

Psychology

General Certificate of Secondary Education

Unit **B542**: Studies and Applications in Psychology 2

Mark Scheme for June 2011

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SECTION A – INDIVIDUAL DIFFERENCES**The Self**

1 Identify whether the following statements are true or false.

Give your answer by circling either TRUE or FALSE as shown below.

<input checked="" type="radio"/> TRUE	<input type="radio"/> FALSE
<input type="radio"/> TRUE	<input checked="" type="radio"/> FALSE

(a) Extraversion is a measure of how out-going and confident an individual is.

1 x AO1

<input checked="" type="radio"/> TRUE	<input type="radio"/> FALSE
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1 mark for 'true'

RATIONALE

If both statements are circled then award no marks.

(b) Neuroticism is a measure of how mathematical and logical an individual is.

1 x AO1

<input type="radio"/> TRUE	<input checked="" type="radio"/> FALSE
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1 mark for 'false'

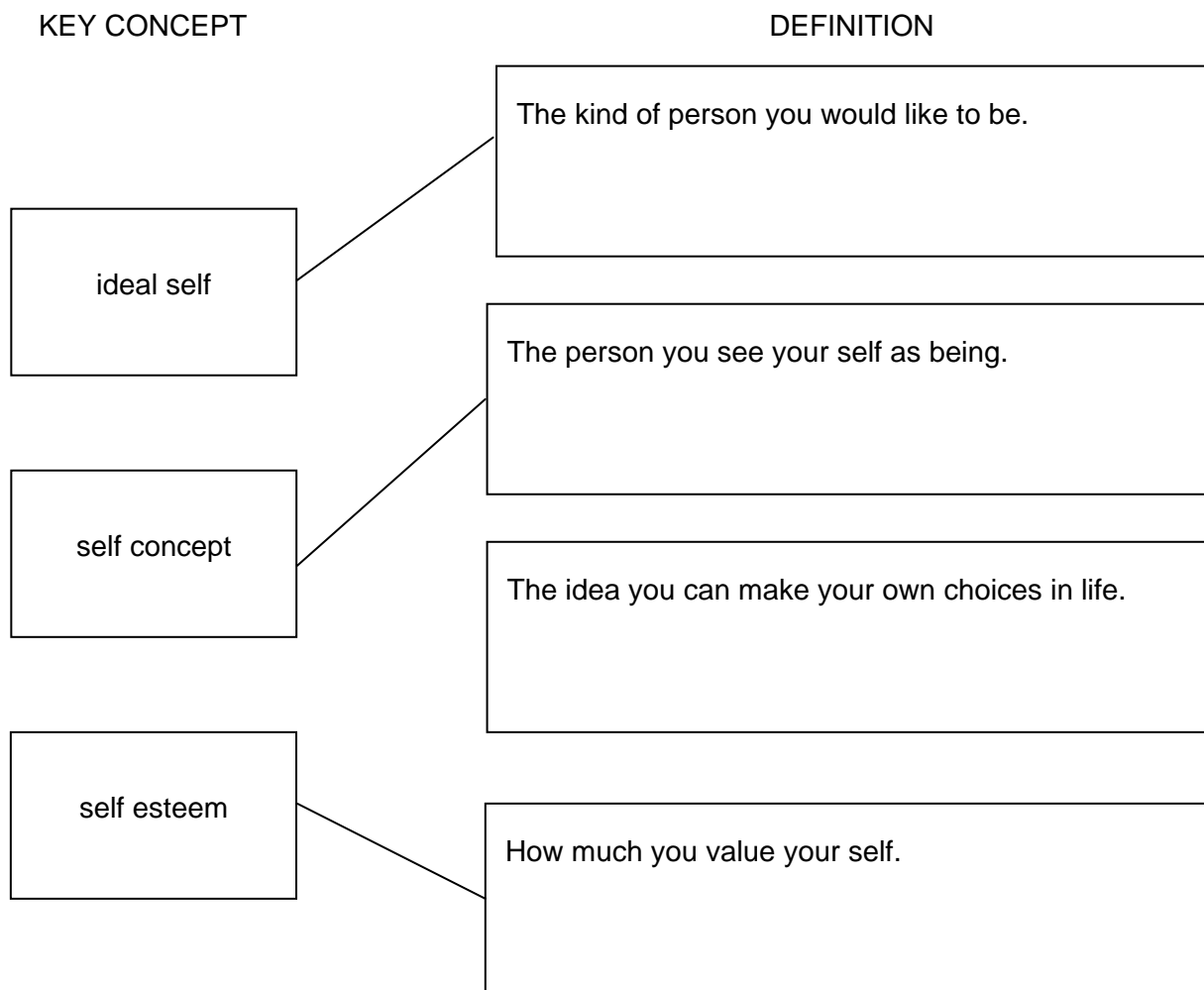
RATIONALE

If both statements are circled then award no marks.

2 Look at the following diagram.

Draw a line between two boxes to match the humanistic concept to its definition.

3 x AO1



1 mark for each correctly matched pair of boxes as shown above.

RATIONALE

For each additional line drawn over the 3 required, deduct 1 mark.

Discount a crossed out line if an alternative is offered, if no alternative is offered then mark the crossed out line.

3

The case of Levi

Levi is a teenage boy who often gets into trouble. However, his parents still support him whatever he does. His teacher says his parents should continue to do this. She believed it is a good thing because it will help him to achieve his goals in life.

Using the source:

- (a) Give the phrase that shows that Levi receives unconditional positive regard.

1 x AO2

1 mark for a statement that makes reference to 'support...whatever he does'

- (b) Give the phrase that refers to self actualisation.

1 x AO2

1 mark for a statement that makes some reference to 'achieving goals'

- 4 Outline one criticism of the humanistic theory of the self.

2 x AO2

1 mark for a brief or basic criticism eg 'it's not very scientific', 'it focuses too much on the individual'. 'cannot be easily tested', 'cannot be generalised', 'ignores role of genes in personality'

Or 2 marks for a more detailed, sophisticated response eg 'it is not very objective (1) as you cannot easily study your self (1)', 'the idea of free will goes against the belief of scientific psychology (1) because it assumes no behaviour is determined (1)'.

RATIONALE

Can credit idea that the theory focuses too much on individual (because of idiographic/nomothetic debate) and can credit idea that it focuses too much on free will (because of free will/determinism debate) but do not credit other statements which simply state it focuses too much on a specified feature e.g. 'it focuses too much on ideal self', 'it focuses too much on unconditional positive regard'.

It is worth noting that the idea that the theory is unscientific can be paired with a number of other criticisms e.g. it ignores determinism, people are more predictable than the theory says, you cannot make generalisations, it is too subjective, etc. Such statements should not be treated as separate criticisms but as one (so potentially 2 marks).

Do not simply credit the idea it ignores other theories - whether specified or not. This is too obvious.

5 Van Houtte & Jarvis (1995) did a study into pet ownership amongst adolescents.**Give two limitations of the study.****2 x AO3**

1 mark for each brief but relevant limitation eg 'people may not tell the truth about how they feel about themselves', 'culturally biased', 'it is wrong to try to quantify self-esteem', etc

RATIONALE

It is permissible to export relevant information between both parts of this answer when assessing the candidate's response.

If giving BOD for one limitation this must not be given to other limitation. This is because only one of the marks is aimed at the lowest grade level; the second mark demands a higher level response.

Cultural bias is creditworthy but do not double credit the idea of the sample being mainly white and all American – although these are different features of the sample they amount to the same issue.

6 Describe one way in which counselling can be used to help an individual. 4 x AO2

1 mark for identifying a way in which counselling can help people – either in terms of area (eg careers guidance), client group (eg depressed people), processes (eg by showing empathy) or outcomes (eg 'this raises self-esteem').

Up to 4 marks for elaborating on one way counselling can help people eg 'The idea behind counselling is that people essentially help themselves (1) on the basis that they know themselves better than any one else (1). A counsellor is merely a facilitator who helps the client to understand where they are and where they want to be (1) by being a good listener and reflecting the client's own thoughts (1).'

RATIONALE

To award any marks, the answer must identify a focus, i.e. area, client group, process or outcome.

If more than one way (focus) offered then credit best one.

Do not simply credit terms that are used earlier in the section e.g. self esteem, unconditional positive regard, etc – but do credit them when used in context e.g. counselling raises self esteem, unconditional positive regard can be offered through being empathetic and non-judgemental, etc.

Do not credit common sense descriptions with no discernable psychological content.

Do not credit processes/ideas that could pertain to most or all forms of therapies e.g. clients talk through their problems, it is a confidential process.

To award full marks, the response must demonstrate coherency, accuracy and detail.

Section A Total [15]

SECTION B – COGNITIVE PSYCHOLOGY**Perception**

- 7 Identify which one of the following statements is a correct definition of *perceptual set*.

Tick one of the boxes below to show your answer.

1 x AO1

When we perceive an object has changed in colour when it has not.

When we perceive an object based on what we expected to see.

When we perceive an object as being constant even though it appears to have changed.

RATIONALE

No marks if more than one box is ticked.

8 Look at the following picture.



Explain two depth cues that can be seen in this picture.

2 x AO2

2 x AO2

For each depth cue offered:

1 mark for identifying the cue, either by name (ie superimposition/overlapping, height in plane, relative size, texture gradient, linear perspective) *or* by description.

Plus 1 mark for applying it to the stimulus

eg 'relative size (1) means the fence posts which are further away appear to be smaller than the same sized fence posts near the front (1)'

eg 'trees are overlapping each other (1) which shows us the obscured ones are in the background (1)'

eg 'the nearest part of the track is further down the picture (1) and the furthest is higher up (1)'

eg 'the grass in the foreground can be seen in more detail than that in the background (1) which is an example of texture gradient (1)'

RATIONALE

It is possible to export answers/details between the two parts of the response to maximise mark.

There are no more than 2 marks per part response – marks themselves cannot be exported.

The cue / description must be related to the picture / contextualised fully to be awarded full marks. It is not enough to simply reference an object in the picture e.g. 'linear perspective (1) can be seen with the track (1)'. As a rule of thumb you are looking for references to distance to contextualise/apply the depth cue.

Examiners need to be aware that the 'fourth mark' on this question is supposed to be a high level mark so on that basis full marks should not be awarded if both parts of the answer only just achieve their two marks (e.g. through muddled descriptions, weak applications).

9 Describe the findings of Haber & Levin's (2001) experiment into depth perception.

3 x AO1

1 mark for each brief or basic statement relating to the findings eg 'participants could estimate the distance better for some objects more than others', 'participants were not very good at judging the distance of objects of varying size'.

Or up to 3 marks for a developed or detailed response eg 'Haber & Levin concluded that it was easier to estimate the distance of familiar standard sized objects (1) such as milk bottles and doors as opposed to a teddy bear or Christmas tree (1) because they were relying on their past experiences (1)'.

RATIONALE

Rule of thumb:

1 mark for knowing distance of everyday objects of invariant size were best estimated

1 mark for comparing these with estimations of other objects

1 mark for a conclusion (relating to role of past experience/familiarity)

Accept the terms – Token invariant (objects of a size that do not change) . **InvO**

Token variable (objects of a size that do change) **VarO**

Accept the finding – 'the differences between the accuracy of estimated **size** of objects did not vary much' (it was distances that varied).

Do credit both results *and* conclusions, eg 'Participants were most accurate when judging distances of objects of a known size (1) compared to objects of an unknown or variable size (1). This is because they are more familiar with the size of the first set of objects which impacts on judgements of distance (1).'

The response must have some coherency to be awarded full marks.

Award a maximum of 1 mark for any other descriptive detail of the study which does not relate to the actual findings.

10 Outline one limitation of Haber & Levin's study.

2 x AO3

1 mark for a brief or basic limitation eg 'the sample was not very representative', 'the task was not very realistic', 'cultural bias', 'gender bias', 'only students used', 'artificial set-up and task'

Or 2 marks for a more detailed, sophisticated response eg 'the sample was not very representative (1) making it difficult to generalise to how all people perceive items (1)', 'the familiarity of an object is subjective (1) and it was wrong to assume that participants perceive each one in the same way (1)'.

RATIONALE

Do not credit descriptive statements, eg 'used all students' but do credit evaluative statements eg 'they only used students'.

Do not credit limitations which relate to the study being a field experiment.

Do not simply credit the idea that the study is biased – the type of bias needs to be correctly identified or the statement needs to be explained to start earning marks eg 'There may have been bias in terms of the objects that were classed as everyday'. Limitations must be in the context of the study to earn both marks eg 'the sample was unrepresentative and so generalisations should not be made' is not contextualised and would be limited to 1 mark.

NB Marks can be awarded for this question even if no marks are awarded for Q9.

11 The constructivist theory tries to explain perception.

Outline one criticism of the constructivist theory of perception.

2 x AO2

1 mark for a brief or basic criticism eg 'it doesn't explain illusions very well', 'it ignores the effect of nature on perception', 'we perceive the world in quite similar ways'

Or 2 marks for a more detailed, sophisticated response eg 'we perceive the world in quite similar ways (1)' which suggests that perception cannot be based on individual experiences (1), 'this theory cannot explain why newborn babies seem to be able to perceive aspects of their world (1) despite a lack of experience with the environment (1)'.

RATIONALE

Do not credit descriptive statements, only evaluation. For example, a statement such as 'Constructivist theory believes in top down processing but this ignores the role of bottom up processing' would only score 1. However 'Constructivist theory ignores the role of bottom up processing (1) and therefore cannot explain how we perceive many objects in the same way as others' would score 2.

Award a maximum of 1 mark for simply describing an alternative theory when not referencing constructivist theory. To gain 2 marks it must reference the constructivist theory eg through comparison.

Do not simply credit the idea it ignores other theories - whether specified or not. This is too obvious.

12 Describe one way that research into perception can be applied in real life. 3 x AO2

1 mark for identifying one area of real-life where research is applied, whether general (eg advertising, reducing road traffic accidents, visual illusions) or specific (eg subliminal advertising, pilot training, designing computer games).

Up to 3 marks for elaborating on this area of application eg 'in advertising (1) the effects of context on perception can be exploited (1) to make a product appear bigger or brighter than it really is depending on its surroundings (1)', 'subliminal advertising (1) is when a message is sent to the unconscious (1) such as flashing up 'Eat Popcorn' for less than a second (1/30,000th) during a film to influence the audience to want to buy popcorn (1)'.

RATIONALE

If a simple list of ideas is offered with no elaboration/explanation then credit a maximum of idea.

Be careful to credit only one application – if more than one offered then credit best one. Be careful not to assume something like advertising is one application if the candidate goes on to give very distinct examples of advertising practice.

Some obvious psychological content must be present for full marks to be awarded

Reference to perception (not the word but the concept) must be made for full marks.

Application must relate to cognitive perception (i.e. in relation to an object, such as context) not social cognition (i.e. such as ones perception of a company or a person).

Answer must refer to specific areas of application. Do not credit responses where candidates describe how they use their perceptual abilities in real-life eg to walk upstairs or cross the road!

Section B Total [15]

SECTION C – DEVELOPMENTAL PSYCHOLOGY**Cognitive Development**

13

Complete the table below by identifying the stages of Piaget's theory of cognitive development. 4 x AO1

Fill in each empty space using a different term from the following list:

- concrete operational
- formal operational
- pre-operational
- post-operational
- sensori-motor.

Name of Stage	Ages	Description
sensori-motor	0–2 yrs	The child understands the world as far as it can explore it.
pre-operational	2–7 yrs	The child understands the world through symbols.
concrete operational	7–11 yrs	The child can solve problems with the use of objects.
formal operational	11+ yrs	The child can solve problems in an abstract way.

1 mark for each correctly placed term as shown in the table above.

RATIONALE

Only credit fully named stages, eg not just 'concrete', 'formal'

14

The Mind of a Child

A psychologist did a case study of a child and recorded the following abilities.

The child is able to:

- understand that the volume of liquid stays the same when it is poured into a different shaped container
- rank objects in order
- work backwards in their thinking
- understand more than one feature of a situation.

Using the source:

- (a) Identify the ability which shows that the child can conserve. 1 x AO2

1 mark for understanding that the volume of liquid stays the same when it is poured into a different container

- (b) Identify the ability which shows that the child has decentred. 1 x AO2

1 mark for understanding more than one feature of a situation

15 Describe how research into cognitive development is useful in education. 3 x AO2

NB This question can be answered in a number of ways. For example, describing one or more cognitive processes/stages in relation to education, describing one or more specific examples of educational policy based on research ideas, describing one or more specific examples of classroom practice based on research ideas, or a combination of approaches.

1 mark for a brief or basic response eg 'organising pupils into key stages/year groups', 'scaffolding can be used to support learning in the classroom', 'the role of the spiral curriculum', 'if teachers understand how children's minds work they can set appropriate tasks', etc.

Or up to 3 marks for a developed, broad or detailed response.

eg 'the idea that children develop in age-related stages (1) is reflected by the fact that schools organise pupils into year groups so they can be taught at the same kind of level (1) and also have targets in terms of what they should be able to achieve by the end of that year of schooling (1)'.

eg 'If children are still egocentric it is no good a teacher trying to get them to do tasks where they have to consider the viewpoints of others (1) nor should they expect them to empathise by not disrupting others' learning (1). According to Piaget, a teacher cannot speed this process up but needs to wait until a child is ready to think about issues in this way (1)'

eg 'School children will learn best by active learning (1) because they are actually doing something themselves in the classroom to help them discover things (1). Scaffolding is also useful because it creates a framework to help a child to move forward in their thinking whilst being supported by the teacher at the same time. (1)'

RATIONALE

There must be some level of description for full marks i.e. not just a list of ideas.

A maximum of 1 mark can be awarded if a response describes relevant theory (to any level) but it is not applied to education.

Do not credit simply information taken from Q14 if not put into context of question.

16 Describe Piaget's (1952) study into the conservation of number.**4 x AO1**

Credit 1 mark for each relevant feature of the study eg aim (to investigate the age at which children could conserve), method (an experiment, cross-sectional study), variable (manipulation of rows of counters), procedure (question asked), details of sample (different aged children), findings (children over 7 tended to understand a more stretched row still has the same number of counters).

To award full marks both procedure and findings need to be covered, but this does not have to be a balanced coverage.

RATIONALE

Do not credit reference to conservation experiments other than those testing number.

If aim and conclusion are similarly worded then only give credit to one to avoid double crediting.

Reference to counters alone would not gain credit; this would be gained with reference to the set up and transformation in addition to the counters.

Do not credit 'children' as sample, credit would only be given if answer details 'different aged children' or 'children of different stages' or correct age range (4 to 6 years).

Credit for findings can be given if only one group of children is referred to, as long as their age/stage is detailed.

Credit 1 mark max for a diagram that clearly illustrates the set-up, but not if mark has already been awarded for set-up.

To award full marks, the response must demonstrate coherency, accuracy and detail.

17 Outline one limitation of Piaget's study into the conservation of number. 2 x AO3

1 mark for a brief or basic limitation eg 'Piaget was criticised for the way he questioned children', 'the task seemed irrelevant to children', 'demand characteristics', 'sample was too small', etc.

2 marks for a more detailed, sophisticated response eg 'children may have been confused by Piaget stretching the line himself because when a naughty teddy was used to do the same thing (1) children younger than 7 could conserve number (1)', 'critics say Piaget should not have asked the same question twice (1) because this implies the first answer *is wrong* compelling younger children to give a different answer (1)', etc.

RATIONALE

Do not credit descriptive statements eg do not credit 'he used middle class children' but do credit 'middle class children are not representative of all children'.

Limitations must be in the context of the study to earn both marks eg 'the experiment had demand characteristics which means participants do what you expect them to do' is not contextualised and would be limited to 1 mark.

Do not simply credit the idea that the study is biased – the type of bias needs to be correctly identified or the statement needs to be explained to start earning marks eg 'Piaget could influence children's answers by the way he questioned them'

NB Marks can be awarded for this question even if no marks are awarded for Q16.

Section C Total [15]

SECTION D – SOCIAL PSYCHOLOGY**Non-Verbal Communication**

- 18 (a) Give one example of body language. 1 x AO1**

1 mark for an example of body language eg crossed arms

- (b) Suggest what this example of body language could be communicating. 1 x AO2**

1 mark for an appropriate suggestion for what the example of body language is communicating eg feeling angry

RATIONALE

Marks can be exported between (a) and (b)

Marks cannot be gained for (b) if (a) scores zero.

- 19 (a) Give one example of a facial expression. 1 x AO1**

1 mark for an example of a facial expression eg no eye contact / eye contact

- (b) Suggest what this example of a facial expression could be communicating. 1 x AO2**

1 mark for an appropriate suggestion for what the example of a facial expression is communicating eg feeling shy.

RATIONALE

Marks can be exported between (a) and (b)

Marks cannot be gained for (b) if (a) scores zero.

20

Evolution and Non-Verbal Communication

According to evolutionary theory, non-verbal communication is motivated by instinct. The instinct to protect ourselves means we use appeasement gestures and defensive gestures. The instinct to reproduce means we use body language to make us appear more attractive and facial expressions to show our interest in others.

Using the source:

- (a) Identify what motivates non-verbal communication, according to evolutionary theory. 1 x AO2**

1 mark for 'instinct'

- (b) Give an example of how non-verbal communication is associated with reproduction.** **1 x AO2**

1 mark for '(body language) to make us appear more attractive' or '(facial expressions) to show our interest in others'.

- (c) Give an example of how non-verbal communication is associated with survival.** **1 x AO2**

1 mark for 'appeasement gestures' or 'defensive gestures'

- 21 The social learning theory states that non-verbal communication is learned from others.

From the list below, identify two terms associated with social learning theory.

2 x AO1

Show your answer by ticking the relevant boxes.

- biology
- bottom-up processing
- imitation
- reinforcement

1 mark for each correctly ticked box as shown above.

RATIONALE

For each box ticked over the 2 required, deduct 1 mark.

- 22 Describe and evaluate Yuki *et al's* (2007) study into facial expressions.

4 x AO1 2 x AO3

AO1 marks for features of the study, such as: aim (to investigate cross-cultural differences in interpreting facial expressions), sample (USA vs Japanese students), variables (whether eyes or mouths were happy/sad/neutral), tasks (rating faces for emotions), findings (Japanese participants used eyes more when judging emotions of face), etc.

For full AO1 marks to be awarded both procedure and findings must be covered.

AO2 marks for evaluation points such as: artificiality of faces, simplicity of rating scale, only used a student population, etc

1–2 marks: There is a brief reference to one or more features of the study. Description may be basic or vague. Evaluation may be present but will be simple and/or brief.

Quality of written communication can be basic, using few if any psychological terms. There can be some errors in spelling, punctuation and grammar.

3–4 marks: There is description of at least one key feature of the study. This should be done with some accuracy. Evaluation may be present but can be simple and/or brief.

Quality of written communication is at least satisfactory, using some psychological terms. There are few errors in spelling, punctuation and grammar. Meaning is communicated.

5–6 marks: There is a more detailed description of two key features of the study. This should be done with accuracy and clarity. Evaluation should be present but can be brief as long as clear.

Quality of written communication is at least good, and uses psychological terms. The spelling, punctuation and grammar is largely accurate. Meaning is communicated clearly.

RATIONALE

Do not credit reference to cultural bias as a limitation / evaluation – the study was cross-cultural so was not seeking to make generalisations about universal behaviours.

Give credit for drawings used instead of description i.e. for emoticons, graph for findings.

If aim and conclusion are similarly worded then only give credit to one to avoid double crediting.

Do not credit reference to other nationalities for the sample eg Chinese instead of Japanese, British instead of American when crediting sample. However do not keep penalising the candidate for the same mistake eg when they are describing the findings can overlook this.

If answer reports the findings the wrong way around (i.e. Japanese focus on mouth / American on eyes) then 1 mark can be awarded (rather than usual 2) if the candidate does make clear there is a difference between the results in relation to these features.

Do not credit reference to *using* faces/mouths to show emotions (as opposed to interpreting) unless in conclusion i.e. do not credit in aim nor in findings.

Section D Total [15]

SECTION E – BIOLOGICAL PSYCHOLOGY**Criminal Behaviour**

23 Mednick *et al* (1984) did a study into the genetic basis of criminal behaviour.

From the list below, identify three features of the study.

3 x AO1

Show your answer by ticking the relevant boxes.

- it was an adoption study
- the sample was made up of twins
- data was collected from criminal records
- data was collected from observations
- the findings showed that biological parents have a strong influence on their children's chances of committing a crime
- the study concluded the environment is important in whether someone commits a crime or not

1 mark for each correctly ticked box as shown above.

RATIONALE

If more than 3 required boxes are ticked, deduct one mark for each additional box ticked.

24 Outline one limitation of Mednick *et al*'s study into criminal behaviour.

2 x AO3

1 mark for a brief or basic limitation eg 'only done in one country', 'the problem of a contamination effect', 'criminal records can be unreliable', etc

Or 2 marks for a more detailed, sophisticated response eg 'there may be a contamination effect in terms of behaviour (1) caused by the social influence of their biological parents in early years' (1), 'the finding focused only on males (1) therefore the may not be generalisable to females' criminal behaviour (1)'.

RATIONALE

Do not credit descriptive statements eg do not credit 'they used retrospective records' but do credit 'retrospective records may be unreliable'.

Limitations must be in the context of the study to earn both marks eg 'there were too many uncontrolled variables that may make the findings invalid' is not contextualised and would be limited to 1 mark.

Do not simply credit the idea that the study is biased – the type of bias needs to be correctly identified or the statement needs to be explained to start earning marks.

25 Outline what is meant by the term criminal personality.**2 x AO1**

1 mark for a brief or basic definition eg 'where someone has criminal traits', 'a type of person who is different from law-abiding people'.

Or 2 marks for a more detailed, sophisticated response eg 'an individual with certain traits (1) such as impulsiveness, pleasure seeking and self-importance (1)', 'a relatively fixed set of traits (1) which make a person atypical in their attitudes towards crime (1)'.

RATIONALE

A maximum mark for a list of relevant traits, but at least two are required.

Do not credit any explanations of the origins of criminal personality (eg biological, social).

'Atypical' or 'abnormal' is not enough to receive credit unless there is a comparison to 'law-abiding....' etc.

Do not credit definitions of crime/criminal behaviour – only the concept of personality.

26 Describe how psychological research can be used in crime reduction.**3 x AO2**

Up to 2 marks for identifying ways of reducing crime whether specific or general eg punishment, rehabilitation, prisons, fines, crime prevention, drug treatment programmes, etc.

Plus 1 mark for some further description of at least one of the ways identified eg 'crimes can be punished (1) through the use of custodial sentencing (1)', 'rehabilitation programmes (1) seek to condition offenders by reinforcing appropriate forms of behaviour (1)',
The further description must be related to crime reduction in some way.

Plus 1 further mark if there is a more detailed description or some level of explanation (where only one way is offered) eg 'if criminals are seen to be punished (1) then this will act as a deterrent to others (1) who are less likely to imitate that particular behaviour (1)', 'media censorship (1) uses the principles of social learning to reduce crime by limiting access to negative role models (1) whom young children might be tempted to imitate, for example through gun use (1)'

RATIONALE

For full marks, there needs to be some clear psychological content in the answer.

NB It is feasible to award full marks if two or more ways of reducing crime are offered but there must be some level of description of at least one of these ways. Do not credit 3 marks where ways are simply listed.

27 Describe and evaluate one theory of criminal behaviour. 5 x AO1 5 x AO2

NB Responses are likely to focus on the biological theory of criminal behaviour but do credit response focusing on alternative theories eg social learning theory.

AO1 marks for reference to concepts such as: (for biological) heritability of criminal behaviour, criminal gene, idea of 'born criminal', facial features associated with criminals, brain dysfunction including references to areas of the brain related to crime eg limbic system.

AO2 marks for valid evaluation points such as: (for biological) one criminal gene cannot account for wide range of offences, not all criminals show brain dysfunction, facial features may be different in criminals for environmental reasons eg diet, ignores the effect of the environment in developing and reducing crime.

1–3 marks: There is a brief reference to one or more key concepts. Key concepts may be described in common sense ways. There may be some attempt at evaluation but it will be weak. There may be no direct references to criminal behaviour.

Quality of written communication can be basic, using few if any psychological terms.

There can be some errors in spelling, punctuation and grammar.

4–7 marks: There is a description of one or more key concepts. This is done with some accuracy. There must be an attempt to evaluate to score above 5 marks. Evaluation points may be brief but should be relevant. There may only be cursory references to criminal behaviour.

Quality of written communication should be at least satisfactory, using some psychological terms. There are few errors in spelling, punctuation and grammar. Meaning is communicated.

8–10 marks: There is an explanation of at least two key concepts. This is done with accuracy and clarity. Evaluation offers breadth and/or depth, and points are coherent and relevant. There needs to be clear application of the theory to explaining criminal behaviour rather than behaviour in general.

Quality of written communication is at least good, and uses psychological terms. The spelling punctuation and grammar is largely accurate. Meaning is communicated clearly.

Section E Total [20]

RATIONALE

Do not credit criminal personality as an explanation.

For each alternative theory offered (for evaluation) a maximum of 2 marks – 1 for introducing the theory as an alternative/point of comparison and 1 further mark for a description of the theory whether brief or detailed.

Do not simply credit the idea it ignores other theories - whether specified or not. This is too obvious.

Maximum of 1 mark for each part of the brain used to illustrate brain dysfunction – whether this is just named or outlined or related to criminal behaviour. However, candidates who did little more than name parts of brain are unlikely to score beyond the middle band. Those that do expand on its function and role in criminal behaviour are likely to qualify for the top band if they earn enough marks.

If facial features used (in description of biological theory) then maximum of 1 mark for listing features. Further marks can only be earned by making links between facial features and biology/genes.

Do not credit applications to crime reduction as a way of illustrating theories (as this is credited in Q26) but do credit applications if they are used to challenge a theory eg if biological theory is right then rehabilitation/punishment should have little or no effect.

Research evidence (such as Mednick et al) can only be credited if it demonstrates how the biological theory explains criminal behaviour i.e. it should be *used* not just referenced.

Research evidence can be credited as AO1 or AO2 material depending on which will maximise the candidates marks.

No marks for mere identification of the theory, but if they say what the theory says (e.g. “criminal behaviour has a biological basis”) then credit can be given. This also means that ,mis-naming the theory of failure to identify it, should not prevent access to the top mark band as the emphasis is on *description*.

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