

Commentary on candidate evidence

The evidence for these candidates has achieved the following marks for each specified question of the question paper.

Candidate 1

Mandatory topic – Sleep and dreams

Question 1 (a)

The candidate has provided six accurate points of explanation of psychodynamic processes and how they relate to sleep and dreams:

- ◆ 'Sleep/dreams is a time when the id (our part of the personality responsible for pleasure) takes over' (1 mark). 'Usually throughout the day the id is suppressed by the ego.' (1 mark).
- ◆ 'Dreams are mainly comprised of us achieving ... things we desire, this is called wish fulfilment theory.' (1 mark).
- ◆ 'The psychodynamic approach believes that our dreams have two contents: the manifest content, which is just what we are seeing in the dream (1 mark); and the latent content which is the hidden meaning behind what we are seeing' (1 mark).
- ◆ 'If we dream about chocolate the manifest content is just delicious chocolate, but the latent content could be that we feel guilty about eating too much chocolate.' (1 mark).

The explanation of the Little Hans study would also have attracted marks.

6/6

Candidate 2

Mandatory topic – Sleep and dreams

Question 1 (b)

The candidate has provided five accurate points of explanation of the impact of drugs on sleep:

- ◆ 'People who drink caffeine close to the time they fall asleep will struggle to fall asleep (1 mark) as it makes us feel more awake by blocking adenosine.' (1 mark)
- ◆ 'Also people don't realise that it takes 5 hrs for the caffeine levels to drop to half of what they were when the caffeine was first consumed.' (1 mark)
- ◆ 'Amphetamine... is used by many workers when they want to socialise on night shifts, it too makes people feel more awake.' (1 mark)
- ◆ '...alcohol damages the proportions of REM and non-REM sleep and alcohol tolerance develops quickly which means it couldn't be used to treat insomnia.' (1 mark)

The final point made about antihistamine drugs now being available in non-drowsy form has not been explained, and therefore no marks were allocated here. (0 marks)

5/6

Question 1 (c)

The candidate provided 2 accurate points of description, 2 points of evaluation, and 2 points of analysis on the Dement & Kleitman (1957) study of sleep and dreams as follows:

Description:

- ◆ 'to see if dreaming occurred in REM sleep' (1 mark)
- ◆ 'if eye movement was linked to dream content' (1 mark)

Evaluation:

- ◆ 'One weakness of the study was that the results can't be generalised (1 mark) as they were done on mostly males (1 mark)

Analysis:

- ◆ 'However, a strength of the study is that it encouraged and enabled other researchers to explore the link such as Oswald's restoration theory' (**1 mark** – although expressed as a point of evaluation, it is analytical as it makes an appropriate link from the objectivity of Dement & Kleitman's study to the development of Oswald's restoration theory)
- ◆ 'This study can be linked to the Biological theory as it suggests that most dreaming occurs in REM sleep which is what the results of this experiment show' (**1 mark** – appropriate link was made between the study and the biological processes involved in sleep and dreams).

The link that the candidate makes at the end of this response between Dement & Kleitman's study and the activation-synthesis theory gains no marks as it is inaccurate. (**0 marks**)

6/8

Candidate 3

Optional topic - Depression

Question 2 (a)

The candidate provided 4 accurate points of evaluation of a study into cognitive causes or treatments for depression as follows:

- ◆ 'Both males and females were used for this study (1 mark) so it is more generalised to the whole population'. (1 mark)
- ◆ 'However, as only uni students were used (1 mark), this study cannot be generalised to the whole population (1 mark).

The point of evaluation that the candidate makes about participants being tested twice could gain 1 mark for evaluation, but all marks were awarded as above and therefore, no further marks were awarded.

No marks could be awarded in the third paragraph, where the candidate explains the link between positive thinking style and depression, as it does not evaluate the study itself. (0 marks)

4/4

Question 2 (b)

The candidate provided 3 accurate points of explanation about Beck's cognitive triad of depression as follows:

- ◆ 'He looks into how having negative thoughts about yourself, the future and the world can lead to depression' (1 mark)
- ◆ 'Beck also looks into faulty information processing as a cause of depression which ties in with Alloy's thinking styles study' (1 mark)
- ◆ 'Having constant negative thoughts about yourself, the future and the world around you can lead you to have low self-esteem, feelings of hopelessness & worthlessness as well as decreased mood and motivation – all symptoms of depression' (1 mark) (a link is made here between the triad, low self-esteem and depression)

Please note that only one element of Beck's triad is explained, which precludes this candidate from achieving full marks as the question has not been fully answered.

The first point the candidate makes regarding the negative self-schema did not attract any marks as it relates to the theory rather than the triad and therefore, did not answer the question which was asked. (0 marks)

3/6

Question 2 (c)

The candidate provided 2 accurate points of description, 3 accurate points of evaluation, and 4 accurate points of analysis of biological treatments for depression as follows:

Description – Electro-Convulsive Therapy (ECT):

- ◆ ‘The patient goes to hospital and a shock is administered to the brain to ‘re-set’ it and also it induces a seizure in the patient. (1 mark)

Evaluation – ECT:

- ◆ ‘This is not one of the most commonly used treatments for depression, it is more used in the most severe cases, however, it does not tend to work really well’ (1 mark)
- ◆ ‘A weakness of this treatment is that it is not long-term, it is not a cure’ (1 mark)

Analysis – ECT:

- ◆ ‘It also has been known to cause memory loss which is a major, distressing side effect, and is one of the reasons that this is not the preferred treatment method for depression (1 mark) (the inaccurate point made about this loss being ‘mostly long-term’ is ignored, as there is no negative marking).

This point of analysis provides an implication of a side effect of ECT.

Description – Selective Serotonin Reuptake Inhibitors (SSRIs):

- ◆ ‘...SSRIs which inhibit the re-uptake of serotonin / = increases serotonin levels. (1 mark)

Evaluation – SSRIs:

- ◆ ‘...very limited side effects which are uncommon. They are also not physically addictive and an overdose is usually not very dangerous. (1 mark)

Analysis – SSRIs:

- ◆ SSNRs are much like SSRIs but they also increase noradrenaline as well as serotonin levels (1 mark – making comparison between SNRIs and SSRIs in terms of biological changes).
- ◆ ‘...side effects are a little more common than with SSRIs though (1 mark – making comparison between SNRIs and SSRIs in terms of side effects)
- ◆ ‘The side effects [of MAOIs] are also more severe, such as insomnia and aggression making these an unfavourable method of treatment (1 mark – implication of side effects of MAOIs).

9/10

Candidate 4

Optional topic - Memory

Question 3 (a)

The candidate provided 1 accurate point of evaluation of a study into the working memory model as follows:

- ◆ 'However, the main weakness was that the experiment lacked mundane reliability and it was unrealistic. (1 mark)

The candidate described a study into the working memory model, and has evaluated the model itself. None of these points can attract marks as they do not answer the question.

1/4

Question 3 (b)

The candidate provided 4 accurate points of explanation about coding, capacity and duration in short-term memory as follows:

- ◆ 'Conrad 1964 showed that the short-term memory has acoustic coding.' (1 mark)
- ◆ 'Jacobs (1887) showed that the short term memory can hold 5-9 items' (1 mark)
- ◆ 'However, it was later discovered by Miller that it is 7+-2 chunks of information which can be remembered rather than just 7+-2 individual items.' (1 mark)
- ◆ 'The duration of the short term memory is how long.....the short term memory to be 30 seconds roughly' (1 mark) [Peterson and Peterson found that the duration of STM to be 18 seconds, but the mark was given as it is relevant to duration in STM.]

4/6

Question 3 (c)

The candidate provided 1 accurate point of description and 5 accurate points of analysis of explanations of forgetting as follows:

Description

- ◆ 'Cue dependency can either be to do with the state the participant was in when the memory was made or where the participant was when the memory was created.' (1 mark)

Analysis

- ◆ 'This shows the importance of rehearsal in the short term memory' (1 mark- for linking the conclusion of the Peterson and Peterson study with trace decay)
- ◆ '...by Goodwin et al. It was investigated into the effect of alcohol... Hence can be shown as a theory of forgetting as without the influence of alcohol the participants were unable to recall the memory/fact' (1 mark –for making a link between the Goodwin et al study and the cue-dependent explanation)
- ◆ 'It was shown that when in the same place as the information was learnt was where recall was at its best.' (1 mark – for providing a conclusion of the Abernathy (1940) study)

- ◆ ‘...it does not explain situations when people forget answers to tests even when taken in the class where they first learnt that information’ (1 mark – for providing a real-life application of cue-dependent explanation)
- ◆ ‘Hence cue dependent cannot be the only reason for forgetting.’ (1 mark – for providing a conclusion of the Godden and Baddeley study)

6/10

Candidate 5

Optional topic - Stress

Question 4 (a)

The candidate provided 3 accurate points of evaluation of one study into individual differences in the stress response as follows:

- ◆ 'A strength of Hasel et al (2000) study into hardiness training is that the program ran for 6 weeks and this means that there was a long enough period for results to be seen.' (1 mark)
- ◆ 'Another strength is that both male and female participants were used (1 mark) so results can be more easily generalised (1 mark)
- ◆ 'Another weakness of this study is that the participants were all students so they were all of a similar age and intelligence therefore, the results are harder to generalise (1 mark). (This point of evaluation would have attracted 2 marks, however full marks have already been awarded.)

Note that the point the candidate makes about the ethics of the study did not gain any marks as it is inaccurate as participants were not subjected to 'highly stressful situations'. (0 marks)

4/4

Question 4 (b)

The candidate provided 3 accurate points of explanation of the general adaptation syndrome (GAS) as follows:

- ◆ 'The first stage... release of adrenaline and nor-adrenaline for the fight or flight response.' (1 mark)
- ◆ 'The third stage...to compensate for an increase in cortisol release, and stomach ulcers form.' (1 mark)
- ◆ 'Selye (1936)... however they returned within 3 weeks.' (1 mark)

3/6

Question 4 (c)

The candidate provided 2 accurate points of description, 3 accurate points of evaluation, and 4 of analysis as follows:

Description – use of drugs

- ◆ 'One method used to treat stress is the use of drugs such as diazepam or beta-blockers. Both of these drugs slow the central nervous system to prevent the physiological stress response.' (1 mark)

Description – Stress Inoculation Therapy (SIT)

- ◆ 'Stress inoculation therapy...and the third stage is applying the stressor to the real world.' (1 mark)

Evaluation – drugs

- ◆ 'A strength of this method is that it reduces the stress response in the short-term.' (1 mark)

- ◆ 'However, a weakness is that it doesn't deal with the stressor itself so the stressor may persist.' (1 mark)

Evaluation – SIT

- ◆ '...a weakness of this strategy is that it requires a lot of time and commitment ...' (1 mark)

Analysis

- ◆ 'Another link is the sympathetic adrenal medullary axis....and the use of these drugs almost mimic the parasympathetic nervous system returning the body to homeostasis.' (1 mark – for making a link between drug treatment and biological processes.)
- ◆ 'An application of the use of drugs as a coping strategy could be to use for short-term rare stressors such as, for someone who has a fear of flying could take these drugs in the short term to cope.' (1 mark – for providing a real-life application of drug treatments.)
- ◆ '...a hardiness training programme to improve the participants' ability to deal with a stressor. Both these techniques/studies deal with the prevention rather than after the stressor.' (1 mark – for making a comparison between hardiness training and SIT.)
- ◆ 'An application of SIT could be to implement this therapy in the workplace where jobs can become highly stressful.' (1 mark – for providing a real-life application of SIT.)

9/10

Candidate 6

Mandatory topic – Conformity and obedience

Question 5 (a)

The candidate provided 11 accurate points of the behaviour shown in the scenario with reference to factors affecting conformity, using research evidence in their response as follows:

- ◆ 'Informational influence is when a person is motivated to conform to a group because they do not know the correct answer and want to be correct.' (1 mark – explanation of concept).
- ◆ 'Normative social influence to conform is when an individual conforms due to a need or want to be liked and accepted by the group.' (1 mark – explanation of concept).
- ◆ 'Rosie is subjected to Normative Influence to conform because she has all the information but wants to fit in and get along with her group of friends.' (1 mark – application to scenario).
- ◆ 'From this research, Asch devised his magic number of 4, observing highest conformity in a ratio of 1:3.' (1 mark – for information about group size and the Asch study).
- ◆ 'As Rosie is in a ratio of 1:3 with her friends this may have contributed to her decision to go on holiday (1 mark – using research to apply to scenario).
- ◆ 'As Rosie is a female this may have contributed to her conforming because research shows that females are more likely to conform than males...' (1 mark – application to scenario).
- ◆ '...because females want to create peace and harmony within a group' (1 mark - explanation of why females conform).
- ◆ 'Mori and Arai (2010).... This backs up that as a female, Rosie has a greater likelihood to conform.' (1 mark – using research to apply to scenario).
- ◆ 'The presence of an ally, somebody with the same answer or opinion as you, makes people less likely to conform.' (1 mark - explanation).
- ◆ 'As Rosie was the only member of the group to disagree, she felt more isolated increasing the chances of her conforming.' (1 mark – application to scenario).
- ◆ 'The UK is an individualistic culture...this means that Rosie is less likely to conform because she lives in an individualistic culture.' (1 mark – application of concept to scenario).

Please note in reference to the specific marking instructions for this question, that a maximum of 5 marks are available for explanations of factors affecting conformity, without reference to research or the scenario.

11/15

Question 5 (b)

The candidate provided 4 accurate points of explanation of how authoritarian parenting affects obedience as follows:

- ◆ 'Authoritarian parenting brings a child up with rules which have been made clearly and there is no negotiation of those rules.' **(1 mark)**
- ◆ 'From a young age it is installed in a child that rules are meant to be followed and they are taught to obey authority figures such as parents and teachers.' **(1 mark)**
- ◆ 'This increases levels of obedience because unlike a democratic parenting style where rules are discussed and children are encouraged to think for themselves.' **(1 mark)**
- ◆ 'Children brought up with authoritarian parenting recognise the importance of obedience and it becomes a social norm to obey.' **(1 mark)**

4/5

Candidate 7

Optional topic – Prejudice

Question 6 (a)

The candidate provided 2 accurate points of explanation of two types of discrimination as follows:

- ◆ 'Fiske in 2001 found that these positive sexist attitudes can lead to harmful sexism.' (1 mark)
- ◆ '34% of black people with no qualifications are unemployed but only 13% of white people with no qualifications are unemployed.' (1 mark)

Note that the question asks specifically about the discriminatory aspect of prejudice therefore, marks can only be awarded where the candidate makes reference to behaviour that constitutes discrimination in order to access full marks.

2/4

Question 6 (b)

The candidate provided 5 accurate points of evaluation of the authoritarian personality theory of prejudice:

- ◆ '...research was done using questionnaires which means it gained a large sample.' (1 mark)
- ◆ '...including other studies such as Rokeach who supported the idea that authoritarian personality is caused by authoritarian parenting.' (1 mark)
- ◆ 'However a weakness of the study is that the F scale research used a biased sample' (1 mark) 'which means that the research couldn't be generalised.' (1 mark)
- ◆ 'One other weakness was that other studies provided information to support a different correlation such as Perlmutter who found a correlation between Authoritarian Personality and xenophilia' (1 mark)

The candidate has incorrectly identified Perlmutter as the relevant researcher, however this was ignored as the rest of the response is accurate.

5/6

Question 6 (c)

The candidate provided 9 accurate points of explanation of realistic conflict theory, with reference to the scenario as follows:

- ◆ 'Realistic conflict theory was founded by Tajfel (1966). The theory suggests that the main cause of prejudice is conflicts of interest.' (1 mark – explanation of concept)
- ◆ 'This explains Mrs Singh's competition, both groups want to win but only one can which will cause prejudice as both groups want the same goal that only one can achieve.' (1 mark – application to scenario)
- ◆ '...they are competing for scarce resources.' (1 mark – application to scenario)
- ◆ '...as the amount of prizes are limited and there's not enough for both groups so this causes prejudice.' (1 mark – application to scenario)
- ◆ '...groups develop a negative stereotype of each other to legitimise discrimination.' (1 mark – explanation of concept)
- ◆ 'This is seen in Mrs Singh's class when they wrote nasty comments on the poster, the other group created a negative stereotype of the other group to legitimise discrimination...' (1 mark – application to scenario)
- ◆ 'Mrs Singh's group ruined the other group's poster in order to win, this supports the 'conflict' idea of the theory that groups can't work together.' (1 mark – application to scenario)
- ◆ '...Robbers' cave...2 groups of boys competed for prizes also.' (1 mark – link to research)
- ◆ 'Mrs Singh could resolve the conflict through sharing, cooperating and negotiatingwas the way to reduce hostility between groups.' (1 mark – application to scenario)

Please note that from the specific marking instructions for this question, a candidate can be awarded a maximum of 5 marks where they provide explanations of Realistic Conflict Theory without reference to the scenario.

9/10

Candidate 8

Optional topic –Social relationships

Question 7 (a)

The candidate provided 2 accurate points of explanation of gating as it relates to virtual relationships as follows:

- ◆ 'In real life people take things like appearance and mannerisms into consideration when deciding who is attractive and who they want to enter a relationship with.' (1 **mark**) 'In virtual relationships a person is unable to see these qualities or behaviours which can be described as 'gates'. (1 **mark**)

2/4

Question 7 (b)

The candidate provided 6 accurate points of evaluation of the social exchange theory of romantic relationships as follows:

- ◆ 'If rewards such as companionship outweigh costs like effort a person will enter the relationship. However, research has shown that in some cases people have stayed in relationships when the costs outweighed the rewards. The theory would predict if this was the case the person would leave the relationship, however they don't always do so (1 **mark**) therefore affects the reliability of the theory.' (1 **mark**)
- ◆ 'It has been suggested it is over simplistic to state people only enter relationships based on costs and rewards' (1 **mark**) 'as other things such as location and similarity of attitudes play an important role.' (1 **mark**)
- ◆ 'The theory has also been criticised as it has a very selfish nature suggesting people only care about the rewards they will receive and that that is the most important thing in a relationship' (1 **mark**) 'when in reality many people don't base their decisions off of what they can get from something which decreases the reliability of the theory.' (1 **mark**)

6/6

Question 7 (c)

The candidate provided 10 accurate points of explanation of the behaviour shown in the scenario with reference to Filter Theory as follows:

- ◆ 'In the filter theory there are 3 filters which people use to decide who is the best person for them. The first is social demography' (1 **mark** – explanation of concept) 'things such as geographical proximity, same religions, interests, backgrounds.' (1 **mark** – explanation of concept)
- ◆ 'In the scenario Sam and Alex met at university where they studied together for 4 years. As they both went to the same university they were in close proximity for years and were able to see each other regularly.' (1 **mark** – application to scenario)
- ◆ 'They also studied together suggesting they were on the same course and have interests in the same things which is possibly how they first got in contact.' (1 **mark** – application to scenario)
- ◆ 'The second filter is similarity of attitudes in which a couple share the same core beliefs and values.' (1 **mark** – explanation of concept) This is also very important

in the early stages of a relationship as if there is little commonality the relationship will not progress.' (1 mark – further explanation of concept)

- ◆ 'Sam and Alex have tension in their relationship and this may affect them in the long term.' (1 mark – application to scenario)
- ◆ 'The third filter is complementarity in which one partner has something the other lacks and this makes the couple feel whole when they are together and increases feelings of intimacy.' (1 mark – explanation of concept) In the scenario Sam is sociable and Alex is more reserved meaning Sam makes up for Alex being less sociable.' (1 mark– application to scenario) ...'they feel closer together as Sam fills the gap Alex has (1 mark – further application to scenario)

Please note that from the specific marking instructions for this question, a candidate can be awarded a maximum of 5 marks where they provide explanations only of Filter Theory without reference to the scenario.

10/10

Candidate 9

Optional topic –Aggression

Question 8 (a)

The candidate provided 4 accurate points of explanation of evolutionary influences on aggression as follows:

- ◆ ‘Evolutionary theory suggests that we evolved aggression as it is beneficial to our survival’ (1 mark)
- ◆ ‘Things like ritualistic aggression (e.g. dogs growling and showing teeth) supports the evolutionary model as it shows off aggression without actually having to take part in aggressive acts which could result in someone/thing getting injured thus reducing reproductive organs or even death.’ (1 mark)
- ◆ ‘Evolutionary theory of aggression suggests that we are aggressive as it is beneficial in helping us find/defend/hunt food, shelter and sexual partners.’ (1 mark)
- ◆ Evolutionary theory also suggest the males are aggressive as females find aggression attractive. This would explain why male animals often fight in order to secure a female sexual partner.’ (1 mark)

4/4

Question 8 (b)

The candidate provided 1 accurate point of evaluation of the importation model of aggression as follows:

- ◆ ‘However, the study fails to mention why many inmates who enter prison non aggressive and then come out being aggressive.’ (1 mark)

1/6

Question 8 (c)

The candidate provided 9 accurate points of explanation of the behaviour shown in the scenario with reference to Sykes’ deprivation model of aggression as follows:

- ◆ ‘Sykes deprivation model of aggression suggests that people become violent after being in prison because they are deprived of certain goods.’ (1 mark – explanation of concept)
- ◆ ‘...Alan is usually a quiet and reserved person. So when he was deprived of safety he had to come out of his shell in order to defend himself.’ (1 mark – application to scenario)
- ◆ ‘Sykes said that many men fear homosexual acts in prison making them constantly fearful’ (1 mark – explanation of concept) ‘this could result in Alan becoming aggressive as he has to be violent in order to protect himself (1 mark – application to scenario)
- ◆ ‘Sykes also stated that those who are deprived of heterosexual...and sexual encounters can make people more aggressive.’ (1 mark – explanation of concept) ‘This could apply to Alan as he is no longer having intimate moments with his wife.’ (1 mark - application to scenario)
- ◆ ‘Sykes deprivation model also stated that deprivation of liberty can make people aggressive (1 mark – explanation of concept). This has the potential to make

Alan angry as Alan enjoyed walking in the countryside...but now his liberty has been taken from him meaning he has no choice....he has control over.' (1 mark – application to scenario)

- ◆ 'Sykes deprivation model also states that once choice is taken from you, you lose the ability to reason and can end up becoming aggressive.' (1 mark – explanation of concept) 'This would apply to Alan as outside prison he had a say/choice on how a solicitors' firm was run but now he doesn't even get the choice of what he has to eat.' (1 mark – application to scenario)

Please note that from the specific marking instructions for this question, a candidate can be awarded a maximum of 5 marks where they provide explanations only of Sykes' deprivation model without reference to the scenario.

10/10