meant that handing out and collecting data on the questionnaires about attitudes towards smoking was quick and convenient.



ResultsPlus
Examiner Comments

This answer receives a mark for the use of an opportunity sample, which is quick and convenient, with a link about attitudes to smoking.

There is no further justification, therefore there is no further credit.

Total: 1 mark



ResultsPlus
Examiner Tip

For explain questions, include a justification to gain the AO3 mark

(b) Explain **one** strength of your practical investigation in health psychology.

(2)

One strength of our practical investigation is that we used a variety of open and closed questions in our questionnaire regarding why people smoke such as, "Do you believe smoking should be banned and why?" This is a strength as we collected quantitative and qualitative data regarding opinions on smoking, so we have objective and detailed answers, ~~for~~ increasing validity.



ResultsPlus
Examiner Comments

This answer receives both marks for:

- identifying that they got quantitative and qualitative data with a link about why people smoke (1)
- the justification that they collected both objective and detailed data, increasing validity (1)

Total: 2 marks

Question 14 (c)

Candidates had to identify an improvement they could have made to their practical investigation and then justify this improvement, to gain both marks.

The best answers identified an improvement in relation to details from their practical investigation, and then justified their improvement.

Other answers could identify an improvement in relation to details about their practical investigation, but did not justify their improvement. In some cases, the answer would then go on to write about a weakness of their practical, rather than focussing on the improvement.

The weakest answers did not relate to details from their practical investigation and could have been true for several practical investigations they had carried out over the two years. They were generic, and not creditworthy.

(c) Explain **one** improvement you could make to your practical investigation in health psychology.

(2)

Our investigation should have used a larger sample of 4 participants, 2 below 18 and above 60 who have never picked up smoking and 2 below 18 and above 60 who class themselves as regular smokers. This would be an improvement as our practical will become more representative due to collecting feedback on individuals who have not influences by smoking pass and those who hang around with groups of smokers, increasing the generalisability of our results towards attitudes of smoking.

(Total for Question 14 = 6 marks)



ResultsPlus
Examiner Comments

This response receives no marks because increasing the sample from two to four would not improve generalisability.

Total: 0 marks



ResultsPlus
Examiner Tip

If using increasing the sample size, include what would be different about the sample.

(c) Explain **one** improvement you could make to your practical investigation in health psychology.

(2)

One improvement of our practical is that we could have used an interview method rather than a questionnaire. This would allow the participants (old and young) to expand on their answers and explain to the researchers (students in our psychology class) why they chose that answer. This would provide more in-depth detail about different attitudes towards smoking, increasing the validity of our findings - which can be analysed using thematic analysis.

(Total for Question 14 = 6 marks)



ResultsPlus
Examiner Comments

This answer receives both marks for.

- identifying that they could use an interview to allow answers to be expanded, with a link in the next sentence about attitudes to smoking (1)
- the justification that it adds depth and detail, so increasing the validity (1)

Total: 2 marks



ResultsPlus
Examiner Tip

Make sure terms are explained, for the justification mark

Question 15 (a)

This question required candidates to describe a volunteer sampling method in relation to the scenario, for two AO2 marks.

The best answers were able to give two clear descriptive points, with all points being linked to the scenario in some way, usually through mention of the village.

Those answers that gained only one mark often wrote about the use of the poster, but did not add any more descriptive points to their answer.

The weakest answers did not refer to details from the scenario, so were generic and not creditworthy.

15 Saqlain investigated people's attitudes towards a new anti-drugs campaign. He gathered his participants from his village using a volunteer sampling technique.

Saqlain showed his participants a video of a new anti-drugs campaign. He showed two different groups of participants a different variation of the video. In condition A, he showed the participants a video including fear provoking messages, and in condition B, the video was changed to include factual information only.

(a) Describe how Saqlain may have gathered his participants using a volunteer sampling technique.

(2)

Saqlain could have put posters up or put advertisements in newspapers outlining the details and aims of his investigation with a way that people can contact Saqlain to sign up for his study.



ResultsPlus
Examiner Comments

This response receives no marks because it is generic.

There is no link to the scenario beyond repeating the name.

Total: 0 marks



ResultsPlus
Examiner Tip

When asked a question about a scenario, include details from the scenario in the answer

15 Saqlain investigated people's attitudes towards a new anti-drugs campaign. He gathered his participants from his village using a volunteer sampling technique.

Saqlain showed his participants a video of a new anti-drugs campaign. He showed two different groups of participants a different variation of the video. In condition A, he showed the participants a video including fear provoking messages, and in condition B, the video was changed to include factual information only.

(a) Describe how Saqlain may have gathered his participants using a volunteer sampling technique.

(2)

Saqlain may have asked his local newspaper to include a section asking people to ring his number to take part in a study about anti-drug campaigns. Then people who are interested can apply to take part in the experiment regarding the new anti-drugs campaign.



ResultsPlus
Examiner Comments

This answer receives both marks, for the:

- section in his local newspaper (1)
- phone number, so people could contact him, with the link about anti-drugs campaigns (1)

Total: 2 marks

Question 15 (b)

Candidates had to identify a weakness of using a volunteer sample in relation to the scenario to gain the AO2 mark, and then justify this weakness to gain the AO3 mark. The most frequent weakness was about how the volunteers may have different characteristics because they volunteered.

The best answers linked their answer to details from the scenario, and could identify and justify a weakness of volunteer sampling.

Other answers gained a mark for identifying a weakness in relation to the scenario, but did not offer a justification.

The weakest answers were either generic and had no link to the scenario so were not creditworthy, or they gave a weakness that was not related specifically to the use of a volunteer sampling method. The weakness would have been true of other sampling methods.

(b) Explain **one** weakness of Saqlain using a volunteer sampling technique for his investigation.

(2)

One weakness of Saqlain using a volunteer sample is that ~~the~~ people who already have an interest in the anti-drugs campaign are more likely to sign up. Therefore they may display demand characteristics, jeopardising Saqlain's study.



ResultsPlus
Examiner Comments

This answer receives a mark for identifying that they may have an interest in anti-drugs campaigns.

There is nothing for the justification that they may display demand characteristics because it does not explain how/why this is a weakness.

Total: 1 mark



ResultsPlus
Examiner Tip

Explain terms when justifying an answer for the AO3

(b) Explain **one** weakness of Saqlain using a volunteer sampling technique for his investigation.

(2)

One weakness is that the participant may have more helpful characteristics due to their willingness to help, this is a weakness as they may interpret the videos differently and respond with the intention of giving a desirable answer such as being supportive of anti-drugs, meaning it's not generalisable to the average population.



This answer receives both marks for:

- identifying that they have more helpful characteristics. The link comes in the justification, where the candidate writes about anti-drugs campaigns (1)
- the justification that they may respond and interpret the videos differently, such as being supportive, so it is not generalisable (1)

Total: 2 marks

Question 15 (c)

For this question, candidates had to identify a strength of using independent groups in relation to the scenario for the AO2 mark and then go on to justify this strength. The most frequent answers were around demand characteristics and order effects.

The best answers linked their response to details from the scenario, and could identify and justify a strength of using independent groups.

Other answers gained a mark for identifying a strength in relation to the scenario, but did not offer a justification.

The weakest answers were either generic and had no link to the scenario and so were not creditworthy or were inaccurate, writing about a strength of repeated measures, rather than independent groups.

(c) Saqlain used an independent groups design in his investigation.

Explain **one** strength of Saqlain using an independent groups design.

(2)

One strength of using an independent groups design is that the volunteers will only participate in watching one of the anti-drugs campaigns. This is a strength because it may create bias reducing the idea will eliminate any bias increasing the internal validity.



ResultsPlus
Examiner Comments

This answer receives a mark for identifying that they will only see one video about the anti-drugs campaign.

There is nothing for the justification because it needs more about how or why this increases internal validity.

Total: 1 mark



ResultsPlus
Examiner Tip

Do not just use a term as your justification: explain it to receive the AO3 mark

(c) Saqlain used an independent groups design in his investigation.

Explain **one** strength of Saqlain using an independent groups design.

(2)

one strength of using an independent groups design is that the participants will not experience order effects if they only are in one condition like watching a video on fear provoking messages. This is a strength as the study will not be effected by external extraneous variables such as exhaustion and boredom from watching the video on fear provoking messages. (Total for Question 15 = 6 marks)

and factual information, increasing the validity of the study.



ResultsPlus
Examiner Comments

This answer receives both marks for:

- identifying that it prevents order effects because 'they only watch one video like watching the fear condition', which provides the link (1)
- the justification that this increases the validity of the study because the results will not be affected by exhaustion or boredom (1)

Total: 2 marks

Question 16

This essay assessed knowledge and understanding of a treatment for nicotine addiction, other than aversion therapy. The most frequent treatment was nicotine replacement therapy.

The best answers were able to offer accurate and thorough knowledge and understanding of the treatment in relation to nicotine addiction. They were able to give well-developed logical evaluation points that showed an awareness of competing arguments and were balanced. They often used research as part of their AO3 points and developed these points to show how the research did not support the treatment.

Some answers did not balance their AO1 and AO3, with the AO1 being brief and offering little knowledge and understanding of how the treatment worked. The AO3 points were often only partially developed.

16 Evaluate one treatment for nicotine addiction, other than aversion therapy.

(8)

Nicotine replacement therapy (NRT) aims to remove or stop the unpleasant symptoms of nicotine withdrawal without the unpleasant withdrawal symptoms. NRT is an acceptable way of consuming nicotine by means other than tobacco and is most beneficial for heavy smokers who smoke more than 10 cigarettes a day. NRT may be adhesive patches, gum or spray. One strength of NRT for treating nicotine addiction is supporting evidence from Zhang who conducted a study on 3698 smokers in Ontario and found that NRT stopped their smoking if used for the 8-12 weeks as recommended. This is a strength because it suggests that NRT is an effective treatment for nicotine addiction if used for the recommended amount of time of 8-12 weeks. Zhang's study was also a large sample of almost 4000 smokers therefore increasing the generalisability of NRT for nicotine addicts. However, refuting evidence from Danaher suggests rapid smoking, aversion therapy is a more effective treatment for nicotine addiction as aversion therapy was shown to reduce smoking for specific smokers such as a non married couple. This is a weakness because aversion therapy may be a more effective treatment for nicotine addiction for non married couples than NRT.

Adhesive patches are applied to the skin and administer a stable dose of nicotine slowly over 16-20 hours. Gum and

sprays are administered orally with a higher nicotine uptake but lasting in the body for a shorter amount of time. NRT is shown to be more effective when combined with other therapies or support from a psychiatrist, nurse or pharmacist. NRT should be used for 8-12 weeks to have effects in the long term. Doses of NRT are reduced over time and eventually stopped ^{when the treatment is to be working}. One strength of NRT for treating nicotine addiction is ~~NRT~~ ^{the} additional therapies such as CBT come alongside NRT for maximum effectiveness. This is a strength because by combining NRT with other support gives an eclectic approach for NRT therefore increasing effectiveness. However, NRT may have side effects due to the patches that must be applied on the skin. These may cause irritation or redness to the patient where the patches. Furthermore, patients are required to comply with 8-12 weeks of NRT which may lead to low compliance rate as participants do not wish to be in a time consuming treatment like NRT therefore reducing effectiveness of NRT for ^{treating} nicotine addiction.

Overall, NRT is viewed as an effective treatment as NRT products such as patches, gums and sprays are easily accessible and can be bought over the counter at a pharmacist. This is a strength because NRT does not have a long waiting list like other treatments therefore, treatment can start early ^{nicotine} for addicts. However, NRT aims to remove symptoms of nicotine withdrawal and does not address the underlying cause of nicotine addiction. This is a weakness because NRT is palliative, not curative therefore nicotine addicts may be susceptible to relapse.

(Total for Question 16 = 8 marks)



AO1: Level 3

The response is accurate but not thorough, because there was a minor error, which prevented it from reaching Level 4. The AO1 is more than isolated.

AO3: Level 4

It is well-developed, logical with competing arguments and conclusions throughout.

Overall, there is enough creditable content to reach the higher level.

Level 4

Total: 7 marks



Save enough time to read through answers

Check for, and correct, any errors

Question 17

Candidates had to demonstrate all assessment objectives in this essay.

The most frequent answer was social learning theory.

The best answers showed accurate knowledge and understanding of the learning explanation in relation to Maxyme and his addiction. They were able to describe all the stages of the learning theory. There was sustained application to details from the scenario and the assessment was well-developed, logical and had an awareness of competing arguments, that led to a balanced judgement.

Weaker answers often lacked detail in their knowledge and understanding, frequently stating terms from the learning theory but not showing knowledge and understanding of how they can explain addiction. The assessment was often only partially developed, often being generic, rather than focussed on alcohol addiction.

The majority of answers did focus on one learning explanation, as stated in the question.

17 Maxyme is addicted to alcohol. He always has a drink of alcohol after he has eaten, and every time he goes out, he needs to drink. He finds drinking makes him feel relaxed and more confident and says he started drinking when he was nervous about being in large groups.

Maxyme's friends used to say he was much more fun when he had a drink, but now that he drinks excessively they are embarrassed by his behaviour. Maxyme gets withdrawal symptoms if he does not have a drink of alcohol in the morning.

His mother used to drink a lot of alcohol, and when Maxyme was younger his group of friends often drank alcohol when they were at the park. When questioned about his alcohol addiction, Maxyme said it is due to seeing his mother drinking when he was a child.

Assess the effectiveness of **one** learning explanation to account for Maxyme's alcohol addiction.

↑ social learning theory RUMS KAR

You must make reference to the context in your answer.

(16)

One learning explanation for alcohol addiction follows the principles of social learning theory. The reason someone may become addicted to alcohol is by seeing someone who you consider as a role model in your life e.g. friends or similar age, same sex and who you view as of higher status than in comparison to yourself, so you want to imitate the behaviour displayed as you pay attention to it and retain the information displayed such as drinking alcohol and until reproduction (drinking) is appropriate. When Maxyme was younger his group of friends often drank alcohol around him at the park, Maxyme would have paid attention to the behaviour displayed by his large group of friends and seen them having much more fun so Maxyme would want to repeat this behaviour so Maxyme could have more fun if he had a drink. One strength of the learning explanation to account for Maxyme's addiction is supporting evidence from Mundt et al (2017)

who found that adolescents based friendship selection on alcohol drinking habits and teenagers as had similar drinking habits to their friends. This is a strength because it supports the fact that Maxyme was influenced by his friends to drink more often after seeing them as the peer influence supports the effectiveness of the learning explanation for Maxyme's addiction to alcohol. However, Refuting evidence from Noble et al who found that amongst a group of alcohol addicts they all had low levels of dopamine, therefore suggesting low levels of dopamine could be more effective ^{for} than accounting for Maxyme's alcohol addiction than the learning explanation.

Another feature of the learning explanation to account for explaining alcohol addiction is that the maintenance of the addiction can be explained through vicarious reinforcement.

This is when you may observe a role model or yours drinking alcohol gaining lots of attention from other people and looking as if they are having a really good time whilst doing so. This motivates an individual to reproduce the behavior of drinking alcohol as which previously they had gained from paying attention to their role model. Maxyme says he needs to drink every time he goes out as he feels more confident and he began to drink when feeling nervous in large groups. He may have observed other people within the large groups when he went out looking confident and having lots of people talk to them which Maxyme would

have wanted, therefore when he goes out he decided to drink every time in order to have feelings of confidence so more people in the large group pay attention to him. Another strength of using the learning explanation to account for Maxym's alcohol addiction is that it takes the nurture side of the nature vs nurture debate as it considers environmental factors such as friends + social activity in Maxym's life that could have led to his addiction to alcohol and need for " whenever he goes out therefore supporting the effectiveness of the learning explanation to explain Maxym's alcohol addiction. However, by not considering any genetic predispositions that Maxym may have from his mother who is also an addict the explanation (learning) may lack credibility therefore refuting the effectiveness. Another weakness is that there is an alternative explanation as to why Maxym may have developed his alcohol addiction as he may have the A1 variant so he has less D2 receptors in his brain so he may have to resort to alcohol to stimulate his reward pathway in the brain due to having a reward deficiency, therefore refuting the learning explanation to account for Maxym's alcohol addiction in terms of effectiveness.

Overall, the learning explanation to account for Maxym's alcohol addiction could have useful applications in society to not expose young people to excessive drinking and to make parents aware (e.g. Maxym's mum) to advise Maxym

to spend less time with his friends who influence his bad drinking habits. However, using the learning explanation to account for Maxime's alcohol addiction may be considered reductionist as it isolates the variable of Maxime's friends drinking around him at the pub from a young age as the cause to his addiction and does not consider any biological variables therefore decreasing the effectiveness of the learning explanation to account for Maxime's alcohol addiction.



AO1: Level 2

It is more than isolated, but does not show knowledge and understanding of all the terms and how they explain alcohol addiction, so is not Level 3. Level 2 is the best fit.

AO2: Level 4

There is sustained application throughout the essay.

AO3: Level 3

The response is at the top of the band: there is a developed, logical assessment, with an awareness of competing arguments and judgements being presented throughout the essay.

The AO1 and AO3 put this response in Level 3. The AO1 places it at the bottom, the AO3 takes it to 10 marks and the AO2 takes it up to 11 marks.

Level 3

Total: 11 marks



When using terms of theories in essays, show knowledge and understanding of what those terms mean in relation to the question

Paper Summary

Based upon their performance in this paper candidates are offered the following advice:

- When asked an 8-mark extended response essay that assesses AO1 and AO3 remember there is equal emphasis on both, in terms of marks
- When asked to explain an improvement, do not write about a weakness of the study. Focus on an improvement and how/why it would improve the study
- When asked to explain a strength or a weakness, ensure the strength/weakness is fully justified, to gain the AO3 mark
- For 'discuss' 8-mark questions do not include evaluative comments
- For extended response questions that include AO3, ensure the AO3 points are fully developed, to gain the higher levels

Grade boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

