For teaching from 2009
For awards from 2011

PSYCHOLOGY

SPECIMEN ASSESSMENT MATERIALS
Contents

SPECIMEN EXAMINATION PAPERS

Paper 1: Social, Biological and Developmental Psychology

Paper 2: Cognitive Psychology; Individual Differences; and Ethics and Research Issues

MARK SCHEMES

Paper 1: Social, Biological and Developmental Psychology

Paper 2: Cognitive Psychology; Individual Differences; and Ethics and Research Issues
INSTRUCTIONS TO CANDIDATES

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer all questions.

Write your answers in the spaces provided in this booklet.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question or part-question.

You are reminded that assessment will take into account the quality of written communication used in answers that involve extended writing (questions 2(c), 3(d), 4(e) and 5(e)).
1. The brain and the spinal cord contain millions of specialised cells called nerve cells or neurons.

(a) Label the diagram below of a neurone, using the following words:

axon, dendrite, cell body.

(b) Draw a line to link the part of the brain on the left with the correct function described on the right.

- Hypothalamus: produces and releases hormones that control growth, puberty and the body's stress response
- Cerebrum: regulates thirst, hunger and sleep
- Pituitary gland: co-ordinates and fine tunes balance and movement
- Cerebrum: has two hemispheres, controls speech and intelligence
- Cerebrum: connects the brain to the spinal cord
(c) Briefly explain three ways in which case studies of brain-damaged individuals have increased understanding of brain function. (3)
2. Your local comprehensive school has a new headmistress and she believes that all the teaching staff should find out the learning styles of their pupils.

(a) Use the words in the box below to complete the table that follows. Use each word only once.

<table>
<thead>
<tr>
<th>Name of learning style</th>
<th>How does the child learn best?</th>
</tr>
</thead>
<tbody>
<tr>
<td>visual</td>
<td>Children learn through hearing the spoken word.</td>
</tr>
<tr>
<td>auditory</td>
<td>Children learn through doing, touching and interacting.</td>
</tr>
<tr>
<td>kinaesthetic</td>
<td>Children learn through images and body language demonstrations.</td>
</tr>
</tbody>
</table>

(b) Children can also learn by social learning and conditioning.

(i) What is meant by the term social learning? (2)

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(ii) What is meant by the term conditioning? (2)

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(iii) Explain one difference between Classical and operant conditioning (2)

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(c) Discuss why it may be useful for teachers to know the learning styles of pupils. Use evidence to support your answer. (6)
3. Andy and Alun are brothers. Andy suffered a rare disease as a child that affected his adrenal glands and greatly affected his ability to produce the hormone adrenalin. Alun never suffered this disease and his adrenal glands work normally.

The graph below shows Andy and Alun's heart rates over a period of time when they were introduced to a stressor (a loud noise).

*Graph 1 - (Heart Rate)*

(a) (i) From *Graph 1* what happened to the brothers' heart rates when the stressors were introduced? (4)

Brother A: ........................................................................................................

Brother B: ........................................................................................................

(ii) Using the data finish the sentence below: (1)

Brother A is named ..............................................................................

(b) (i) What is meant by the term 'stress'?

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(ii) Give three examples of how the body responds to stress. (3)

1. ........................................................................................................

2. ........................................................................................................

2. ........................................................................................................
(c) Identify **two** illnesses which are linked to stress. (2)

1. ...........................................................................................................
2. ...........................................................................................................

(d) Discuss how useful it is to measure stress according to a rating scale. Use evidence to support your answer. (6)

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4. Sian is a year 10 pupil whose favourite subjects at school are Biology and Psychology. Though a keen student Sian is confused by the fact that textbooks in Biology uses the term 'sex' and textbooks in Psychology use the term 'gender' for what Sian believes is the same thing.

(a) (i) What is meant by the term 'sex' in Biology. (2)
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(ii) Give one example to illustrate your answer. (1)
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(b) (i) What is meant by the term 'gender' in Psychology. (2)
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(ii) Give one example to illustrate your answer. (1)
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(c) Give two reasons why psychologists study animal behaviour. (4)
1. ................................................................................................................................................
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2. ................................................................................................................................................
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(d) Give two reasons why animals should not be used in research in Psychology. (4)
1. ................................................................................................................................................
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2. ................................................................................................................................................
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(e) Discuss whether gender identity is inborn (nature) or learned (nurture). Use evidence to support your answer. (6)
5. (a) Draw a line between the term on the left-hand side and the correct definition.

   sexism  | discrimination based on race
   racism  | the biological status of being male or female
   discrimination based on gender
   attitude towards a group based on characteristics assumed to be common to all the group

(b) What is meant by the term 'prejudice'?  

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(c) Give two examples of discrimination.  

   1. ...........................................................................................................
   2. ...........................................................................................................
(d) Identify and explain two ways that prejudice and/or discrimination may be reduced. (6)

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2. ........................................................................................................................
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(e) Discuss how useful research into prejudice has been. Use evidence to support your answer. (6)

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GCSE

PSYCHOLOGY

PAPER 2: COGNITIVE PSYCHOLOGY; INDIVIDUAL DIFFERENCES; AND ETHICS AND RESEARCH ISSUES IN PSYCHOLOGY

SPECIMEN PAPER SUMMER 2011

(1 hour 30 minutes)

<table>
<thead>
<tr>
<th>Question</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>12</td>
<td></td>
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<tr>
<td>3</td>
<td>17</td>
<td></td>
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<tr>
<td>4</td>
<td>20</td>
<td></td>
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<tr>
<td>5</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Total Mark</td>
<td>80</td>
<td></td>
</tr>
</tbody>
</table>

INSTRUCTIONS TO CANDIDATES

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer all questions.

Write your answers in the spaces provided in this booklet.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question or part-question.

You are reminded that assessment will take into account the quality of written communication used in answers that involve extended writing question 2(c).
1. (a) Read the following statements and put a T for True or an F for False in the box next to the statement. (5)

(i) Piaget developed a stage theory of child development.  
(ii) Vygotsky described the zone of proximal development.  
(iii) Object performance is a child's understanding that an object still exists even when out of sight.  
(iv) Bruner described the zone of proximal development.  
(v) Bruner developed the idea of scaffolding.

(b) (i) Put the following terms in the correct order of cognitive development.  
Use each term only once. (4)

<table>
<thead>
<tr>
<th>concrete operational</th>
<th>sensori-motor</th>
</tr>
</thead>
<tbody>
<tr>
<td>pre-operational</td>
<td>formal operational</td>
</tr>
</tbody>
</table>

1. ________________________________  
2. ________________________________  
3. ________________________________  
4. ________________________________  

(ii) Alison can solve problems mentally. She can use logic to work out solutions in her head. (2)

According to Piaget's original theory:

1. Which stage of cognitive development is this?  
2. What age range must she be?  

(iii) Explain two criticisms made of Piaget's stages of cognitive development. (4)

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2. ............................................................................................................
3. ............................................................................................................
4. ............................................................................................................
5. ............................................................................................................
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7. ............................................................................................................
8. ............................................................................................................
Tom left school at 16 and got a job working as a tour guide in a slate museum. After working for about 6 months Tom began to hear voices that told him he was no good. He also began to believe that his boss was planting small video cameras on the tourists to catch him making mistakes. Tom became increasingly agitated at work, particularly when the tourists took photographs, and began "talking strangely". For example one tourist asked for a translation tape of what he said and Tom indicated that the tape may not be available because it had "surveillance sounds of him that were being reviewed by the secret police".

Tom was later diagnosed as having schizophrenia.

(a) Using the above paragraph, and/or your own knowledge list three symptoms of schizophrenia.

1. .......................................................................................................................
2. .......................................................................................................................
3. .......................................................................................................................

(b) (i) What is meant by the definition of abnormality as 'deviation from the statistical norm'.

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(ii) Give one problem of this definition.

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A phobia is another type of mental illness. Discuss how systematic desensitisation can be used to treat phobias.
3. Mrs. Smith noticed that her students were always in lessons at the beginning of term, but seemed to be missing more as they got closer to exams. She believed that this could be because there is a lot of work to do before the exams and this is stressful.

She used confidential questionnaires to measure both the stress levels and the amount of days each student in her class lost through illness.

The results of her study are shown in the scattergraph below.

(a) This is a study that tries to see the relationship between two co-variables. What is the name for this type of study? (1)

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(b) Explain one conclusion that Mrs. Smith can make from her study. (2)

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(c) (i) Mrs. Smith's sample was an opportunity sample (the students in her class). Name two other sampling techniques?

1. .................................................................
2. .................................................................

(ii) Give one advantage for each of the sampling techniques you have given above.

1. .................................................................
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2. .................................................................
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(d) Explain two ethical issues that might arise in Mrs. Smith's study.

1. ........................................................................................................................
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(e) Describe two ways she could deal with the ethical issues you have identified.

1. ........................................................................................................................
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4. (a) Use the words **in the box below** to fill in the gaps in the paragraph that follows. (4)

<table>
<thead>
<tr>
<th>ECT</th>
<th>psychosurgery</th>
<th>chemotherapy</th>
<th>nerves</th>
</tr>
</thead>
<tbody>
<tr>
<td>synapses</td>
<td>neurotransmitters</td>
<td>electricity</td>
<td></td>
</tr>
</tbody>
</table>

| attraction to therapist | addiction |

Treatment of mental disorders can take many forms; the most widely used biological therapy is _________________. This is when drugs are used which disrupt activity at the ________________, increasing or decreasing the amount of ________________ that can pass. This treatment has largely replaced ________________, which used an electrical current to treat mental disorders.

(b) What is meant by the following terms?

(i) **Phobia**  
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................................................................................................................

(ii) **ECT**  
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(iii) **Lobotomy**  
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................................................................................................................
(c) **Describe two differences between uni-polar and bi-polar depression.** (4)

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(d) **Give advantages and disadvantages of using the biological approach to treat depression.** (6)

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5. Catrin read Loftus's research on the effect of words in influencing how fast a car was estimated to travel. She decided to carry out a similar study and showed the picture below to each participant. The participants were put into two groups: Group A and Group B.

She asked the participants one of two questions.

Q.1 Group A: "How fast do you think the cars were travelling when they **smashed** into each other?"

Q.2 Group B: "How fast do you think the cars were travelling when they **bumped** into each other?"

Catrin's results are in the table below.

<table>
<thead>
<tr>
<th>Group A (smashed) Estimated Speed (mph)</th>
<th>Group B (bumped) Estimated Speed (mph)</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>18</td>
</tr>
<tr>
<td>32</td>
<td>30</td>
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<tr>
<td>24</td>
<td>20</td>
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<td>36</td>
<td>18</td>
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<td>43</td>
<td>21</td>
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<td>42</td>
<td>19</td>
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<tr>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>30</td>
<td>17</td>
</tr>
</tbody>
</table>

(a) Write a hypothesis for Catrin's study. (2)

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(b) Calculate the median scores of both the group who heard the word 'smashed' and the group that heard the word 'bumped'. (Marks are awarded for the working out of each answer.)

(i) 'Smashed'

Median 'smashed' group = ___________ mph

(ii) 'Bumped'

Median 'bumped' group = ___________ mph
(iii) Draw a bar chart with appropriate labels to compare the median scores of the two groups. (4)
(c) Loftus's research showed that the word 'smashed' resulted in higher estimates of speed than the word 'bumped'.

Give two criticisms of Loftus' research. (4)

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GENERAL MARKING GUIDANCE

Positive Marking

It should be remembered that candidates are writing under examination conditions and credit should be given for what the candidate writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good candidate to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme, nor should marks be added as a consolation where they are not merited.

Unexpected but acceptable answers

The mark scheme gives an indication of the likely responses of candidates but examiners must be prepared to award marks appropriately for answers which are unexpected, but are nevertheless worthy of credit. If an examiner is unsure about the validity of such a response they should seek advice from the Chief Examiner.

Levels of Response and Quality of Written Communication

Some questions are awarded marks on the basis of the levels of response. The purpose of this is to award the so-called higher level skills, particularly of analysis and evaluation. In practice, the high ability candidate is likely to demonstrate a good grasp of the information presented to him/her. He/she will be able to weigh this up in the light of his/her theoretical understanding of the subject and will be able to suggest appropriate responses to the question. Candidates who have a deficiency in their theoretical understanding, or who are unable to carry out analysis, are unlikely to be able to synthesise or evaluate in a meaningful way.

In addition, candidates will be assessed on their Quality of Written Communication in questions 2(c), 3(d), 4(e) and 5(e) all of which are marked by level of response.
## MARK SCHEME

<table>
<thead>
<tr>
<th>Question</th>
<th>Answers</th>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. (a)</td>
<td>(i) cell body</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(ii) axon</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>(iii) dendrite</td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>(b)</td>
<td>hypothalamus - regulate thirst etc.</td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>cerebrum - has two hemispheres etc.</td>
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<tr>
<td></td>
<td>pituitary gland - produces and releases hormones</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>(c)</td>
<td>1 mark for each relevant explanation, which could include:</td>
<td></td>
<td>3</td>
<td>3</td>
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<tr>
<td></td>
<td>Case studies have illustrated how different parts of the brain function:</td>
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<tr>
<td></td>
<td>From Gage it can be seen that:</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>• frontal lobes linked to personality;</td>
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<tr>
<td></td>
<td>• long-term effect of brain damage;</td>
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<tr>
<td></td>
<td>• ability to survive without frontal lobe.</td>
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<tr>
<td></td>
<td>From HM it can be seen that:</td>
<td></td>
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<tr>
<td></td>
<td>• specific parts of the brain are linked to memory;</td>
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<td></td>
<td>• there is a separate STM and LTM;</td>
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<tr>
<td></td>
<td>• STM and LTM work independently.</td>
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</tbody>
</table>
2. (a) auditory; kinaesthetic; visual

(b) (i) observing other people (1); role models (1); imitation (1) Max. 2
(ii) learning behaviour as the result of a reward or a punishment (1); linking of stimuli (1); learning from environment (1) Max. 2
(iii) clear and detailed explanation (2); basic and/or muddled explanation(1)

classical conditioning is a response to an unrelated stimulus or a link between 2 stimuli whereas operant conditioning is learning which occurs through a reward or punishment

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3</td>
<td>5-6</td>
<td>Detailed information is selected illustrating range and depth, though not necessarily in equal measure. Information is very well organised and the form and style of communication is highly appropriate. There is very good use of specialist terms/vocabulary with few, if any, errors, in spelling, punctuation and grammar.</td>
</tr>
<tr>
<td>Level 2</td>
<td>3-4</td>
<td>Some relevant information is selected, illustrating either range or depth. Information is well organised and ideas were expressed in a logical manner. There is good use of specialist terms/vocabulary with some errors in spelling, punctuation and grammar, but these are not intrusive.</td>
</tr>
<tr>
<td>Level 1</td>
<td>0-2</td>
<td>Basic/simple information is selected OR response is muddled. Information is poorly organised. There is limited use of specialist terminology/vocabulary and frequent errors in spelling, punctuation and grammar.</td>
</tr>
</tbody>
</table>

Possible answers may include:

- children learn in different ways so teaching should use different ways too.
- teachers need to vary what they do to ensure all children learn
- visual learners
- kinaesthetic learners
- auditory learning
- difficult for teachers to prepare a lesson that would suit all the range of learning styles
- children need a variety of skills so learning only one way not helpful ultimately
- any other relevant aspect
### Question 3

#### (a) (i)
Brother A - heat rate rises / goes up quickly to a peak (1) and then decreases slowly (1)

Brother B - heart rate rises / goes up quickly to a peak (1) and then decreases fairly quickly (1)

(ii) Alun.

#### (b) (i)
Psychological/physical response to a stressor (1); person cannot cope with anticipated demands (1).

#### (b) (ii)
- increase, heart rate / breathing / adrenalin / cortesol steroids / dilated pupils.

#### (c)
heart problems, raised blood pressure, immune system, cancer, any other reasonable response

#### (d)

<table>
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<tr>
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</tr>
<tr>
<td>Level 1</td>
<td>0-2</td>
<td>Basic/simple information is selected OR response is muddled. Information is poorly organised. There is limited use of specialist terminology/vocabulary and frequent errors in spelling, punctuation and grammar.</td>
</tr>
</tbody>
</table>

Possible answers may include:

- rating scales use numerical data so easy to analyse
- graphs and charts can be created to illustrate results
- theories can be developed
- trends can be established
- 'real' life more complex than numbers
- feelings/emotions need in-depth analysis
- different people experience stress in different ways
- rating scales used to measure stress after an event so rely on memory
- any other relevant aspect
### Question 4

#### (a) (i)
- Biological differences (1) / women + men (1)

#### (ii)
- Hormones / chromosome difference / physical differences

#### (b) (i)
- The cultural aspects (1) of maleness or femaleness (1)

#### (ii)
- Dress / interests / hobbies / games played

#### (c)
- Learn about human behaviour from studying animals; similarities between human beings and animals; learn about animal behaviour (2 x 2)

#### (d)
- Clear and detailed response (2); basic and/or muddled (1)

Reasons could include:
- Ethical issues e.g. consent
- Ethical issues e.g. cruelty
- Scientific reason - not same as humans
- Cannot use to predict human behaviour

#### (e)

<table>
<thead>
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<th>Description</th>
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<tbody>
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<td>5-6</td>
<td>Detailed information is selected illustrating range and depth, though not necessarily in equal measure. Information is very well organised and the form and style of communication is highly appropriate. There is very good use of specialist terms/vocabulary with few, if any, errors in spelling, punctuation and grammar.</td>
</tr>
<tr>
<td>Level 2</td>
<td>3-4</td>
<td>Some relevant information is selected, illustrating either range or depth. Information is well organised and ideas were expressed in a logical manner. There is good use of specialist terms/vocabulary with some errors in spelling, punctuation and grammar, but these are not intrusive.</td>
</tr>
<tr>
<td>Level 1</td>
<td>0-2</td>
<td>Basic/simple information is selected OR response is muddled. Information is poorly organised. There is limited use of specialist terminology/vocabulary and frequent errors in spelling, punctuation and grammar.</td>
</tr>
</tbody>
</table>

Possible answers may include:
- Way we act is determined at birth e.g. boys are stronger so choose more physically demanding activities, work etc.
- Girls communicate better so choose relevant activities, work etc.
- Parents give gendered toys to children so this influences way girls and boys behave/their interests etc.
- Evidence in grand parent research where boys played with in a ‘rouglier’ way than girls
- Any other relevant aspect
5. (a) sexism - discrimination based on gender; racism - discrimination based on race

(b) clear and detailed response (2)  
   basic and/or muddled (1)

   an attitude towards a group, or a member of the group, based on characteristics which are assumed to be common to all members of the group

(c) ageism; religious discrimination

(d) clear and detailed explanation (3x2)  
   clear explanation (2x2)  
   basic and/or muddled explanation (1x2)

   - working together and sharing experiences gives people common goals and reduces prejudice/discrimination
   - when people experience prejudice themselves or know people well who experience discrimination, their views change.

(e)  

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Possible answers may include:

- research on stereotypes by Steele and the effects of this
- research by Elliott into changing prejudice and discrimination
- negative and/or positive effects of conformity on discrimination
- authoritarian personality as a cause of prejudice
- frustration aggression hypothesis as a cause of prejudice
- any other relevant aspect

<table>
<thead>
<tr>
<th>AO1</th>
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<tbody>
<tr>
<td>2</td>
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<td>80</td>
<td>24</td>
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<tr>
<td>100%</td>
<td>30%</td>
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</table>
PAPER 2: COGNITIVE PSYCHOLOGY; INDIVIDUAL DIFFERENCES; AND ETHICS AND RESEARCH ISSUES

MARK SCHEME

GENERAL MARKING GUIDANCE

Positive Marking

It should be remembered that candidates are writing under examination conditions and credit should be given for what the candidate writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good candidate to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme, nor should marks be added as a consolation where they are not merited.

Unexpected but acceptable answers

The mark scheme gives an indication of the likely responses of candidates but examiners must be prepared to award marks appropriately for answers which are unexpected, but are nevertheless worthy of credit. If an examiner is unsure about the validity of such a response they should seek advice from the Chief Examiner.

Levels of Response and Quality of Written Communication

Some questions are awarded marks on the basis of the levels of response. The purpose of this is to award the so-called higher level skills, particularly of analysis and evaluation. In practice, the high ability candidate is likely to demonstrate a good grasp of the information presented to him/her. He/she will be able to weigh this up in the light of his/her theoretical understanding of the subject and will be able to suggest appropriate responses to the question. Candidates who have a deficiency in their theoretical understanding, or who are unable to carry out analysis, are unlikely to be able to synthesise or evaluate in a meaningful way.

In addition, candidates will be assessed on their Quality of Written Communication in question 2(c), marked by level of response.
### Question 1.

#### (a) (i)
- T

#### (ii)
- T

#### (iii)
- T

#### (iv)
- F

#### (v)
- F  
  - 5 5

#### (b) (i)
- Each term must be written alongside the correct number for credit to be given.
  1. sensori-motor
  2. pre-operational
  3. concrete operational
  4. formal operational
  - 4 4

#### (ii)
- 1 formal operational
  - 2 11+  
    - 2 2

#### (iii)
- Clear and detailed criticism (2x2): basic and/or muddled criticism (2x1)
  - Piaget’s stages are rigid and development can happen at different times/individuals vary.
  - Piaget’s theories have had a significant influence in education and/or in educational research/better understanding in education of learning.
  - 4 4
2. (a) • auditory hallucinations / catatonic state / paranoia / muddled speech / delusions / disorganised thoughts

(b) (i) clear and detailed response (2); basic and/or muddled (1)
normal distribution – people in middle ‘normal’; those at top or bottom ‘abnormal’

(ii) some behaviours that are not ‘norm’ are desirable e.g. genius; some abnormal behaviour is common e.g. depression; who decides what is ‘normal’ on the scale?

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Possible answers may include:

- description/examples phobia(s)
- patient works at own pace towards cure
- patient learns to relax around the fear
- techniques to relax are taught, e.g. breathing
- slow process
- very expensive
- any other relevant aspect

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<th>Answers</th>
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<tr>
<td>2. (a)</td>
<td>• auditory hallucinations / catatonic state / paranoia / muddled speech / delusions / disorganised thoughts</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(b) (i)</td>
<td>clear and detailed response (2); basic and/or muddled (1)</td>
<td>2</td>
<td>2</td>
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<td></td>
<td>normal distribution – people in middle ‘normal’; those at top or bottom ‘abnormal’</td>
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<tr>
<td>(ii)</td>
<td>some behaviours that are not ‘norm’ are desirable e.g. genius; some abnormal behaviour is common e.g. depression; who decides what is ‘normal’ on the scale?</td>
<td>1</td>
<td>1</td>
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<th></th>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
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<tbody>
<tr>
<td>3. (a)</td>
<td>correlation</td>
<td></td>
<td>1</td>
<td>1</td>
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<td>positive correlation stress and time off; more stress = more days off</td>
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<td>2</td>
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<td></td>
<td>(b)</td>
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<td>volunteer sample /random / stratified etc.</td>
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<td>dependent on answer in (i)</td>
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<td>2 x 2</td>
<td>4</td>
<td>4</td>
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<td></td>
<td>clear and detailed explanation (2x2)</td>
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<td>4</td>
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<td></td>
<td>basic and/or muddled explanation (1x2)</td>
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<td></td>
<td>the students may worry about who might see the questionnaires (confidentiality) as they are giving personal information</td>
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<td>the student should be given the right to withdraw from doing the questionnaire at any time.</td>
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<td></td>
<td>confidentiality - not ask for personal information right to withdraw - before, during and after tell participants right to withdraw and take results</td>
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### Question 4

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</tr>
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<tbody>
<tr>
<td>4. (a)</td>
<td>chemotherapy, synapses, neurotransmitters, ECT</td>
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<td>4</td>
<td>4</td>
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<td></td>
<td>(b)</td>
<td></td>
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<td>intense fear of an object, situation or person</td>
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<td>electric shocks sent through the brain to cause fits</td>
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<tr>
<td></td>
<td>cutting out part of the brain to stop abnormal behaviour</td>
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<td></td>
<td>uni-polar very common; experienced by most people some time; bi-polar not common and far more serious as likely to need medication; uni-polar is a constant state of being low but bi-polar is sometimes a low feeling and sometimes over excited / manic</td>
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<td>4</td>
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<td>Advantages (3): works quickly; symptoms are relieved; cheaper and easier to use.</td>
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<td>Disadvantages (3): side effects; addictive; irreversible effects from treatments like ECT; only treats the symptoms not cause.</td>
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</table>
5. (a) participants given the word 'smashed' will estimate car going faster; 'bumped' will be slow

(b) (i) \[30 + 32 (1) = 62 \div 2 = 31 (1)\]

(ii) \[19 + 20 (1) = 39 \div 2 = 19.5 (1)\]

(iii) correct labels (2); (ecf) 'smashed' (1); (ecf) 'bumped' (1)

(c) Research does support Loftus as higher speed is estimated when 'smashed' used. No-one in 'bumped' condition gave a higher speed than those in the 'smashed' position.