

DRAFT

MARKING KEY

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Section One: Research methods (20 marks)

Question 1(a)

Identify TWO significant ways in which this study departs from accepted ethical guidelines for conducting research with humans.

Description	2 Marks
Any two departures from ethical guidelines e.g. no parental consent; participants and parents weren't warned that students might experience stress; the child was placed under possible stress by being left out and was not debriefed.	1–2

Question 1(b)

Describe how you would change the study to correct the ethical problems you identified in Question 1(a).

Description	2 Marks
Suitable change suggested e.g. describes a process for obtaining informed parental consent; describes a process for debriefing child 3 e.g. several throws are given to the child after the 12 consecutive throws in which they were left out.	1–2

Question 1(c)

Using your knowledge of research designs in developmental psychology; suggest ONE way of improving the study design described in Question 1.

Description	1 Mark
Scores one mark for any appropriate improvement in the research design e.g. suggests using a longitudinal research design where the same students are assessed on the game in year 2 then re-assessed in year 4.	1

Question 2(a)

Name ONE advantage and ONE disadvantage of using self-rating scales to collect data from people about their sleeping behaviours.

Description	2 Marks
Mentions one of the following: person can give information about their sleep that is not accessible from observation; when compared to open interview provides a structured way of collecting data on sleep behaviours that is more easily summarised; enables quick collection of relevant data in a short space of time.	1
Mentions one of the following: relies on a certain level of literacy skills; people's responses may be prone to bias e.g. minimising or maximising abnormal behaviours.	1
Gauges the strength of person's response; determines the extent to which a behaviour is present.	0

Question 2(b)

Identify ONE other data collection method that psychologists could use and explain how this method could add validity to the data collected about clients' sleep behaviours.

Description	2 Marks
Mentions one alternative data collection method e.g. of the following: objective quantitative measures e.g. EEG to measure states of consciousness; observational methods e.g. videoing during sleep.	1
Mentions one of the following: provides a more objective measure of sleeping behaviour that is less prone to bias.	1

Question 3(a)

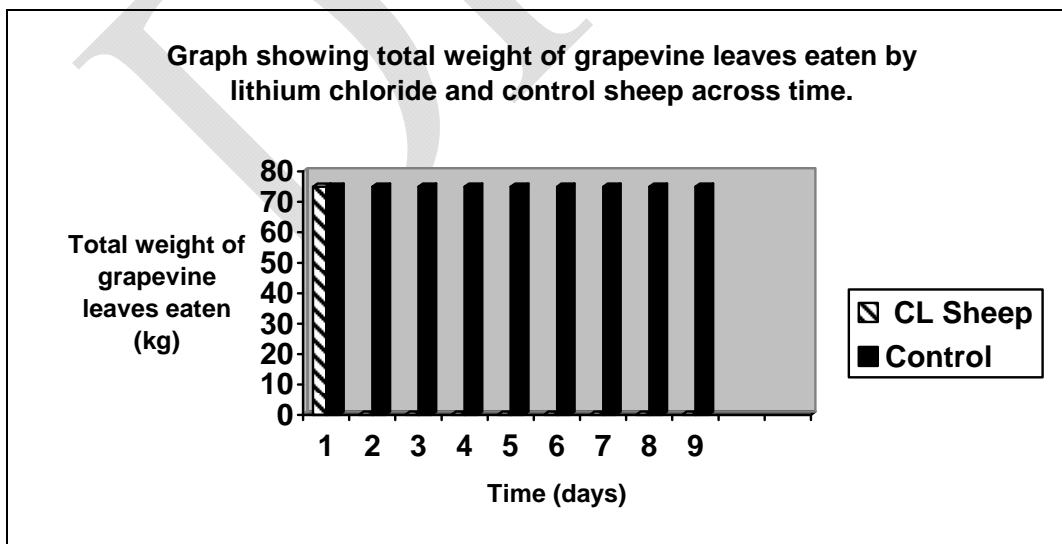
Name the dependent variable in this research study.

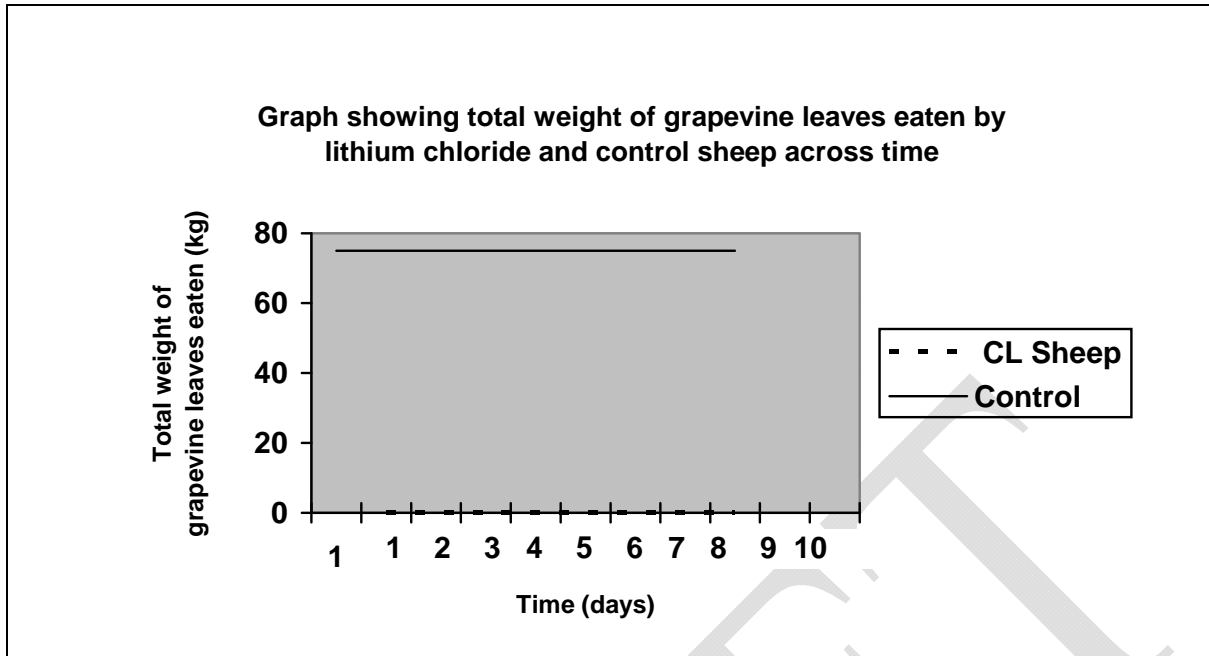
Description	2 Marks
Includes measurement for variable as well as correct variable e.g. weight of grapevine leaves eaten; amount of grapevine leaves	2
'Grapevine leaves eaten'	1
'Grapevine leaves'	0

Question 3(b)

On the first day of the study, the 60 sheep ate a total of 150 kg grapevine leaves. Sketch and label a graph that could represent the results of this research study from the day the study began to 9 days later.

Description	5 Marks
Correctly labels x axis as time e.g. in days and y axis as total grapevine leaf weight showing measurement scale e.g. kg.	1
Uses suitable scale on y axis with 0 minimum	1
Correctly represents results for both groups of sheep with column graph or line graph	1
Legend correctly uses symbols/patterns to distinguish the two groups of sheep	1
Graph title that includes 3 elements of dependent variable, independent variable and time e.g. Graph showing weight of grapevine leaves eaten by lithium chloride and control sheep over time.	1





Question 3(c)

Describe TWO (2) benefits of using a control group in this study.

Description	4 Marks
Two marks for each benefit correctly described e.g. to control variables and to see the natural variation in sheep behaviour over time; to control variables such as handling sheep that may influence the results. One mark for incomplete description	1-4 marks

Section Two: Topic-related content (50 marks)

Question 4(a)

Outline Piaget's FOUR (4) stages of cognitive development by completing the table below. In your answer, provide the name for each stage and a brief description of ONE (1) feature of the child's thinking at each stage.

Stage	Abilities	Abilities	8 Marks
Sensori-motor stage	Understanding limited to sensory and motor interactions	Object permanence develops during this stage	1-2
Pre-operational stage	Cannot reason logically	Egocentric/does not see from others' perspectives	1-2
Concrete operational stage/ Concrete operations	Can carry out mental operations with concrete objects	Conservation or classification or seriation mentioned	1-2
Formal operational stage/ Formal operations	Abstract thinking (does not need concrete objects)	Hypothetical thinking	1-2

Question 4(b)

Describe TWO (2) criticisms of the tasks Piaget used to study children's cognitive development.

Description	2 Marks
One mark for each criticism described e.g. tasks were unfamiliar to the children; response modes were too demanding; artificial language used by the experimenter was misinterpreted by children.	Accept any TWO answers 1-2

Question 4(c)

Evaluate whether these criticisms have seriously challenged Piaget's Theory of Cognitive Development.

Description	4 Marks
Recent research such as the Policeman Task has mainly suggested Piaget is wrong about the ages that children develop particular abilities but not their sequence. (2)	1-2 (any one answer) 3-4 (any two answers)
This research has not challenged the mechanisms of development that Piaget suggested and gives an example such as active learning through interaction with the environment. (2)	
The main ideas in Piaget's theory have not been challenged and they are still regarded as important/valuable. (2)	

Question 5(a)

Based on your understanding of social psychology and behaviour in groups, explain how social loafing could account for the time taken to clean the wall in this situation.

Description	4 Marks
The individual teenagers feel less accountable for the overall success of the task when they are working in a group.	1
Due to diffusion of responsibility, each teenager assumes the others will do something so takes less responsibility to do something themselves; it's not their fault.	1
They may feel that their efforts are not important for completion of the task; the wall will get cleaned anyway even if they don't work hard.	1
Task is less rewarding in a group.	1

Question 5(b)

How can social loafing be reduced in a situation like the one described in Question 5(b)?

Principle for reducing social loafing	Contextualised (other suitable ideas also acceptable here)	4 Marks
Monitor each individual's performance	e.g. By giving each a clearly marked section of wall so that it is clear how each is progressing	1–4 One mark for each idea and another mark for describing the idea in the context of cleaning the wall. Marks given for up to two responses.
Provide motivation to individuals	e.g. By offering a reward for finishing their section, or a competition for the first to finish	
Make each person's contribution essential	e.g. No-one can move on to another section when they finish their own	
Reinforce group identity	e.g. Create another group cleaning another wall in competition for a prize for the first to finish	
Make the task interesting	e.g. Teenagers are asked to test a new cleaning product and then be interviewed about its performance	

Question 6(a)

Name **FOUR (4)** things that should be taken into account in deciding whether a person's behaviour is normal or abnormal.

Description	4 Marks
Is the behaviour acceptable in that particular society/cultural group?	1–4 Accept any FOUR answers
Does the behaviour enable or prevent the person functioning independently?	
Is the behaviour appropriate for the situation?	
Is the behaviour characteristic of a medical or psychological diagnosis?	
Is the behaviour typical?	

Question 6(b)**Explain TWO (2) factors that account for the way in which exercise enhances mood.**

Description	4 Marks
Performing regular exercise helps a person to feel better about their body, which increases physical self-concept and thus a person feels better about themselves and feels in a more positive mood.	1–2 any ONE answer) 3–4 (any TWO answers)
Exercise increases the production of mood enhancing neurotransmitters such as serotonin or endorphins for any correctly named neurotransmitter. When these are produced in increased quantities they are less likely to be reabsorbed at the synaptic gap so mood is enhanced.	
Exercise strengthens the cardiovascular system which modifies the blood pressure rise associated with stress, hence people are less likely to react to stressful situations in a negative way and this will ultimately protect them from negative moods.	

Question 6(c)**Describe THREE (3) ways in which psychological treatment for mental health problems can contribute to the health of individuals with mental illness.**

Description	3 Marks
It helps a person to identify negative thinking pattern.	1–3 Accept any THREE answers
It helps a person to change negative thinking patterns.	
It facilitates the person to engage in more enjoyable activities.	
It provides strategies for managing problems.	

Question 7(a)**Describe the changes in mental activity that can occur when a person experiences an altered state of consciousness.**

Description	3 Marks
One mark per change e.g. shifts of attention, distorted perceptions, shifts in memories, sense of time, distorted thinking and feeling, heightened levels of suggestibility.	1–3 Accept any THREE answers

Question 7(b)**Explain how an EEG is used to measure altered states of consciousness. In your response identify the four categories of brain waves and how they relate to states of consciousness.**

Description	4 Marks
One mark for each category of brain wave mentioned and related to states of consciousness. i.e. beta/alert/working; alpha/relaxed/reflecting; theta/drowsy/ideating; delta/sleep/dreaming; delta/deep/dreamless sleep.	1–4

Question 7(c)

The experience of pain can be regarded as an altered state of waking consciousness. How do psychological techniques assist people to manage pain?

Description	2 Marks
Help reduce anxiety levels as high levels of anxiety increase pain(1); increase control over pain as loss of control increases pain by increasing anxiety and distress(1); shift attention from pain as distraction can reduce pain(1); reframing thoughts about pain because the interpretation given to a painful stimulus can affect the sensation of pain(1).	1–2 Accept any TWO answers

Question 8(a)

Describe ONE (1) psychological theory of personality and explain how it accounts for differences in personality between people.

Description	6 Marks
Gives a correct and complete description (3)	1–3
Gives correct and almost complete description (2)	
Gives a partially correct description (1)	
Explains how the theory accounts for differences in personality between people (2)	1–2
Partial explanation (1)	
Names a recognised theory e.g. social cognitive theory (Bandura); trait theory of Cattell (Eysenck); psychoanalytic theory (Freud); humanistic theory of Maslow (Rogers)	1

Question 8(a)

Describe ONE (1) limitation of the theory you described in Question 8(b).

Description	2 Marks
Fully describes a limitation of the theory (2)	1–2
Partially describes a limitation of the theory (1)	

Section Three: Extended response (30 marks)

Question 9 (a)

Describe the key features of each influence (behaviour modification, persuasive communication and changing family structures) that is relevant to the scenario above. (Include relevant theory and terminology in your description).

Description	6 Marks
Two marks for correctly describing each influence and one mark for a partial explanation.	1–6

Question 9 (b)

Explain how each of these influences could work to result in some teenagers becoming overweight or obese.

Description	3 Marks
One mark for each influence explained.	1–3

Question 9 (c)

Outline and comment upon the interaction of these three psychological influences.

Description	6 Marks
Two marks for showing how each influence interacts.	1–6

Possible influences:

- **Behaviour modification strategies** (descriptions and explanations based on learning theories)

Describes:

In this case we are referring to classical conditioning—temporal pairing of a novel with an unconditioned stimulus, rather than operant conditioning where a reward follows the behaviour to be conditioned. Repeated pairing of a new (conditioned) stimulus with an unconditioned stimulus that is known to be rewarding can condition positive responses to the conditioned stimulus. This technique can be used to modify behaviour; that is to increase rates of particular behaviours by associating them with pleasure.

Explains:

The new (conditioned) stimulus is images of fast food; the (unconditioned) stimuli are desired toys, preferred cartoon characters and happy people. This may condition positive responses to the food. Companies are attempting to modify behaviour by presenting these positive associates of food more often than teenagers are exposed to negative associates (public health messages, images of fat unhealthy people). Children and teenagers 'learn' to like fast food because it is associated with other rewarding things, not because they are hungry or necessarily like the taste of the food itself. This leads them to overeat to gain a 'good feeling' and could lead to weight gain. Companies are engaging in behaviour modification.

- **Persuasive communication**

Describes:

Persuasion is influenced by the speaker's ability to gain the listener's attention to the message; the credibility or likeability of the source of the message; the content of the message—information to change beliefs versus more emotion-related content to change feelings. Central versus peripheral routes to persuasion, contrasting messages whose content seeks to change behaviour through making people think, versus messages that have little content and seek to change behaviour by changing how people feel.

Explains:

The scenario mentions that the first page of the website features cartoon characters—aimed at gaining the attention of the target audience (children). Fast food advertisements use the peripheral/emotional route to persuade people e.g. the use of admired cartoon characters and happy people. These communications are superficial but appealing; they are seeking to use the peripheral communication route to persuade by non-content related means such as attractiveness of the surroundings and characters, not real information that is intended to be processed. Young people therefore continue to eat fast food without thinking about the fact that it is bad for them. They are being influenced by feelings, not beliefs and may gain weight if they do not cognitively process information about the unhealthy qualities of fast food.

- **Changing family structures:** Societal changes in values and practices such as historical changes within families and communities...

Describes

There are now many more single parent families or families with both parents working. This means that children and adolescents spend less time under the immediate supervision of their parents and families may be together at home less often.

Explains:

It is far more common for families to eat separately, eat takeaway meals etc. (described clearly in the scenario) than in times when one parent stayed at home to take care of the family, shop for, and prepare nutritious meals etc. Children therefore not only eat more fast food in the family setting, which may cause weight gain, but also learn from their parents that this is an acceptable way to eat.

Examples of ways of integrating aspects of these influences:

- Changes in family structure may be integrated with behaviour modification strategies through vicarious learning or social learning theory. Parental behaviour will convey the message to young people that their parents enjoy fast food/think fast food is okay. It could be difficult to explain the effect of this factor without integrating other psychological understandings.
- Changes in family structure can be integrated with persuasive communication. In busy modern families, young people are able to gain access to many media sources without parental supervision. When TV, websites etc. promote unhealthy messages, parents are not there to counteract that information or provide encouragement to think more carefully about the messages being given.
- Behaviour modification is theoretically strongly linked to persuasive communication—this method of classical conditioning is based in a theoretical orientation that sees behaviour as changing without conscious thought, i.e. through the peripheral route to behaviour change. This use of positive association to condition a particular behaviour is a perfect example of using the peripheral route to persuade people to behave in a particular way.

Question 10 (a)

Describe the key features of each influence (nature/nurture, conflict and culture). Include relevant theory and terminology in your description.

Description	6 Marks
Two marks for correctly describing each influence and one mark for a partial explanation.	1–6

Question 10 (b)

Explain how each of these influences could impact on an individual's ability to maintain satisfying relationships.

Description	3 Marks
One mark for each influence explained.	1–3

Question 10 (c)

Outline and comment upon how these influences interact to have an impact on an individual's ability to maintain satisfying relationships.

Description	6 Marks
Two marks for showing how each influence interacts.	1–6

Psychology Stage 3 exam

	Unit 3A										Unit 3B										
	Biol inf	Cog nit	Dev Psyc h	pers onal	Social psych	Relat inf	com m	cultu re	Soc Val & pr	Soc, hist & pol	Biol inf	Cog nit	Dev Psyc h	pers onal	Soc psych h	Relat ion inf	com m	cultu re	Soc Val & pr	Soc, hist & pol	
Sect 1																					
1a					X (r)						X (r)								X (r)	X (r)	
1b					X (r)						X (r)								X (r)	X (r)	
1c						X (r)					X (r)								X (r)	X (r)	
2a	X (r)																				
2b	X (r)																				
3a					X (r)																
3b					X (r)												X (r)				
3c					X (r)																
Sect 2																					
4a			X																		
4b			X			X							X								
4c			X			X							X								
5a					X										X						
5b					X										X						
5c					X										X						
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6c																			X		
7a												X									
7b												X									
8a															X						
8b															X						
Sect 3																					
9a		X					X													X	
9b		X					X													X	
9c		X					X													X	
10a								X					X			X					
10b								X					X			X					
10c								X					X			X					