

Commentary on candidate evidence

The candidate evidence has achieved the following marks for each question of this question paper.

Candidate 1

Question 1(a) Explain non-REM sleep.

The candidate was awarded **4 out of 4 marks** because they provided four accurate points of explanation about non-REM sleep.

More specifically, they explained that non-REM sleep occurs before we go into REM sleep (**1 mark**), that there are three stages of non-REM sleep, and the first stage is when we can be easily woken (**1 mark**). They also explained that sleep spindles occur in stage 2 and delta waves occur in stage 3 (**1 mark**) and what each of non-REM and REM stages of sleep are for according to restoration theory (**1 mark**).

Question 1(b) Evaluate Czeisler et al's (1990) study of sleep and dreams.

The candidate was awarded **4 out of 4 marks** because they provided one fully developed evaluative point, one undeveloped evaluative point, and one further point of evaluation for this study.

More specifically, they explained a strength of the study being well controlled as factors which might have affected the results were considered (**1 mark**) and then explained the way in which these were taken into account (**1 mark**).

1 mark was awarded for the weakness of the study relating to extraneous variables as their explanation for this weakness was not fully developed.

1 mark was also awarded for the weakness relating to the sample as the 3 marks had already been awarded. If 2 marks had been available, the candidate would have been awarded both.

Question 1(c) Explain why the good night's sleep might have helped Brodie perform well in her exam, with reference to the following: information processing and reorganisational theory.

The candidate was awarded **8 out of 12 marks** because they provided five points of relevant psychological knowledge and three points of application to the scenario.

The information provided on sleep consolidating memories and information about reorganisational theory, along with the detail provided on adaptive and parasitic memories was awarded a holistic **2 marks**.

The candidate provided information on the function of REM sleep in reorganisational theory (**1 mark**), a research study to support reorganisational theory (**1 mark**) and information on neural networks and how this links with reorganisational theory (**1 mark**).

The points of application were linked with the brain keeping the important information needed (**1 mark**) and the removal of parasitic information due to sleeping well and having sufficient REM sleep (**1 mark**) and the body and mind being fully restored after a full night's sleep (**1 mark**).

Candidate 2

Question 2(a) Explain informational social influence.

The candidate was awarded **2 out of 4 marks** because they provided two points of accurate information relating to informational social influence (ISI) being when we conform to be right (**1 mark**) and when we conform to others because we believe them to be correct (**1 mark**).

Question 2(b) Analyse Mori and Arai's (2010) study of conformity.

The candidate was awarded **6 out of 10 marks** because they provided six points of accurate information relating to Mori and Arai using modern technology rather than confederates (**1 description mark**), this was because poor acting may affect reliability (**1 analysis mark**), Mori and Arai confirms Jenness findings that women conform more than men (**1 analysis mark**), increasing reliability of Mori and Arai by solidifying Jenness findings (**1 analysis mark**), supports Eagley gender roles as women are more communal and men more independent (**1 analysis mark**), both studies carried out in socially conservative countries and this may have affected female conformity rates (**1 analysis mark**).

Question 2(c) Using your knowledge of obedience, explain why most people wore face masks when ordered to during the COVID- 19 pandemic.

The candidate was awarded **6 out of 6 marks** because they provided six points of accurate information relating to figures of power with examples given (**1 mark**), or because they experienced authoritarian parenting (**1 mark**) or due to conventional moral reasoning reinforced by parenting (**1 mark**), coercive power and not wanting to pay a fixed penalty notice (**1 mark**), reward power allowed them to go out which was desirable (**1 mark**) and link to Milgram and perceived legitimate authority, examples have been given (**1 mark**).

Candidate 3

Question 3(a) Describe what is meant by Persistent Depressive Disorder.

The candidate was awarded **4 out of 4 marks** because they provided four points of accurate information relating to Persistent Depressive Disorder being similar to major depression disorder (**1 mark**), showing five symptoms of depression for the majority of the day for two years (**1 mark**), symptoms of depression listed (**1 mark**), treatments are biological and CBT (**1 mark**).

Question 3(b) Analyse the role of diathesis-stress as a cause for depression. In your analysis you must include at least one biological treatment for depression.

The candidate was awarded **16 out of 16 marks** because they provided 16 points of accurate information.

Description marks were awarded for information on diathesis-stress involving both biology and psychology (**1 mark**), diathesis part may be mutated gene or high neuroticism (**1 mark**) and stressors being life events like divorce (**1 mark**).

Evaluation marks were awarded for the model taking into account more than one factor (**1 mark**), being holistic but missing cognitive processes (**1 mark**), the model does not consider different responses to stressful events including coping strategies (**1 mark**) and duration of biological treatments support the model (**1 mark**).

Analysis marks were awarded for humans being complex making this a more holistic approach (**1 mark**), both being crucial to developing depression (**1 mark**), evidence from Caspi (2003) as the more genetic and stressful events leads to depression (**1 mark**), contradictory evidence because not 100% diagnosis with same criteria, inconclusive (**1 mark**), comparison of model to the cognitive model (**1 mark**), biological nature of treatments regarding serotonin supports model (**1 mark**), application of poverty as a stressor with genetic predisposition increasing risk (**1 mark**), diathesis supported by prevalence of biological treatments (**1 mark**), TAD study illustrates effectiveness of biological treatments and CBT more effective treatment at 12 weeks meant model not holistic enough (**1 mark**).

Candidate 4

Question 4(a) Describe what is meant by the central executive of the working memory model.

The candidate was awarded **4 out of 4 marks** because they provided four points of accurate information relating to the central executive controlling where information goes to get processed (**1 mark**), auditory information sent to the phonological loop (**1 mark**), visual information sent to the visuospatial sketchpad (**1 mark**), and it is modality specific with limited capacity (**1 mark**).

Question 4(b) Analyse the multi-store model of memory. In your analysis you must include at least one explanation of forgetting.

The candidate was awarded **7 out of 16 marks** because they provided seven points of accurate information relating to the multi-store model of memory.

Description marks were awarded for the model having three parts and naming them (**1 mark**), STM codes acoustically (**1 mark**), LTM codes semantically (**1 mark**) and Peterson & Peterson trace decay evidence (**1 mark**).

The evaluation mark was awarded for the point made about the model being simplistic and not explaining where each type of information goes (**1 mark**).

Analysis marks were awarded as follows:

Where the candidate linked trace decay with the MSM in relation to duration by giving information about STM duration 18 seconds but if rehearsed can be up to 30 seconds (**1 mark**) and the evidence from HM supporting importance of STM in being able to create new memories (**1 mark**).

Candidate 5

Question 5(a) Describe what is meant by hardiness.

The candidate was awarded **3 out of 4 marks** because they provided three points of accurate description about the three C's in hardiness.

More specifically, they provided a descriptive point about control in hardy people (**1 mark**), a descriptive point about challenge in relation to hardiness (**1 mark**) and one descriptive point about commitment in relation to hardiness (**1 mark**).

As the candidate did not fully answer the question, in that, they did not show that they understood that hardiness is a personality trait, so did not describe what is meant by hardiness, no mark was awarded for the information provided on the study by Kobasa.

Question 5(b) Analyse the general adaptation syndrome. In your analysis you must include at least one coping strategy.

The candidate was awarded **11 out of 16 marks** because they provided four accurate points of description of the general adaptation syndrome, one point of evaluation of the general adaptation syndrome, five points of analysis of the general adaptation syndrome and one point of analysis relating to a coping strategy.

Description marks were awarded for the information provided on different stressors causing the same physiological reaction (**1 mark**), for the description of symptoms of stress (the physiological triad) (**1 mark**), for the information provided on the stages of the general adaptation syndrome and what the alarm stage is (**1 mark**) and for the information on what happens to the body during the alarm stage ('body is unable to get rid of the stressor and succumbs to its negative effects') (**1 mark**).

The evaluation mark was awarded for the strength of the model being the range of physiological stressors that were tested and the increased generalisability of the model as a result (**1 mark**). Although the candidate has written 'study' instead of 'model', the strength applies to the model as well as Seyle's study, so the mark was awarded here.

Analysis marks were awarded as follows:

Where the candidate provided an implication of the general adaptation syndrome, explaining that it was stress itself that caused damage to the body (**1 mark**), a real life application of the general adaptation syndrome (Seyle's research sponsored by tobacco companies) (**1 mark**), an application relating to Seyle using extreme stressors and unlike real life stressors people encounter (**1 mark**), an implication of the resistance stage of the general adaptation syndrome where the body can survive under extreme stress for a long time due to the evolution of

a self defence mechanism **(1 mark)**, an implication of the last stage of the general adaptation syndrome (extreme stress requires external assistance) **(1 mark)** and an implication of a coping strategy (coping with stress by prolonging the resistance stage by consuming sugary/fatty foods to increase body glucose and cortisol levels) **(1 mark)**.

Candidate 6

Question 6(a) Describe what is meant by racial discrimination.

The candidate was awarded **2 out of 4 marks** because they provided two points of accurate information relating to research showing 50% less CVs with typically African-American names were called back than typically white names (**1 mark**), and similar research relating to Airbnb acceptances was given (**1 mark**).

Question 6(b) Analyse social identity theory of prejudice. In your analysis you must include at least one way of reducing prejudice.

The candidate was awarded **12 out of 16 marks** because they provided 12 points of accurate information relating to the Social Identity Theory (SIT) of prejudice.

Description marks were awarded for the information on prejudice occurring when individuals prioritise the in-group over the out-group (**1 mark**), our self-esteem being determined by our social identity and putting down the out-group in favour of our in-group and conforming to the norms of our group (**1 mark**), comparison beginning where differences to the out-group are identified (**1 mark**) and prejudice occurring in the absence of competition in everyday life supports the theory (**1 mark**).

Evaluation marks were awarded for evidence from Tajfel research adds to the reliability of the theory (**1 mark**), now more opportunity for individuality in society making this a dated theory (**1 mark**), evidence from Bristol Boys study showed that they opted for the maximum difference in cash even when this was not the maximum cash their group could have, supporting the theory (**1 mark**).

Analysis marks were awarded for research evidence showed even when groups were tied, individuals believed their group won to boost self-esteem (**1 mark**), further evidence from research where participants favoured the in group although manipulation meant speeds on button pressing were the same (**1 mark**), support for theory from unchanged brain images suggesting in-group favouritism is deep-rooted (**1 mark**), contradictory evidence from scape-goat theory (**1 mark**), and application of super-ordinate goals to reduce prejudice (**1 mark**).

Candidate 7

Question 7(a) Describe levels of parasocial relationships.

The candidate was awarded **4 out of 4 marks** because they provided four points of accurate description about levels of parasocial relationships.

More specifically, they provided a descriptive point about what parasocial relationships are (**1 mark**), a description of the first level of parasocial relationships (entertainment-social) (**1 mark**), a description of the second level of parasocial relationships (intense-personal) (**1 mark**) and a description of the third level of parasocial relationships (borderline-pathological) (**1 mark**).

Question 7(b) Analyse evolutionary theory of romantic relationships. In your analysis you must include at least one aspect of virtual relationships.

The candidate was awarded **9 out of 16 marks** because they provided four points of description of the evolutionary theory of romantic relationships, two points of evaluation of evolutionary theory, one point of analysis of evolutionary theory and two points of analysis related to virtual relationships.

Description marks were awarded for the information provided on the features females find attractive in a partner (**1 mark**) and for the features in a partner that are attractive to males (**1 mark**). Two further descriptive marks were awarded for information provided on reduced time slots for females to reproduce (**1 mark**) and the impact of increased fertility time in males on their choice of partner (**1 mark**).

Evaluation marks were awarded for the information provided on evolutionary theory not accounting for homosexual couples and the impact this has on the validity of evolutionary theory (**1 mark**) and the explanation of evolutionary theory not accounting for couples who do not want children and the impact of this on the reliability of evolutionary theory (**1 mark**).

Analysis marks were awarded as follows:

Where the candidate had provided a conclusion to Clark and Hatfield's study in support of evolutionary theory (although named as McKenna and Bargh) (**1 mark**), a comparison between the reduced cues theory and evolutionary theory (**1 mark**) and an implication of the absence of gating in virtual relationships on evolutionary theory (**1 mark**).

Candidate 8

Question 8(a) Describe genetic influences on aggression.

The candidate was awarded **4 out of 4 marks** because they provided four points of accurate description about genetic influences on aggression.

More specifically, they described Monoamine oxidase A (MAOA) as a genetic influence (**1 mark**), gave a further point of description about levels of MAOA linked to serotonin build up (**1 mark**), described the way high levels of MAOA would impact on aggressive behaviour (**1 mark**), and described a research study relevant to genetic influences on aggression (the Caspi study) (**1 mark**).

Question 8(b) Analyse social learning theory as an explanation of aggression. In your analysis you must include at least one media influence.

The candidate was awarded **8 out of 16 marks** because they provided one point of description of social learning theory, one point of evaluation of social learning theory, three points of analysis related to social learning theory and three points of analysis related to media influence on aggression.

The descriptive mark was awarded for the point made about children learning from watching influential people in their lives (**1 mark**).

The evaluation mark was awarded for the explanation of social learning theory as being deterministic and the idea that not everyone exposed to violent media will behave aggressively (**1 mark**).

Analysis marks were awarded as follows:

Where the candidate had provided a conclusion to Bandura's Bobo Doll study in support of social learning theory (**1 mark**), an implication of playing violent video games by way of young people sympathising with the character leading to aggressive behaviours in real life (**1 mark**), an implication of reward systems in video games and the impact of this on aggressive behaviour (**1 mark**), a link with cognitive priming, schemata and aggressive behaviour (**1 mark**), a conclusion from the Dillon and Bushman study linking aggressive behaviour to violent media (**1 mark**) and a real life application of social learning theory linked with film classifications (**1 mark**).