

## SECTION A

### Criminal Psychology

Answer **all** questions in this section

1. (a) Identify the control condition in Cooper and Mackie's (1986) study into the effects of video games on aggression in children.

**Need more help?**

Check out pages 9-13 of your textbook or go to <https://pasmorespsychology.weebly.com/cooper-mackie-study.html>

- A maze-solving
- B problem-solving
- C puzzle-solving
- D question-solving

Your answer

**A**

[1]

- (b) Identify a way the sample used in Cooper and Mackie's (1986) study was unrepresentative

- A only include boys
- B only included children from America
- C only included children from Australia
- D only included girls

Your answer

**B**

[1]

- (c) Identify a strength of the procedure used in Cooper and Mackie's (1986) study

- A consent was gained from the children's class teachers
- B consent was gained from the children's doctors
- C consent was gained from the children's head teachers
- D consent was gained from the children's parents

Your answer

**D**

[1]

## 2. Eysenck devised a Criminal Personality Theory.

### Need more help?

Check out pages 13-16 of your textbook or go to <https://passmorespsychology.weebly.com/criminal-personality-theory.html>

(a) State what is meant by extroversion in relation to criminal behaviour.

Extroversion is characterised by sociability/talkativeness/assertiveness/excitability: (1) People who score highly on extrovert measures are more likely to act anti-socially in situations where the opportunity presents itself. (1)

### Qu. 2(a) marker's comments

1 mark for any acceptable statement as a definition of extroversion.  
1 mark for linking definition of criminal behaviour.

For full marks there needs to be a clear link made to criminal behaviour.

(b) A psychologist wanted to investigate the neuropsychology involved in extraversion. Outline one way she could carry out her investigation.

- She could look at the reticular activating system of extroverts (1) to see if it is different from introverts (1)
- She could use a brain scan (1) to investigate the dopamine activity of extroverts (1)

### Qu. 2(b) marker's comments

1 mark for showing an understanding of the neuropsychology involved in extraversion  
1 mark for how this could be investigated through reference to any part of a procedure.  
For full marks there needs to be a clear link made between neuropsychology and extraversion.

(c) Outline **one** criticism of Eysenck's theory

- The theory suggests that personality traits are stable and consistent across situations, yet people can show very different personality characteristics in relation to different types of crime (1). For example, a person who commits fraud will show very different scores on the neurotic, extroversion and psychoticism scales from a person who commits murder (1).
- The theory merely identifies certain characteristics that may link to criminality; it does not inform us why individuals commit criminal acts (1). The theory tells us that rapists and child abusers are extrovert, neurotic and psychotic but it does not explain why they rape or abuse children (1).

### Qu. 2(c) comments

Answers are likely to refer to the following:  
1. The theory relies on the use of rating scales to measure personality factors therefore open to response bias leading to problems with validity, particularly when measuring the personalities of criminals.  
2. The theory suggests that personality traits are stable and consistent across situations, yet people can show very different personality characteristics in relation to different types of crime.  
3. The theory merely identifies certain characteristics that may link to criminality; it does not inform us why individuals commit criminal acts.

3. Participants in Heaven's (1996) study into personality and crime completed questionnaires which include rating scales.

(a) Explain **one** strength of questionnaires as used in this study.

- A strength of questionnaires is that they make it easy to keep responses anonymous (1). None of the names of the participants/students were published (1).
- A strength of questionnaires is that they can be used to access a large number of respondents at the same time (1). They allowed the study to have a large sample making findings generalisable (1).
- A strength of questionnaires is that all participants are asked the same

### Qu. 3(a) comments

1 mark for identifying an appropriate strength of questionnaires.

1 mark explaining the strength of questionnaires as used in Heaven's study.

Maximum 1 mark only if no link to Heaven's (1996) study is made.

(b) Explain **one** way that the procedure of Heaven's study could be improved.

- a limit of the study is that it had a biased sample (1) to improve, they could carry out the investigation in more than one country (1)
- a limit of the study is that it had a biased sample (1) to improve that could use state schools as well as independent schools (1)
- the study had limited choices on closed questions (1) to improve, the research could widen the rating scale (1)

### Qu. 3(b) comments

1 mark for identifying an appropriate limitation of the study

1 mark for a suggested improve

Maximum 1 mark only if no link to Heaven's (1996) study is made.

### Need more help?

Check out pages 17-19 of your textbook or go to <https://passmorespsychology.weebly.com/heaven-study.html>

4. Outline the process of synaptic transmission

**Need more help?**

Check out pages 14-15 of your textbook or go to <https://passmorespsychology.weebly.com/neurophysiology.html>

- *Neurotransmitters are released by the pre-synaptic neuron (1) and bind to the receptors of a post-synaptic neuron (1)*
- *Synaptic transmission allows the communication between neurons (1) through the release of neurotransmitters which bind to receptors (1).*
- *Neurons release neurotransmitters (1) which bind to and activate the post-synaptic neuron (1).*

**Qu. 4 marker's comments**

1 mark for a basic description of the process of synaptic transmission.

2 marks for a more detailed description, with effective use of terminology

5. The table below shows crime figures for town X

Table showing the total number of crimes reported in town X

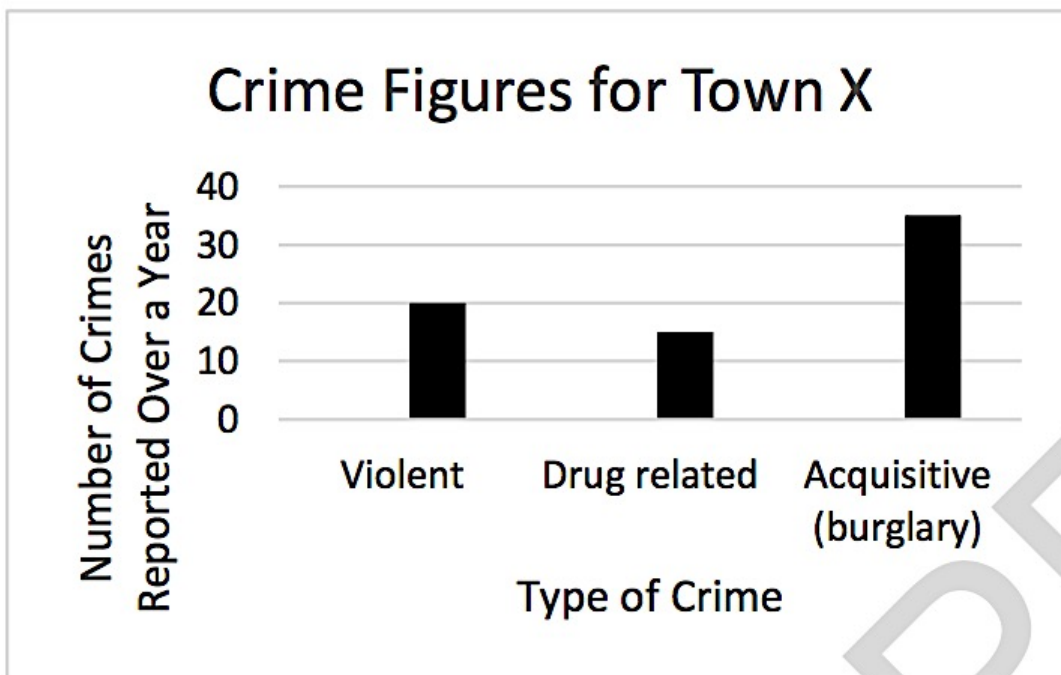
| Crime Type                            |         |              |             |
|---------------------------------------|---------|--------------|-------------|
|                                       | Violent | Drug Related | acquisitive |
| Number of crimes reported over a year | 20      | 15           | 35          |

**Need more help?**

Check out pages 14, 18 & 194 of your textbook or go to <https://passmorespsychology.weebly.com/research-in-psychology.html>

Using the table above:

(a) Sketch a bar chart to represent the crime figures for town X. (Worth 4 marks)



**Qu. 5(a) marker's comments**

1 mark for correctly titled graph.

1 mark for Y axes being correctly labelled.

1 mark for X axes being correctly labelled.

1 mark for correct plotting of data.

(b) identify which type of crime would give the modal class

1 mark for identifying 'acquisitive'.

..... [1]

(c) Name one other type of crime that may not have been reported in town X

1 mark for the appropriate type of crime not represented in the given table.

Most likely answers will be:

- anti-social
- sexual.

**Qu. 5(c) marker's comments** [1]

Mark is awarded for type of crime only. Do not accept examples of crime, e.g. murder.

6. Describe how restorative justice can help to reduce acquisitive reoffending

**Need more help?**

Check out pages 20-22 of your textbook or go to <https://passmorespsychology.weebly.com/applications-of-research---crim-psych.html>

The aim is to encourage offenders to take responsibility for the harm they have caused and to agree on ways to repair the harm and damage caused. If an offender can be made aware of the impact of their crime e.g. burglary/robbery, on the victim(s), they may be less likely to re-offend.

**Examples of a 2 mark answer:**

- An offender acknowledges the impact his/her crime has caused, so they don't rob/burgle in the future (1) and to make amends by agreeing to behaviours suggested by the victim (1).
- Restorative justice enables victims to meet or communicate with their offender to explain the real impact of the crime (1). The aim is to help offenders take responsibility for what they have done (1).

**Examples of a 3 mark answer:**

- An offender acknowledges the impact his/her crime as caused, so they don't steal in the future (1) and to make amends by agreeing to behaviours suggested by the victim (1). If an offender can be made aware of the impact of taking items from the victim(s), they may be less likely to re-offend (1).
- Restorative justice enables victims to meet or communicate with their offender to explain the real impact of the crime (1). The aim is to help offenders take responsibility for taking other peoples' possessions (1). If they can find a way to make amends, they may be less likely to rob/steal/burgle in the future (1).

**Qu. 6 comments**

1 mark for outlining restorative justice.  
1 mark for making a link between the method of rehabilitation and acquisitive offending.  
1 mark for a fully developed description of how restorative justice may reduce the likelihood of continued acquisitive offending.

1 mark only if not linked to acquisitive reoffending.

## SECTION B

### Sleep and Dreaming

Answer **all** questions in this section

**Need more help?**

Check out pages 148-152 of your textbook or go to <https://passmorespsychology.weebly.com/sleepdream-intro---the-basics.html>

7. (a) Identify an example of an exogenous zeitgeber.

- A an endogenous pacemaker
- B light
- C pineal gland
- D sleep

Your answer

[1]

(b) Identify a stage of sleep

- A Rapid Eye Motion
- B Rapid Eye Movement
- C Real Eye Motion
- D Real Eye Movement

Your answer

[1]

(c) Identify a neurochemical associated with the regulation of sleep

- A dopamine
- B melatonin
- C oestrogen
- D testosterone

Your answer

[1]

8. Using ten participants, researchers measured the amount of time (in minutes) spent in Stage 1 of the sleep cycle.

**Need more help?**

Check out page 194 of your textbook or go to <https://passmorespsychology.weebly.com/research-in-psychology.html>

The following data was collected.

10.0 9.5 8.2 10.7 10.3 9.6 7.5 10.2 9.9 10.1

Calculate the range from this set of data. Show your working.

1 mark for workings: 10.7 – 7.5 (+1) (✓)

1 mark for answer: 3.2 (✓)

Range = ..... [2]

**Marker's Comments - Question 8**

Must have working to get 2 marks. [2]

9. Alastair was recently involved in a car accident. During the crash he hit his head hard on the steering wheel. Following the incident, he has been unable to sleep properly.

**Need more help?**

Check out pages 148-152 of your textbook or go to <https://passmorespsychology.weebly.com/sleepdream-intro-the-basics.html>

Using the information above, explain why Alastair finds it difficult to sleep.

Alastair may find it difficult sleep because of brain damage to the hypothalamus (1) this part of the brain regulates sleeping and wakefulness and if it is damaged it would explain why Alastair finds it hard to sleep (1)

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**Marker's Comments - Question 9**

1 mark for knowledge of an area of the brain which is involved in the function of sleep (SCN/hypothalamus, pineal gland).

1 mark for applying the knowledge to the case of Alastair

**Need more help?**

Check out pages 156-157 of your textbook or go to <https://passmorespsychology.weebly.com/freuds-study-of-wolfman.html>

- 10.(a) Identify a strength of Freud's (1918) dream analysis study of the Wolfman

- detailed information was gained
- in depth data was obtained
- an insight was provided into a unique case

**Marker's Comments - Question 10 (a)**

The response must refer to a strength related to the method/ research design

- (b) Freudian theory gives one explanation of dreams. Outline the role of repression in dreaming.

- To push things into the unconscious (1) to resolve any immediate emotional conflicts (1).
- To put things out of conscious awareness (1) to protect the person from psychological harm (1).

**Marker's Comments - Question 10(b)**

Must define repression using other words & explain its role

- (c) Explain why subjectivity can be considered a problem with Freud's theory.

1 mark for analysing the problem of subjectivity, e.g.

- open to bias/interpretation (1)
- more opinion than fact (1) etc.

1 mark for making a judgement on the problem of subjectivity by relating this to the Freudian theory of dreams, e.g. [2]

- because a lot of the theory makes reference to the unconscious which cannot be observed (1)
- this means that many ideas are open to interpretation (1)
- it is not a very objective theory (1)
- because dreams can be interpreted in a number of different ways depending on how you decide to approach them (1)

**Need more help?**

Check out pages 152-154 of your textbook or go to <https://passmorespsychology.weebly.com/freudian-theory-of-dreaming.html>

11. Describe the Activation Synthesis theory of dreaming.

**Need more help?**

Check out pages 158-159 of your textbook or go to <https://passmorespsychology.weebly.com/activation-synthesis-theory-of-dreaming.html>

The Activation Synthesis Theory suggests that dreams occur when the mind tries to make sense (**synthesis**) of the brain activity happening during sleep (**activation**). (1)

They believe that dreams have **no real meaning**.(1)

Signals come from **pons** in the **brainstem** and from the **neurons** that move the eyes, this activates the **limbic system** and travels to the **occipital lobe**. (1)

These spikes send a surge of stimulation through the brain that activates the **cerebral cortex** & the higher brain tries to give meaning to what is happening.(1)

The effort to give these sudden signals meaning is what leads us to dream. The brain draws upon its memories to provide synthesis (a meaning that makes sense): (1)

For example, the spikes might be similar to those produced whilst running – when sleeping a person might synthesise those signals and dream of running.(1)

**Marker's Comments – Question 5**

**Level 3 (5–6 marks):**

There is a thorough description of two or more concepts. This should be done with accuracy and clarity. There should be evidence of coherency throughout the description, which either links concepts or ideas within a concept.

**Level 2 (3–4 marks):**

There is a good description of one or more concepts. This should be done with some accuracy. There should be some evidence of coherency within the description, which either links concepts or ideas within a concept.

**Level 1 (1–2 marks):**

There is a basic reference to one or more concepts. Description may be more common sense than technical.

0 marks: No credit worthy response.

## 12. Sleepless Nights

Caitlin is a teenager who finds it difficult to sleep at night and thinks she may be suffering from insomnia. Her father recently read an article on sleep and believes that changing her environment and her routines could help her to get a good night's sleep.

Using your knowledge of treating sleep disorders, explain what advice you would give to Caitlin to help her to increase her chances of getting a good night's sleep.

### Need more help?

Check out pages 163-164 of your textbook or go to

<https://passmorepsychology.weebly.com/applications-of-research--sleepdream.html>

Credit understanding and application of one or more ideas used to improve sleep/reduce insomnia, such as, **relaxation techniques, changes to physical environment (taking out electronic equipment, temperature, light), improved diet/exercise, etc.**

For example:

Firstly, Caitlin could 'clean up' her sleep environment (where she sleeps) by making sure that her room is dark, quiet and at a comfortable temperature. (1) Her bedding should be comfortable and she should ensure that any smart phones, computers etc. are off. (1) She should also refrain from using these at least an hour before she plans to sleep (1) as well as avoiding eating large meals just before bedtime and reducing her intake of caffeine. (1)

Caitlin could also use relaxation techniques where she clears her mind (she could write down her worries or imagine them flying away) (1) and engages in deep breathing exercises where she inhales through her nose for 4 seconds, holds for 7 seconds and exhales for 8 seconds. (1)

### Marker's Comments - Question 7

#### Level 3 (5–6 marks):

There is a thorough explanation of at least one idea. This should be done with accuracy and clarity and clearly apply to the source. There should be evidence of coherency throughout the explanation.

#### Level 2 (3–4 marks):

There is a good description of at least one idea relevant to the source. This should be done with some accuracy. There should be some evidence of coherency within the description.

#### Level 1 (1–2 marks):

There is a basic description of at least one idea. Description may be more common sense than technical.

#### (0 marks):

No credit worthy response.



## SECTION C

### Memory

Answer **all** questions in this section

**Need more help?**

Check out pages 138-140 of your textbook or go to <https://passmorepsychology.weebly.com/braun-et-al-reconstructive-memory-research-study.html>

13. (a) Identify which of the following shows why Braun et al.'s (2002) study of autobiographical memories may show age bias.

- A only cartoon characters were investigated
- B only childhood memories were investigated
- C only paper advertisements were investigated
- D only university students were investigated

Your answer

**D**

[1]

(b) Identify how Braun et al.'s study lacked ecological validity.

- A participants were made to give adverts more direct attention than normal
- B participants' imagination inflation was measured using numerical scales
- C the character of Ariel did not exist when the participants were younger
- D the character of Mickey Mouse did not look realistic the poster

Your answer

**A**

[1]

(c) Identify a weakness of using an independent measures design in Braun et al.'s study.

- A differences in ratings of the pleasantness of the advert may be due to demand characteristics
- B differences in the ratings of the pleasantness of the advert may be due to participant variables
- C differences in recall of shaking hands with a character may be due to demand characteristics
- D differences in recall of shaking hands with a character may be due to participant variables

Your answer

**D**

[1]

**Need more help?**

Check out pages 128-129 of your textbook or go to <https://passmorepsychology.weebly.com/reconstructive-memory-research-study.html>

14.

Why do we forget?

Arfan forgets what he came downstairs for until he goes back upstairs again.

Carmen forgets some of the names of the people she has just been introduced to because there were too many of them.

Darcy forgets the poem she is trying to learn because she has not practised it enough times.

Using the source:

(a) Name the person who has explained decay.

Darcy ..... [1]

(b) Name the person who has experienced displacement

Carmen ..... [1]

15. A group of people with amnesia were tested for recall. When they were given 30 images to memorise, they remembered a median of 5 images.

Calculate the media expressed as a fraction in its lowest form of the total number of images. Show your workings.

1 mark for workings:  $5/30$  (✓)

To simplify 5 to 1, which means that you would need to divide it by 5. So you also need to divide 30 by 5.

1 mark for answer Median =  $1/6$  (✓)

Median = ..... [2]

**Need more help?**

Read pages 194-195 and complete the activities on page 197 or go to <https://passmorepsychology.weebly.com/research-in-psychology.htm>

**Marker's Comments – Qu. 9**

1 mark only if not expressed in its lowest form.

16.

**Need more help?**

Read pages 122-123 and complete the activities on page 197 or go to <https://passmorespsychology.weebly.com/memory-intro---the-basics.html>

The neuropsychologist

A neuropsychologist has been assigned two new patients. Patient A is unable to recall any memories from before she suffered her brain injury, while Patient B is unable to form any new memories since his brain trauma.

For both patients, identify the type of amnesia and the area of the brain associated with this type of memory loss.

Patient A:

Type of Amnesia

Type of Amnesia - Retrograde amnesia

.....

Associated Brain Area

Brain Area - Frontal lobe (pre-frontal cortex)

.....

Patient B:

Type of Amnesia

Type of Amnesia - Anterograde amnesia

.....

Associated Brain Area

Brain Area - Hippocampus

[4]



## SECTION D

### Research Methods

Answer **all** questions in this section

A psychologist investigated the relationship between how patient people were when queuing for a theme park ride and how they rated their experience of it.

She posed as a member of staff so that she could observe people without them knowing. Every 30 minutes, the psychologist selected a person from the queue. She observed that person and measured how patient they appeared to be using a scale of 1 to 10 with 1 being 'very impatient' and 10 being 'very patient'

Once that person had been on the ride, she explained the aim of her research. If they agreed to be part of the study, she then asked them to rate their experience of the ride on a scale of 1 to 10 with 1 being 'not exciting at all' and 10 being 'very exciting'.

#### Need more help?

Check out pages 131, 137, 163, 184, 189 & 192-193 of your textbook or go to <https://passmorespsychology.weebly.com/research-in-psychology.html>

**18.** Explain whether the data collected would be quantitative or qualitative data. Justify your answer.

1 mark for understanding the data is quantitative.

1 mark for a justification of this answer in context of the study, e.g. patience is measured on a numerical scale.

#### Marker's Comments – Qu. 18

If qualitative data is selected then it is still possible to earn the second mark if the explanation is actually of quantitative data.

**19.** Outline one strength of using a rating scale to measure people's experience of the ride

#### Examples of a 1 mark answer:

- Objectivity (1).
- Easier to draw comparisons (1).
- Requires less insight from participants (1).

#### Examples of a 2 mark answer:

- It is more objective (1) to score someone's excitement rather than asking them to describe it (1)
- Easier to look for patterns (1) in this case between levels of excitement and patience.(1)

#### Need more help?

Check out pages 184-185 & 215 of your textbook or go to <https://passmorespsychology.weebly.com/research-in-psychology.html>

#### Qu. 2 Comments

1 mark for evaluation of a strength of using a rating scale  
1 mark for applying this strength to the study  
Also credit strengths related to self report.

20. Evaluate the use of observation method in this study

**Need more help?**  
Check out pages 187-188 of your textbook.

The researcher used a covert (non-participant) observation so the participants did not know that they were being observed (1).

This means that they would act more naturally as there is no observer effect (1) and the data is more reliable as there is less chance of social desirability or demand characteristics (1).

By using a covert observation this increases the ecological validity (1) as the participants did not know they were being watched and would act more naturally (1)

The use of a covert observation can be seen as unethical (1) as the participants could not give consent to take part (1).

There could be observer bias (1) as the researcher was making judgements of their based on their levels of impatience, which is only one interpretation (1).

**Qu. 14 Comments**

**Level 3 (4-5 marks):**

There is a thorough evaluation of the observational method. This should be done with accuracy and clarity and clearly apply to the source. There should be evidence of coherency throughout the evaluation.

**Level 2 (2-3 marks):**

There is a good evaluation of the observational method. This should be done with some accuracy. Application to the source should be implicit if not explicit. There should be some evidence of coherency within the evaluation.

**Level 1 (1 marks):**

There is a basic attempt to evaluate the observational method. Evaluation may be more common sense than technical. Points may only apply to the source in an implicit way.

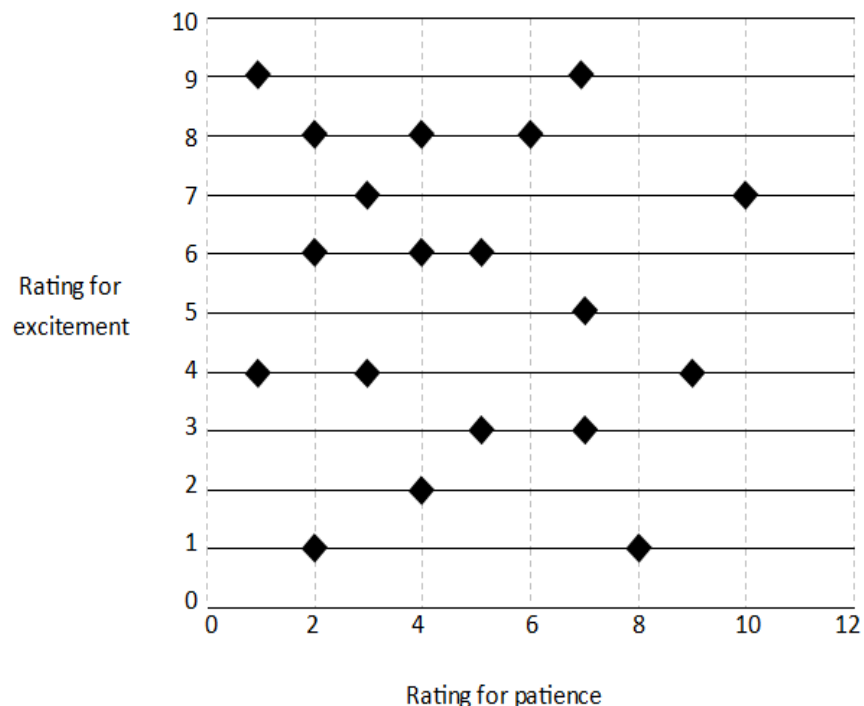
[5]

**(0 marks):**

No credit worthy response.

21. The psychologist presented her findings using a scatter diagram, as shown below.

A scatter diagram to show the relationship between how patient people were when queuing and their rating of excitement of a theme park ride.



**Need more help?**

Check out pages 185-187 of your textbook or go to <https://passmorepsychology.weebly.com/research-in-psychology.html>

Explain what the psychologist would conclude from this scatter diagram

1 mark for identifying the scatter diagram shows no/zero correlation.

1 mark for a statement that recognises there is no relationship between how exciting people found the ride and how patient they were when queuing. [2]

22. Explain **two** weaknesses of **this** correlation study.

**Need more help?**

Check out pages 189-191 of your textbook or go to <https://passmorepsychology.weebly.com/research-in-psychology.html>

**Example of a 2 mark answer:**

- A correlation study does not allow researchers to establish cause and effect e.g. being patient causes more excitement (1) because variables are not manipulated (1).
- As the researcher was the only person who observed the participant's behaviour the study could be limited by observer bias (1) as her idea of patience could be different to someone else. (1)
- As the researcher selected participants every 30 minutes from the queue it could have been unrepresentative sample (1) this could have led to cultural or age bias making it difficult to generalise to the wider population. (1)

**Qu. 22 Marker's Comments**

1 mark for each weakness identified (maximum of 2).  
2<sup>nd</sup> mark for context (maximum of 2). Limit of 2 marks available if not contextualized.  
Candidates might refer (but are not limited) to the following concepts when contextualising their answers:  
• Reliability  
• Demand characteristics  
• Cultural bias  
• Age bias  
• Observer bias  
• Social desirability  
• Ethical issues [4]

23. Outline **one** way in which this study could show gender bias

**Need more help?**

Check out pages 104, 109, 163, 204 of your textbook or go to <https://passmorepsychology.weebly.com/research-in-psychology.html>

**Examples of a 2 mark answer:**

- The research may be gender bias if the sample has much more of one sex than another (1). For example, if the ride appeals more to females (1).
- The researcher's own biases may affect her ratings (1) as she may perceive males as being more impatient when they're not (1).

**Examples of a 3 mark answer**

- The research may be gender bias if the sample has much more of one sex than another (1). For example, if the ride appeals more to females (1), then they will be over-represented in the data (1).
- Males and females may want to present a different image when rating the ride (1) as males may want to come across as being more macho and rate the ride as less exciting (1) so their ratings are less valid than females (1).