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* = topics that contain interactive resources, multiple choice questions or audio files. To interact with this content, please go to www.s-cool.co.uk/biology.

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Topics that only contain interactive questions

These topics only contain interactive questions such as animations, multiple choice or audio files. To interact with this content, please go to www.s-cool.co.uk/biology.

- Attachments
Attention (Questions)

1. Describe one explanation of focused attention.
   (Marks available: 6)

2. Describe one explanation of pattern recognition.
   (Marks available: 6)

3. Discuss research into slips associated with automatic processing.
   (Marks available: 12)
**Attention (Answers)**

**Answer outline and marking scheme for question: 1**

**There are a number of explanations to describe here:**

- Broadbent’s filter model.
- Treisman’s attenuation model.
- Deutsch and Deutsch late selection model.

Remember; you have only been asked to describe one of these explanations.

**Here is a mark scheme for your answer:**

5-6 marks Detailed description of how the theory explains the process of focused attention.

3-4 marks Description of theory lacks detail and/or some aspects of theory are omitted.

1-2 marks Basic information about some aspects of the theory.

*(Marks available: 6)*

**Answer outline and marking scheme for question: 2**

You could have written about template matching or feature detection theories. You have only been asked to describe the explanation, so don’t waste time evaluating it!

**Here is a mark scheme for your answer:**

5-6 marks Detailed description of how the theory explains the process of pattern recognition.

3-4 marks Description of theory lacks detail and/or some aspects of theory are omitted.

1-2 marks Basic information about some aspects of the theory.

*(Marks available: 6)*
Answer outline and marking scheme for question: 3

This question is asking you to describe and evaluate research into action slips made whilst carrying out automatic processes. The main investigation is Reason’s diary study, which divided action slips into five categories. An alternative explanation comes from Sellen and Norman’s ‘hierarchical schema’ theory.

Remember: allocate equal weighting to the descriptive and evaluative elements of your answer.

Description:

5-6 marks Detailed description of research into slips associated with automatic processing.

3-4 marks Description of research lacks detail and/or there are some significant omissions.

1-2 marks Basic information about some aspects of the research.

Evaluation:

5-6 marks You have provided a thorough analysis of the strengths and weaknesses of the research.

3-4 marks You have provided a fair analysis of the strengths and weaknesses of the research.

1-2 marks You have provided minimal analysis of the strengths and weaknesses of the research. There is only superficial evaluation.

(Marks available: 12)
Biological Rhythms, Sleep and Dreaming (Questions) *

1. Describe one research study into biological rhythms that has investigated the role of exogenous zeitgebers.

   (Marks available: 6)

2. Describe one neurobiological theory explaining the functions of dreaming.

   (Marks available: 12)

3. Describe and evaluate one theory of the functions of sleep.

   (Marks available: 12)
Biological Rhythms, Sleep and Dreaming (Answers)

Answer outline and marking scheme for question: 1

You have probably written about Siffre's cave-dwelling investigation, although there are other possibilities, such as Aschoff's laboratory research on the 'free-running clock'.

The following table gives a mark scheme:

5-6 marks Detailed description of aim, method, results, conclusions and implications of study.

3-4 marks Description of study lacks detail and/or some aspects of study are omitted.

1-2 marks Basic information about some aspects of the study.

(Marks available: 6)

Answer outline and marking scheme for question: 2

This question could be answered by describing either Hobson & McCarley's Activation-Synthesis Theory or Crick and Mitchison's Reverse Learning Theory. You must be careful to avoid writing about psychological theories, such as Freud's Wish-Fulfilment Theory.

The following table gives an indication of mark allocation:

5-6 marks Detailed description of how the theory explains the process of dreaming.

3-4 marks Description of theory lacks detail and/or some aspects of theory are omitted.

1-2 marks Basic information about some aspects of the theory.

(Marks available: 12)
Answer outline and marking scheme for question: 3

There are two ways to approach this question; either discussing a specific theory (for example, Oswald or Meddis) or a theoretical perspective (for example, ‘restoration’ or ‘ecological’ explanations).

You must make sure that you include a balance of description and evaluation - there are 6 marks available for each.

The following tables give a mark scheme:

**Description:**

5-6 marks Detailed description of how the theory explains the functions of sleep.

3-4 marks Description of theory lacks detail and/or some aspects of theory are omitted.

1-2 marks Basic information about some aspects of the theory.

**Evaluation:**

5-6 marks You have provided a thorough analysis of the strengths and weaknesses of your chosen theory. You have used research studies that provide evidence for or against the theory.

3-4 marks You have provided a fair analysis of the strengths and weaknesses of your chosen theory. You have used research studies that provide evidence, although they may be limited.

1-2 marks You have provided minimal analysis of the strengths and weaknesses of your chosen theory. There is only superficial evaluation.

(Marks available: 12)
Determinants of Animal Behaviour (Questions)

1. Outline two biological explanations of apparent altruism.
   
   (Marks available: 6)

2. Describe one research study that provides evidence for intelligence in non-human animals.
   
   (Marks available: 6)

3. Outline and evaluate the role of operant conditioning in the behaviour of non-human animals.
   
   (Marks available: 12)
Determinants of Animal Behaviour (Answers)

Answer outline and marking scheme for question: 1

You should have written about kin selection and reciprocal altruism as explanations of apparent altruism.

You can be awarded a maximum of 3 marks for each explanation - more marks for more detail!

The following table gives examples of possible answers:

<table>
<thead>
<tr>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Kin selection increases an animal's inclusive fitness by improving a close relative's chances of surviving in order to reproduce. This may be achieved, for example, by helping parents to raise siblings.</td>
</tr>
<tr>
<td>2</td>
<td>Kin selection is an example of apparent altruism and occurs when animals help their relatives.</td>
</tr>
<tr>
<td>1 mark</td>
<td>Apparent altruism is when an animal helps relatives.</td>
</tr>
</tbody>
</table>

(Marks available: 6)

Answer outline and marking scheme for question: 2

You might have written about insight learning (for example, Köhler), self-recognition studies or research into theory of mind (for example, Woodruff & Premack).

The following table gives a mark scheme:

<table>
<thead>
<tr>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-6 marks</td>
<td>Detailed description of aim, method, results, conclusions and implications of study.</td>
</tr>
<tr>
<td>3-4 marks</td>
<td>Description of study lacks detail and/or some aspects of study are omitted.</td>
</tr>
<tr>
<td>1-2 marks</td>
<td>Simple or anecdotal description of intelligence in non-human animals.</td>
</tr>
</tbody>
</table>

(Marks available: 6)
Answer outline and marking scheme for question: 3

You can get 12 marks for this question. You can gain a maximum of 6 marks for outlining the role of operant conditioning and 6 marks for your evaluation.

**Describing the role of operant conditioning in the behaviour of non-human animals:**

5-6 marks  You have accurately explained a suitable range of features of learning by operant conditioning. You have displayed a detailed knowledge of how animals acquire behaviours by operant conditioning (for example, behaviour shaping). It is important to have expressed ideas clearly.

3-4 marks  You have explained a range of features of learning by operant conditioning reasonably accurately, although you may have covered too many without enough detail.

1-2 marks  Your answer is vague and explains little about the role of operant conditioning.

**Evaluating the role of operant conditioning in the behaviour of non-human animals:**

5-6 marks  You have provided a thorough analysis of the importance of operant conditioning in non-human animals. You have used research studies that provide alternative explanations of how animals acquire behaviours (for example, Tolman's latent learning and cognitive mapping). You must have explained how these studies challenge the importance of operant conditioning.

3-4 marks  You have provided a fair analysis of the importance of operant conditioning in non-human animals. You have used research studies that provide alternative explanations, although they may be limited.

1-2 marks  You have provided minimal analysis of the importance of operant conditioning in non-human animals. There is only superficial reference to other forms of learning.

*(Marks available: 12)*
**Human Memory (Questions)**

1. Outline one difference between short-term and long-term memory.
   
   *(Marks available: 3)*

2. Describe one research study into the nature of forgetting in long-term memory.
   
   *(Marks available: 6)*

3. To what extent has memory research improved the accuracy of eyewitness testimony?
   
   *(Marks available: 12)*

4. To what extent does psychological research show that obedience is the product of situational factors rather than personality traits?
   
   *(Marks available: 12)*
Human Memory (Answers)

Answer outline and marking scheme for question: 1

You have probably chosen to write about differences in either encoding, capacity or duration. Any one of these would credit you with marks. The more accurate and detailed your answer, the more marks you got.

The following table gives you an example:

<table>
<thead>
<tr>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Short-term memory has a duration of about 15 to 30 seconds, as shown by the Brown-Peterson technique. Long-term memory has an indefinite duration (for example, lifetime).</td>
</tr>
<tr>
<td>2</td>
<td>Short-term memory has a brief duration, whereas long-term memory can last forever.</td>
</tr>
<tr>
<td>1</td>
<td>Short-term memory is shorter than long-term memory.</td>
</tr>
</tbody>
</table>

(Marks available: 3)

Answer outline and marking scheme for question: 2

You could have written about any one piece of research into forgetting in long-term memory; either research into retrieval-failure or interference, for example. This research includes tip-of-the-tongue experiments and proactive and retroactive inhibition - just make sure it relates to long-term memory!

The following table gives you a mark scheme:

<table>
<thead>
<tr>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-6</td>
<td>Detailed description of aim, method, results, conclusions and implications of study.</td>
</tr>
<tr>
<td>3-4</td>
<td>Description of study lacks detail and/or some aspects of study are omitted.</td>
</tr>
<tr>
<td>1-2</td>
<td>Simple or anecdotal description of forgetting in long-term memory.</td>
</tr>
</tbody>
</table>

(Marks available: 6)
Answer outline and marking scheme for question: 3

For the best marks, you must refer to actual research studies (for example, reconstructive memory and the work of Loftus) and weigh up their strengths and limitations. You could also include the applications of this research (for example, police interview techniques).

The following table gives a break down of the marks:

11-12 marks  You have identified a range of research studies and explained how they have been applied to improve the testimony of eyewitnesses. You have thoroughly discussed the value of these studies and pointed out their strengths and weaknesses. It is important to have expressed ideas and arguments clearly.

9-10 marks  You have used relevant research studies and have shown a very good grasp of how they are applied to improve eyewitness testimony. Your essay is very well organised.

7-8 marks  You have used relevant research studies and carried out a good analysis to explain how eyewitness testimony can be improved. A few details have been omitted. Your essay is well organised.

5-6 marks  You have been limited in your use of research studies to explain how eyewitness testimony can be improved. Your essay is reasonably well organised.

3-4 marks  You have mentioned how to improve eyewitness testimony but have been vague about the research studies and theories.

1-2 marks  You have not addressed the issues in the question. Your answer is confused and barely mentions the accuracy of eyewitness testimony.

(Marks available: 12)

Answer outline and marking scheme for question: 4

For the best marks, you must refer to actual research studies (for example, reconstructive memory and the work of Loftus) and weigh up their strengths and limitations. You could also include the applications of this research (for example, police interview techniques).

The following table gives a break down of the marks:

11-12 You have identified a range of research studies and explained how they show that obedience is the product of situational factors rather than personality traits. You have thoroughly discussed the value of
marks  these studies and pointed out their strengths and weaknesses in relation to demonstrating situational or personality factors. It is important to have expressed ideas and arguments clearly.

9-10 marks  You have used relevant research studies and have shown a very good grasp of how they show that obedience is the product of situational factors rather than personality traits. Your essay is very well organised.

7-8 marks  You have used relevant research studies and carried out a good analysis to explain what obedience studies have shown. A few details have been omitted. Your essay is well organised.

5-6 marks  You have been limited in your use of research studies to explain what obedience studies have shown. Your essay is reasonably well organised.

3-4 marks  You have mentioned what obedience studies have shown but have been vague in your answer.

1-2 marks  You have not addressed the issues in the question. Your answer is confused and barely mentions what obedience studies have shown.

(Marks available: 12)
Pro- and Anti-Social Behaviour (Questions) *

1. Describe one research study relating to bystander behaviour.

(Marks available: 6)

2. Describe one study into media influence on anti-social behaviour.

(Marks available: 6)

3. Describe and evaluate one social psychological theory of aggression.

(Marks available: 12)
Pro- and Anti-Social Behaviour (Answers)

1. **Answer outline and marking scheme for question: 1**
   
   You have probably written about Latané and Darley's research or Piliavin's work.
   
   *Remember:* this is just **description**, there is no need to offer any evaluation.

   The following table gives a **mark scheme**:

   **Here's a mark scheme:**

   - **5-6 marks** Detailed description of aim, method, results, conclusions and implications of study.
   - **3-4 marks** Description of study lacks detail and/or some aspects of study are omitted.
   - **1-2 marks** Basic information about study into media influence on anti-social behaviour.

   *(Marks available: 6)*

2. **Answer outline and marking scheme for question: 2**
   
   There is an enormous amount of information and research in this area. Be careful not to waffle and include too much detail (there are only 6 marks at stake!). You could write about a laboratory or a natural experiment, a correlational study or a longitudinal study - but only write about one!

   **Here's a mark scheme:**

   - **5-6 marks** Detailed description of aim, method, results, conclusions and implications of study.
   - **3-4 marks** Description of study lacks detail and/or some aspects of study are omitted.
   - **1-2 marks** Basic information about study into media influence on anti-social behaviour.

   *(Marks available: 6)*

3. **Answer outline and marking scheme for question: 3**
You might have chosen to explain aggression using one of the following social psychological explanations:

- Social Learning Theory.
- Frustration-Aggression Hypothesis.
- Deindividuation.

It is important that you only describe one of them. You could use the others as part of your evaluation to show that there are alternative explanations. Make sure that you have achieved a balance between the description and evaluation - there are 6 marks available for each.

Here is a mark scheme:

**Description:**

- **5-6 marks** Detailed description of how the social psychological theory explains aggression.
- **3-4 marks** Description of theory lacks detail and/or some aspects of theory are omitted.
- **1-2 marks** Basic information about some aspects of the theory.

**Evaluation:**

- **5-6 marks** You have provided a thorough analysis of the strengths and weaknesses of your chosen theory. You have used research studies that provide evidence for or against the theory.
- **3-4 marks** You have provided a fair analysis of the strengths and weaknesses of your chosen theory. You have used research studies that provide evidence, although they may be limited.
- **1-2 marks** You have provided minimal analysis of the strengths and weaknesses of your chosen theory. There is only superficial evaluation.

(Marks available: 12)
Psychological Abnormality (Questions) *

1. Outline one definition of psychological abnormality.
   
   (Marks available: 3)

2. Describe how the psychodynamic approach explains the causes of abnormality.

   (Marks available: 6)

3. To what extent do biological factors explain the causes of anorexia nervosa?

   (Marks available: 12)
Psychological Abnormality (Answers)

Answer outline and marking scheme for question: 1

You should have offered a short description of one of the following definitions of abnormality:

- Statistical infrequency.
- Deviation from social norms.
- Failure to function adequately.
- Deviation from ideal mental health.

*Remember:* there are only 3 marks available - don’t waffle on, it wastes time!

(Marks available: 3)

Answer outline and marking scheme for question: 2

The most obvious way to answer this question is to focus on Freud’s Psychoanalytic Theory.

You should emphasise Freud’s idea that abnormality, especially anxiety, stem from unconscious conflicts in the mind. These conflicts may have arisen from childhood trauma.

A psychodynamic approach focuses on a person’s past experiences.

*For top marks:* you must include some detail and show your understanding of specialist terminology.

(Marks available: 6)

Answer outline and marking scheme for question: 3

Biological explanations can include genetics and brain biochemistry. However, there are problems with each of these explanations. You need to quote research evidence that supports or challenges biological explanation for anorexia nervosa.

*Remember:* eating disorders are complex issues and that biological explanations do not provide us with all the answers.

11 - 12 marks You have identified a range of research studies and explained how they show that anorexia nervosa could be the product of biological factors. You have pointed out the problems with these explanations.
and might have mentioned alternatives. It is important to have expressed ideas and arguments clearly.

9 - 10 marks You have used relevant research studies and have shown a very good grasp of how they show that anorexia nervosa could be the product of biological factors. Your essay is well organised.

7 - 8 marks You have used relevant research studies and carried out a good analysis to explain biological causes of anorexia nervosa. A few details have been omitted. Your essay is well organised.

5 - 6 marks You have been limited in your use of research studies to explain biological causes of anorexia nervosa. Your essay is reasonably well organised.

3 -4 marks You have mentioned some biological causes of anorexia nervosa but have been vague in your answer.

1 - 2 marks You have not addressed the issues in the question. Your answer is confused and barely mentions biological causes of anorexia nervosa.

(Marks available: 12)
Psychopathology (Questions) *

1. Outline clinical characteristics of schizophrenia.

   (Marks available: 6)

2. Describe one study into biological causes of depression.

   (Marks available: 6)

3. Discuss psychological explanations of any one anxiety disorder.

   (Marks available: 12)
Psychopathology (Answers)

Answer outline and marking scheme for question: 1

You could have written about the symptoms or the diagnostic criteria of schizophrenia. Remember, you are only asked for an outline, so don't go overboard!

Here is a guide for marking your answer:

5 - 6 marks Thorough outline of symptoms or criteria for diagnosis of schizophrenia.

3 - 4 marks Fair description but some important aspects omitted.

1 - 2 marks Basic information about some aspects of schizophrenia.

(Marks available: 6)

Answer outline and marking scheme for question: 2

You could have chosen to write about a study into genetic causes of depression (for example, twin studies and family histories) or you could have written about biochemical research to do with neurotransmitters (for example, serotonin imbalance).

Remember: so long as you write about genuine research, you do not need to worry about names and dates!

5 - 6 marks Detailed description of aim, method, results, conclusions and implications of study.

3 - 4 marks Description of study lacks detail and/or some aspects of study are omitted.

1 - 2 marks Basic information about study into biological causes of depression.

(Marks available: 6)

Answer outline and marking scheme for question: 3
**Remember:** to only write about one anxiety disorder, for example, phobias, PTSD or OCD. Do not go into much detail about the characteristics of the disorder as you have not been asked for this and will not gain any marks. Stick to theories or research studies.

Also remember to focus on psychological research and use other approaches in your evaluation.

You have identified a range of psychological research into your chosen anxiety disorder. You have thoroughly discussed the value of these studies and pointed out their strengths and weaknesses in relation to demonstrating psychological causes of the anxiety disorder. It is important to have expressed ideas and arguments clearly.

**11-12 marks**

You have used relevant research studies and have shown a good understanding of the extent to which the chosen anxiety disorder is the product of psychological factors rather than other types of influence. Your essay is very well organised.

**9-10 marks**

You have described relevant research studies and carried out a good analysis to explain what factors might cause the chosen anxiety disorder. You have not carried out much evaluation. Your essay is well organised.

**7-8 marks**

You have been limited in your use of research studies to explain what might cause the anxiety disorder. Your essay is reasonably well organised.

**5-6 marks**

You have mentioned some factors that might be involved in causing the chosen anxiety disorder but have been vague in your answer.

**3-4 marks**

You have not addressed the issues in the question. Your answer is confused and barely mentions what might cause the chosen anxiety disorder.

**1-2 marks**

(Marks available: 12)
Research Methods (Questions) *

1. a) Give one advantage and one disadvantage of a laboratory experiment.
   (4 marks)
   b) Give one advantage and one disadvantage of a naturalistic observation.
   (4 marks)
   (Marks available: 8)

2. a) Explain what 'random sampling' means.
   (2 marks)
   b) Explain what 'demand characteristics' are and give one way in which they can be minimised.
   (4 marks)
   (Marks available: 6)

3. a) What is the 'mean'?
   (2 marks)
   b) Give one disadvantage of using the mean.
   (2 marks)
   c) Explain what 'positive correlation' means.
   (2 marks)
   d) Which graphical technique should be used to display a correlation?
   (1 mark)
   (Marks available: 7)
**Research Methods (Answers)**

**Answer outline and marking scheme for question: 1**

**a) Choose from one of each of the following:**

**Strengths:**

<table>
<thead>
<tr>
<th>Tighter control of variables. Easier to comment on cause and effect.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relatively easy to replicate.</td>
</tr>
<tr>
<td>Enable use of complex equipment.</td>
</tr>
<tr>
<td>Often cheaper and less time-consuming than other methods.</td>
</tr>
</tbody>
</table>

**Weaknesses:**

<table>
<thead>
<tr>
<th>Demand characteristics - participants aware of experiment, may change behaviour.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artificial environment - low realism.</td>
</tr>
<tr>
<td>May have low ecological validity - difficult to generalise to other situations.</td>
</tr>
<tr>
<td>Experimenter effects - bias when experimenter’s expectations affect behaviour.</td>
</tr>
</tbody>
</table>

**b) Choose from one of each of the following:**

**Strengths:**

<table>
<thead>
<tr>
<th>More natural behaviour occurs - if people unaware of observation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studying of animals that cannot be observed in captivity.</td>
</tr>
<tr>
<td>Study of situations that cannot be artificially set</td>
</tr>
</tbody>
</table>

**Weaknesses:**

<table>
<thead>
<tr>
<th>Observer may affect behaviour if detected.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficult to replicate - cannot control extraneous variables.</td>
</tr>
<tr>
<td>Need for more than one observer - inter-observer reliability (also intra-observer reliability).</td>
</tr>
</tbody>
</table>

*(Marks available: 8)*
a) 'Random sampling' means that everyone in the entire target population has an equal chance of being selected.

b) 'Demand characteristics' are features of an investigation that leads participants into attempting to guess the hypothesis and so change their behaviour - they respond to the perceived demands of the study.

Demand characteristics can be minimised using a single or double blind design. You should chose one of these designs and explain what it means to achieve 2 marks.

(Marks available: 6)

Answer outline and marking scheme for question: 3

a) The mean is a measure of central tendency used with normal distribution and interval level data. It is calculated by adding up all values in a set of data and divide by the number of values (N).

(2 marks)

b) The mean is not suitable for use where it may be distorted by extreme values in a set of data.

(2 marks)

c) A positive correlation occurs when two associated variables increase together.

(2 marks)

d) A scatter graph is the graphical technique used to display a correlation.

(1 marks)

(Marks available: 7)
Social Influence (Questions) *

1. Explain what is meant by the term 'conformity'.

   (Marks available: 3)

2. Describe one research study that has investigated obedience to authority.

   (Marks available: 6)
Social Influence (Answers)

Answer outline and marking scheme for question: 1

The following table gives an example of how marks are allocated:

3 marks Conformity is an effect of social influence. It occurs when we succumb to real or imagined pressures from other people. The individual would not behave in this way if it were not for the pressure of others.

2 marks Conformity is when someone feels pressured to behave in the same way as everyone else.

1 marks Conformity is when we say what other people say.

(Marks available: 3)

Answer outline and marking scheme for question: 2

You have probably written about Milgram’s work, although there are other possibilities, such as Hofling’s research.

The following table gives a mark scheme:

5-6 marks Detailed description of aim, method, results, conclusions and implications of study.

3-4 marks Description of study lacks detail and/or some aspects of study are omitted.

1-2 marks Simple description of obedience to authority.

(Marks available: 6)
Stress (Questions) *

1. Explain what psychologists mean by the term 'stress'.
   (Marks available: 3)

2. Describe one research study into the relationship between stress and physical illness.
   (Marks available: 6)

3. Assess one physiological and one psychological method of coping with the negative effects of stress.
   (Marks available: 12)
Stress (Answers)

Answer outline and marking scheme for question: 1

Here is a mark scheme - greater detail will earn more marks:

3 marks Stress is an alarm reaction, involving heightened mental and bodily states - it is both a psychological and a physiological response to the environment. Your brain produces a stress reaction - a cascade of stress hormones (for example, adrenaline and cortisol) when you are in a situation that is physically or mentally demanding. Stress occurs the demands of a situation seem greater than your ability to cope.

2 marks Stress is a psychological and physiological response to the environment. It occurs when we are presented with demanding conditions.

1 mark Stress is experienced when the demands of a situation exceed the ability to cope.

(Marks available: 3)

Answer outline and marking scheme for question: 2

There are many studies into the relationship between stress and physical illness (for example, effects on the immune and cardiovascular systems). Remember to stick to physical illnesses rather than psychological disorders.

The following table gives you a mark scheme:

<table>
<thead>
<tr>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-6</td>
<td>Detailed description of aim, method, results, conclusions and implications of study or area of research.</td>
</tr>
<tr>
<td>3-4</td>
<td>Description of study or area of research lacks detail and/or some aspects of study are omitted.</td>
</tr>
<tr>
<td>1-2</td>
<td>Simple or anecdotal description of relationship between stress and illness.</td>
</tr>
</tbody>
</table>

(Marks available: 6)
**Answer outline and marking scheme for question: 3**

You will be awarded a maximum of 6 marks for your assessment of each method of coping with the negative effects of stress. Physiological approaches include drugs and biofeedback and psychological methods include stress inoculation therapy (SIT) and meditation.

Make sure you include one physiological and one psychological method.

The following table gives a break down of the marks for each assessment:

- **9-12 marks**: You have provided a thorough assessment of the strengths and weaknesses of your chosen methods of coping with the negative effects of stress. You have compared the relative merits of the two methods.

- **5-8 marks**: You have provided a fair assessment of the strengths and weaknesses of your chosen methods of coping with the negative effects of stress.

- **1-4 marks**: You have provided basic analysis of the strengths and weaknesses of your chosen methods of coping with the negative effects of stress. There is only superficial evaluation.

*(Marks available: 12)*
Treatment (Questions)

1. Describe one biological therapy.

(Marks available: 6)

2. Describe one therapy based on classical conditioning (for example, flooding).

(Marks available: 6)

3. Discuss the effectiveness of psychodynamic or cognitive-behavioural therapies.

(Marks available: 12)
Treatment (Answers)

Answer outline and marking scheme for question: 1

You could have written about any one of several biological therapies (for example, psychosurgery, ECT or drug therapies). Remember, you are only asked for a description, so don't go into any evaluation!

Here is a guide for marking your answer:

5-6 marks Thorough description of biological therapy, including methods used, disorders treated and extent of application.

3-4 marks Fair description but some important aspects omitted.

1-2 marks Basic information about some aspects of biological therapy.

(Marks available: 6)

Answer outline and marking scheme for question: 2

You will have written about any one therapy based on classical conditioning (for example, flooding, systematic desensitisation or aversion therapy). Remember, to write about one therapy only and to explain how it is derived from classical conditioning (for instance, learning by associating stimuli).

No evaluation has been asked for, so don't write any!

5-6 marks Thorough description of therapy based on classical conditioning, including methods used, disorders treated and extent of application.

3-4 marks Fair description but some important aspects omitted.

1-2 marks Basic information about some aspects of therapy based on classical conditioning.

(Marks available: 6)
Answer outline and marking scheme for question: 3

Remember to choose either psychodynamic or cognitive-behavioural therapies. You need to talk about appropriateness - for instance, what disorders they may be used for and perhaps mention some disorders they would be inappropriate for.

You also need to discuss effectiveness - for instance, whether or not the therapy works and quote evidence in favour or against it.

11-12 marks
You have thoroughly discussed the value of either psychodynamic or cognitive-behavioural therapy. You have pointed out their strengths and weaknesses using relevant research studies into their effectiveness. It is important to have expressed ideas and arguments clearly.

9-10 marks
You have used relevant research studies to discuss the effectiveness of either psychodynamic or cognitive-behavioural therapy. Some details have been omitted. Your essay is very well organised.

7-8 marks
You have described relevant research studies but carried out a slightly limited analysis of the effectiveness of your chosen therapeutic approach. Your essay is fairly well organised.

5-6 marks
You have been limited in your use of research studies to explain the effectiveness of your chosen therapeutic approach. Your essay is reasonably well organised.

3-4 marks
You have mentioned some aspects relating to the effectiveness of the chosen therapeutic approach, but you have not used relevant research to back them up. Your essay is muddled and vague.

1-2 marks
You have not addressed the issues in the question. Your answer is confused and barely mentions the effectiveness of the therapies.

(Marks available: 12)