

**A : Psychological Problems**

Question	Answer	Marks	
1(a)	A	1 AO1	
1(b)	C	1 AO1	
1(c)	D	1 AO1	
2	<p>Outline the relationship between Schizophrenia and sex using key statistics. 1 mark for stating how it affects men and women equally.</p> <p>1 mark for explaining the difference in diagnosis.</p> <p>1 mark for explaining why that difference might be.</p>	3 AO1	
3(a)	<p>Name the sample used in the study. 1 mark for students/journalism students/university students.</p>	1 AO2	
3(b)	<p>Name the research method used in the study. 1 mark for self-report/questionnaire</p>	1 AO2	
4	<p>Describe one weakness of the Social Rank Theory as an explanation for clinical depression. 1 mark for identifying a criticism (e.g. Too reductionist/suggests depression is limited to 'losers' in society and people with low social rank/ignores depression triggered by life events.</p> <p>1 mark for explaining why this is a weakness of the theory.</p> <p>1 mark for linking specifically to depression.</p>	3 AO3	
5	<p>Use your knowledge and understanding from across the psychology course to explain how far you agree with the following viewpoint.</p> <p>"Often it is better to break a behaviour down into its simplest form to help us understand it rather than looking at the individual as a whole."</p> <p>In your answer you should refer to the biological theory of schizophrenia and at least one different area of psychology you have studied.</p> <p><u>AO1 marks</u> AO1 marks for description of the biological theory of</p>	13 6xAO1 7xAO3	

	<p>schizophrenia and one from another areas of psychology that they have studied linking to holism (e.g. Freud's psychodynamic theory of dreaming).</p> <p>AO3 marks for valid critical evaluation points relating to the reductionism/holism debate in relation to the biological theory of schizophrenia and at least one other area.</p> <p>AO1 Level 3 (5–6 marks):</p> <p>There is a thorough description of the reductionism/holism debate through at least two key theories/concepts. This is done with accuracy and clarity. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p>Level 2 (3-4 marks):</p> <p>There is a good description of the reductionism/holism debate through one or more key concepts/theories. This is done with accuracy. There is a line of reasoning presented with some structure. The information presented is in the mostpart relevant and supported by some evidence.</p> <p>Level 1 (1-2 marks):</p> <p>There is a basic description of the nature/nurture debate through one or more theories/key concepts. This may include some inaccuracy. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p>0 marks: No credit worthy response.</p> <p>AO3 Level 3 (5-7 marks):</p> <p>There is a thorough evaluation which offers breadth and/or depth covering at least 2 different areas of psychology studied. Points are coherent and relevant and the response is developed in order to reach a substantiated judgement in response to the question.</p> <p>Level 2 (3-4 marks):</p> <p>There is a good evaluation which offers breadth and/or depth covering at least 2 different areas of psychology studied. Points may be brief but should still be relevant and used to reach a supported judgement in response</p>		
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	<p>to the question.</p> <p>Level 1 (1-2 marks):</p> <p>There may be some basic attempt at evaluation but it will be weak and consideration of more than one area of psychology may be inaccurate. Judgements will be either unclear or absent.</p>		
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**B : Criminal Psychology**

Question	Answer	Marks	Guidance
6	<ul style="list-style-type: none"> <li>• Laws vary in different countries, so this makes it difficult to define crime. (1)</li> <li>• Law have many levels of severity (smoking under 18 years and murder) and it is problematic to consider murder and under-age smoking both as crimes. (1)</li> <li>• Laws change over time (e.g. changes in abortion laws in Ireland). (1)</li> </ul>	1 AO1	1 mark for any acceptable statement about the subjectivity of defining crime.
7	<ul style="list-style-type: none"> <li>• The psychologist would look at the traits of a person through an interview. (1) E.g. are they impulsive? Do they lack feelings of guilt? A group of these traits could indicate a criminal personality. (1)</li> <li>• The psychologist could use the Eysenck Personality Inventory (EPI), a written test (1), to measure characteristics such as lack of empathy that could indicate a criminal personality. (1)</li> <li>• The psychologist could use a MRI scan to see if there were specific brain dysfunctions (e.g. a restriction in the RAS) (1) which could indicate criminal personality traits such as extraversion.(1) (1)</li> </ul>	2 A02	1 mark for how investigate would occur.  1 mark for link to criminal personality .
8 a	A	1 AO3	
8 b	B	1 AO3	
9	<ol style="list-style-type: none"> <li>1) Neurotransmitters</li> <li>2) Pre-Synaptic Neuron</li> </ol>	2 AO2	
10a)	Neuroticism	1 AO1	
10b)	<ul style="list-style-type: none"> <li>• Neuroticism is related to activity in the ANS, which regulates the activity of the brain's limbic system.(1)</li> </ul>	3 AO2	1 mark for identifying the correct area of the brain (ANS/limbic system).

	<ul style="list-style-type: none"> <li>High Neuroticism occurs when the ANS becomes over-aroused and affects the limbic system.(1)</li> <li>This can lead to a high degree of instability, and violent/aggressive behaviour. (1)</li> </ul>		<p>1 mark for explaining how neuroticism links to changes in the ANS.</p> <p>1 mark for explaining how this links to Criminal behaviour.</p>
11	<p>A study carried out over a period of time looking at the same group of people.(1)</p> <p>A study carried out at one point in time and comparing distinct groups of people.(1)</p>	<p>1 AO1 +</p> <p>1 AO1</p>	<p>1 mark for an accurate definition of longitudinal study.</p> <p>1 mark for an accurate definition of cross-sectional study.</p>
12a)	Quiet toy	1 AO2	Workings not needed to gain 1 mark.
12b)	<ul style="list-style-type: none"> <li>The sample was biased as it only used a limited age range (1) <u>so</u> it is difficult to make generalisations across all children and adults (1)</li> <li>The study was in an artificial setting as participants were asked to play video games in a laboratory setting (1) <u>so</u> it may not accurately reflect reality (low ecological validity) (1)</li> <li>The study lacked construct validity as aggressive behaviour was measured in a narrow way (1). <u>For example</u>, they only measured playing with an aggressive toy and punishing bad behaviour.</li> </ul>	2 AO3	<p>1 mark for identifying an appropriate limitation of the study.</p> <p>1 mark for accurately explaining why it is a limitation</p>
13	<p>AO1</p> <p>The Social Learning theory suggests that criminal behaviour is learned and therefore down to nurture.</p> <p>Children identify their <b>ROLE MODELS</b> (e.g. parents, siblings etc.) through a process called <b>IDENTIFICATION</b>.</p> <p>They <b>OBSERVE</b> their role models and if rewarded for their criminal behaviour then the child may wish to <b>IMITATE</b> this behaviour; this is called <b>VICARIOUS REINFORCEMENT</b>. For example, a brother stealing and being able to buy nice things might encourage the child to imitate this.</p> <p>This theory also suggests that an individual may be punished for an action, however if they experience <b>DIRECT REINFORCEMENT</b> by receiving similar rewards, they have incentive to continue</p>	AO1 4 AO3 4	<p>Marker's comments – Qu.14</p> <p>For the first 4 marks, you need to <u>outline the theory fully and your written expression is accurate</u>.</p> <p>4 marks: includes the <b>SIX</b> key points in <b>BOLD</b>- well developed. 3 marks: includes 4-5 key points 2 marks: includes 3 key points or 4-6 points that are underdeveloped. 1 mark: includes 1-2 key points or points that are not explained</p> <p>For the final 4 marks, you need to explain the <u>criticisms of the theory</u>.</p> <p>4 marks: explain at least two limitations/ criticisms of the theory with examples and/or</p>

	<p>the behaviour.</p> <p>The behaviour is strengthened through continual reinforcement, a process called INTERNALISATION, which means that they will now engage in criminal behaviour regardless of the consequences</p> <p>AO3</p> <ul style="list-style-type: none"> <li>• The theory does not explain how criminal behaviour starts in the first place. (1) <u>For example</u>, even if the theory explains how one generation influences the next, it cannot explain the 'first wave' of criminals. (1)</li> <li>• The theory does not account for people who turn to crime even if they haven't been exposed to criminal role models. (1) <u>For example</u>, there is evidence of people from law-abiding families/with a good upbringing committing serious crimes. (1)</li> <li>• This theory ignores the role of nature in explaining criminal behaviour. (1) <u>For example</u>, some psychologists have argued that people need an inherited tendency to commit crime to learn to be criminals. (1)</li> <li>• If the Social Learning Theory is correct then it should be easier to reduce crime. (1) <u>For example</u>, punishment and rehabilitation should have a more widespread and positive effect on whether criminals reoffend. (1)</li> </ul>		<p>elaboration.</p> <p>3 marks: 2 criticisms with underdeveloped examples/ explanations.                  2 marks: 1-2 criticisms with no examples/ underdeveloped.                  1 mark: some mention of criticisms but are underdeveloped.</p>
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**C : Development**

Question	answer	marks	Guidance
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14 a	B	1 AO1	
14 b	A	1 AO1	
14 c	C	1 AO1	
15 a	Assimilation is where new information is incorporated into an existing schema, whereas accommodation is where new information is used to either alter an existing schema or create a new one.	2 AO1	0 marks for just one definition, 1 mark if the definitions are just stated, 2 marks for an answer that shows how they are different.
15 b	<p>Question 2b</p> <p>Sensori-motor (0-2 years) – learn through the senses (sensori) and moving around the environment and doing things (motor). Object permanence is the main feature which does happen until around 12 months.</p> <p>Pre-operational (2-7 years) – Key features are; Animism (believing inanimate objects have feelings), egocentrism (children lack empathy, don't understand that other people may think differently to them), reversibility (can't think in reverse order or understand if you add to or take something away from an object, it can return to its original state).</p> <p>Concrete operational stage (7-11 years) – key features; conservation (knowing that if the appearance of an object changes, the volume, mass or length doesn't), decentration (being able to focus on more than one aspect of the situation), seriation (being able to put things in rank order), linguistic humour (using language to create jokes).</p> <p>Formal Operational stage (11+) – demonstrate abstract thinking and can think more logically. They can also think hypothetically.</p>	3 AO1	1 mark for identifying the stage, 1 mark for at least one key feature and 1 mark for correctly outlining the feature.
16 a	Leslie	1 AO2	
16 b	He could provide them with strategies for improving specific skills (1) and encourage them to try hard at mastering the skills (1). Praise the players for the effort that they put into practising these skills (1) rather than their success at mastering them (1).	2 AO2	
17 a	Invariant means that the stages don't change, and children pass through each stage in the same order (1). Universal means that the stages are the same for all children (1).	2 AO1	
17 b	They can use language to tell jokes,	1 AO1	1 mark. Credit an example of a joke.
18	Evaluation is likely to focus on either the correlational element or the field study and may include;	4 AO3	Max 2 marks for a strength and 2 marks for a weakness 1 mark for identifying the

	<ul style="list-style-type: none"> <li>• Being in a natural environment for the students would increase the ecological validity.</li> <li>• Makes it easier to investigate the relationship between concepts such as mindset and achievement which it may not be easy to investigate otherwise.</li> <li>• Trying to quantify a concept like mindset is quite difficult and correlations rely on gathering quantitative data.</li> <li>• Extraneous variables such as natural maths ability may reduce the reliability and validity of the data collected.</li> <li>• Any other relevant points of evaluation</li> </ul>		strength/weakness, 1 mark for how it affects the Blackwell study.
19	<p>Readiness</p> <p>Active learning</p>	3 AO2	<p>1 mark for making reference to teachers making their lessons appropriate for a child's stage of development. 2 marks for giving an example which compares how content might be taught at different stages.</p> <p>1 mark for making reference to teachers encouraging 'discovery learning'. 2 marks for an appropriate example of how this might work.</p>
20	<ul style="list-style-type: none"> <li>• The focus on nurture over nature</li> <li>• Being conditioned to learn in a certain way may affect the way that people learn more than instilling meaning.</li> <li>• Some information is better retained through rote learning.</li> <li>• Praising for effort may actually make children feel like failures as they are not being praised for what they have achieved.</li> <li>• Failure is considered as the fault of the student and not possibly because of other circumstances.</li> <li>• There is research which contradicts the claims.</li> <li>• Any other relevant criticisms</li> </ul>	3 AO3	1 mark for identifying a criticism. Up to 2 marks for further explanation of the point including how it may affect the explanation.

**D : Research Methods**

You have been asked to carry out interviews to investigate the effects of watching television programmes on mood. The theory is that people's mood (e.g. how sad, happy or anxious, etc. they are) will vary with the types of television programmes they watch.

Question	answer	marks	Guidance
21	<p>1 mark for recognising that alternate hypotheses predict a difference  <i>1 mark for the accurate identification of both variables i.e.</i>                      For example, 'people who watch comedies will [1] be happier than those who watch horror films' [1] or, 'there will be a difference in how happy or sad [1] people are depending on the types [1] of television programmes they watch'.</p>	2 A02	<p>An aim/question/correlation/relationship is capped at 1 mark.</p> <p>NB: hypotheses can be phrased in either the present or future tense, but not the past tense.</p>
22 a	<p>1 mark for identifying type of sample</p> <p>1 mark for applying it to their study</p> <p>e.g. opportunity (1) using students in their school/family etc.</p>	2 A02	
22 b	1 mark for stating a strength of the sample identified in part (a).	2 A03	
23 a	1 mark for any appropriate question.	1 A02	<p>Scales or measurements are not needed for the mark to be awarded. Questions can be open or closed. Any question relating to mood and/or TV is relevant.</p>
23 b	1 mark for correctly identifying Open or Closed	1 A01	
24	<p>1 mark for identifying a basic procedure and/or one feature of the procedure.                      2 marks for a reasonably feasible procedure and/or two features of the procedure.                      3 marks for describing a feasible procedure and/or three features of the procedure.                      4 marks for a more detailed description of a feasible procedure and/or four or more features of the procedure</p> <p>1 mark 'I would use a structured interview and ask all the participants the same questions'                      2 marks 'I would use a structured interview and ask all the participants the same questions. I would carry out the interviews individually using the same classroom each time'                      3 marks. 'I would use a structured interview and ask all the participants the same questions. I would carry out the</p>	4 A02	<p>The emphasis is on how not why. Consider any of the following:</p> <p>Credit any feasible features of the interview not already asked for in other questions (1 mark per feature). For example:</p> <ul style="list-style-type: none"> <li>- Target population</li> <li>- Location of the interviews</li> <li>- Piloting the interviews</li> <li>- Type of interview (structured / unstructured)</li> <li>- Details of ethical guidelines followed</li> <li>- How data would be recorded e.g. taking notes.</li> <li>- Timing</li> <li>- Number of questions/ examples of questions or scales (or scale response) not included in 13 c.</li> <li>- Features of increasing reliability/validity e.g. more than one analysing responses, recording</li> </ul>

	<p>interviews individually using the same classroom each time. I would gain informed consent from all the participants by telling them what the aim of the study was so they understood what their answers were being used for’.</p>		<p>data on tape recorder so that information is not missed. - Controls e.g. carrying out the interview individually.</p> <p>If the answer reads like a list, marks are capped at 2. Answers must go beyond the mere identification of a feature to be creditworthy. For example, simply identifying an ethical issue is insufficient for credit, candidates must show how they would achieve it.</p>
25	<p>1 mark for identifying an appropriate weakness of using the interview method x2</p> <p>1 mark for placing the weakness in context of their investigation x2</p> <p>For example, ‘people may lie or exaggerate their answers [1] so they may say the TV programme makes them feel happy when really they do not’ 1]</p>	<p>2 A02 2 A03</p>	<p>If the candidate contradicts the nature of their investigation, marks are capped at 1 for identifying a generic weakness of interviews. For example, if the candidate says they rely on people being able to communicate their thoughts and feelings when they have used closed questions throughout.</p> <p>Context can come from the aim or the type of interview (excluding types of question) used previously. Credit interviewer bias or interviewer effect.</p>
26	<p>1 mark for identifying a method of analysis suitable for this investigation 1 mark for an elaborated response illustrating how that analysis could be achieved and/or its purpose/outcome. 1 mark for <i>What</i> is being done with data For example, ‘I would analyse the data by calculating the mean score for mood when watching the types of television programme [1]. I would draw a bar chart [1] 1 mark for <i>Why</i> the analysis is being done This would tell me if there was a difference in results [1]. So that I can draw comparisons between TV programmes [1] 1 mark for <i>How</i> is this being done Placing mood on the X axis and TV programme on the Y axis [1] Finding the most common [1] Calculating the</p>	<p>1 A01 1 A03</p>	<p>The method of analysis should correspond with the questions types referred to throughout. For example, if open questions have been referred to, calculating means may not be a feasible method of analysis without first converting the data to quantitative.</p> <p>If a table alone or a tally chart is included it would not receive marks, however if some analysis is done e.g. ‘adding scores together’, ‘a table of mean scores’, ‘a table of percentages’ this can achieve one mark.</p> <p>A chart/graph alone can be credited, however graphs that contradict the nature of the</p>

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	<p>percentage [1] What I would calculate the mean [1] How by adding up all the scores and dividing by the number of scores [1] What I would draw a bar chart [1] Why to see if there is a difference between mood scores.[1]</p>		<p>investigation i.e. scatter graph would not receive credit.</p>
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## Assessment Objective Grid

Question	AO1	AO2	AO3	Total
1a	1			1
1b	1			1
1c	1			1
2	3			3
3a		1		1
3b		1		1
4			3	3
5	6		7	13
6	1			1
7		2		2
8a			1	1
8b			1	1
9		2		2
10a	1			1
10b		3		3
11	2			2
12a		1		1
12b			2	2
13	4		4	8
14a	1			1
14b	1			1
14c	1			1
15a	2			2
15b	3			3
16a		1		1
16b		2		2
17a	2			2
17b	1			1
18			4	4
19		3		3
20			3	3
21	2			2
22a	2			2
22b			2	2
23a	1			1
23b	1			1
24		4		4
25		2	2	4
26	1	1		2
<b>Total</b>	<b>38</b>	<b>23</b>	<b>29</b>	<b>90</b>