



GuideMyGrades

— YOUR GOALS. OUR EXPERTISE. —

EDEXCEL A LEVEL PSYCHOLOGY: QUESTIONS BY TOPIC

Criminological Psychology (Topic 6)

AS and A Level Psychology Topic 6

36 questions · 324 marks · Mark schemes included

Pearson Edexcel AS (8PS0) and A Level (9PS0) Psychology, June 2016 - June 2025

 [guidemygrades.com](https://www.guidemygrades.com)

 @Guidemygrades

 @Guidemygrades

 @Guidemygrades

 info@guidemygrades.com

 Piccadilly Business Centre, Unit C, Aldow Enterprise Park
Blackett Street, Manchester, M12 6AE

HOW TO USE THIS BOOKLET

Questions are grouped by sub-topic and run from the lowest mark tariff to the highest.

Click any heading or question row below to jump straight to it.

On every question page, click ANSWER in the top-right corner to jump to its mark scheme.

Diagrams, graphs, tables and data are printed exactly as they appeared in the original papers.

QUESTION	SOURCE	MARKS	PAGE
EXPLANATIONS OF CRIME AND ANTI-SOCIAL BEHAVIOUR		13 questions · 128 marks	4
1. Q8	A Level Paper 2 June 2022	3	5
2. Q8	A Level Paper 2 June 2017	6	6
3. Q8	A Level Paper 2 October 2020	7	7
4. Q9	A Level Paper 2 June 2018	8	9
5. Q9	A Level Paper 2 November 2021	8	10
6. Q9	A Level Paper 2 June 2022	8	11
7. Q8	A Level Paper 2 June 2023	8	12
8. Q8	A Level Paper 2 June 2024	8	15
9. Q8	A Level Paper 2 June 2025	8	16
10. Q10	A Level Paper 2 June 2018	16	17
11. Q10	A Level Paper 2 June 2019	16	18
12. Q10	A Level Paper 2 November 2021	16	19
13. Q10	A Level Paper 2 June 2023	16	20
EYEWITNESS TESTIMONY AND THE COURTROOM		8 questions · 74 marks	21
14. Q7	A Level Paper 2 June 2018	4	22
15. Q6	A Level Paper 2 June 2025	6	24
16. Q7	A Level Paper 2 June 2019	7	25
17. Q9	A Level Paper 2 June 2019	8	26
18. Q9	A Level Paper 2 October 2020	8	27
19. Q7	A Level Paper 2 June 2022	9	28
20. Q10	A Level Paper 2 October 2020	16	31
21. Q10	A Level Paper 2 June 2022	16	32
OFFENDER TREATMENT AND PUNISHMENT		9 questions · 79 marks	33
22. Q7	A Level Paper 2 June 2023	4	34
23. Q8	A Level Paper 2 June 2019	5	35
24. Q7	A Level Paper 2 June 2017	6	37
25. Q9	A Level Paper 2 June 2017	8	38
26. Q8	A Level Paper 2 June 2018	8	39
27. Q8	A Level Paper 2 November 2021	8	40
28. Q9	A Level Paper 2 June 2023	8	42
29. Q9	A Level Paper 2 June 2024	16	43
30. Q9	A Level Paper 2 June 2025	16	44



METHODS AND STUDIES IN CRIMINOLOGICAL PSYCHOLOGY			6 questions · 43 marks	45
31. Q7	A Level Paper 2	November 2021	4	46
32. Q7	A Level Paper 2	October 2020	5	47
33. Q6	A Level Paper 2	June 2024	6	48
34. Q7	A Level Paper 2	June 2024	6	49
35. Q7	A Level Paper 2	June 2025	6	50
36. Q10	A Level Paper 2	June 2017	16	52



QUESTIONS

36 questions · 324 marks · grouped by sub-topic, lowest tariff first



SUB-TOPIC

EXPLANATIONS OF CRIME AND ANTI-SOCIAL BEHAVIOUR

13 questions in this booklet



8 Describe **one** theory of personality as an explanation of crime and anti-social behaviour.



(4)

(2)

.....

.....

.....

.....

.....



- 8** Brie carried out an experiment to see the effect that labelling had on participants' perception of the probability of someone committing a crime. She selected her participants from students who were available in the refectory on one weekday during lunchtime.

She gave two separate groups of participants a different scenario to read.

- Condition A: the scenario stated that the person had already been involved in anti-social behaviour.
- Condition B: the scenario did not state anything about the person's previous behaviour.

Brie then asked the participants to rate how probable it was that the person in the scenario would commit a crime. A score of 7 was 'highly likely to commit a crime' and a score of 0 was 'highly unlikely to commit a crime'.

- (a) Identify the sampling technique used by Brie in her experiment.

(1)

The results from the experiment carried out by Brie are shown in **Table 2**.

	Condition A: the scenario stated that the person had already been involved in anti-social behaviour	Condition B: the scenario did not state anything about the person's previous behaviour
Mean score (out of 7) for the participants' perception of how likely the person was to commit a crime	5	3

Table 2

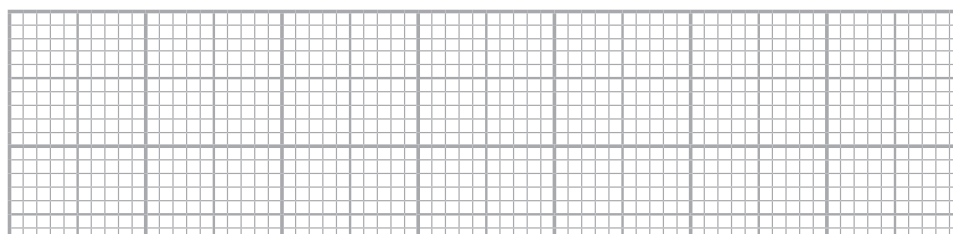


(b) Draw a suitable graph to represent the results shown in **Table 2**.

(3)

Title

.....



(c) Brie used an independent groups experimental/research design.

Compare independent groups and matched pairs experimental/research designs as used in criminological psychology.

(3)

.....

.....

.....

.....

.....



- 9 Rachel lives in an area that has a high incidence of criminal activity. Her older brother has frequently been in trouble with the police for anti-social behaviour and shoplifting. Rachel has recently spent the night at a police station for being drunk and disorderly.

Discuss self-fulfilling prophecy as an explanation of Rachel's anti-social behaviour. You must make reference to the context in your answer.

(8)



- 9 Peter is 17 years old and has just been arrested for arguing in the street and refusing to go home. His family is well known to the police. Peter's mother has been arrested for being drunk in public and his older brother has been arrested for fighting.

Peter lives in an area that has a bad reputation, which means he finds it hard to get a job.

In a sporting accident, a few years ago, Peter banged his head and since then his family have noticed that he has become more aggressive.

Discuss how Peter's development may have affected his anti-social behaviour.

You must make reference to the context in your answer.

(8)



- 9 Jekaterina has recently had an accident which resulted in damage to her amygdala. Since the accident she has lost her temper a lot more. She has had frequent arguments with her parents.

Jekaterina's old friends do not like to go out with her any more, as she often starts fighting with strangers. She is now going out with some new friends. Jekaterina has just been arrested by the police for hitting someone whilst she was out with her new friends. Jekaterina thinks her aggression is due to the damage to her amygdala.

Discuss how damage to Jekaterina's amygdala may account for her aggression.

You must make reference to the context in your answer.

(8)



- 8 Alicia conducted an experiment to investigate perceptions of criminal behaviour. She gave participants from a local office two different scenarios about an office manager.

In the first scenario the participants had to say how likely it was that the office manager committed assault (condition A). In the second scenario the same participants had to say how likely it was that the office manager committed fraud (condition B).

The participants were asked to give a score from 1 to 10, where 1 was highly unlikely and a score of 10 was highly likely.

- (a) Explain **one** weakness of Alicia collecting quantitative data for her experiment.

(2)



(b) Alicia’s results are shown in **Table 1**. Complete **Table 1** and calculate the Wilcoxon Signed Ranks test for Alicia’s experiment.

(4)

Participant	Condition A: Likelihood of committing assault	Condition B: Likelihood of committing fraud	Difference	Rank	Rank if positive	Rank if negative
A	1	5				
B	3	3				
C	2	7				
D	7	8				
E	5	10				
F	4	2				
G	3	6				
Total:						

Table 1
SPACE FOR CALCULATIONS

Wilcoxon T value

(c) Explain **one** improvement Alicia could make to her experiment.

(2)



- 8** Evaluate the self-fulfilling prophecy as an explanation of criminal/anti-social behaviour.

(8)



8 Assess **one** theory of personality as an explanation of crime and anti-social behaviour.

(8)



10 Kylie witnessed a crime and had to go to the police station for an interview. The crime involved a robbery of a shop in a busy shopping centre. Kylie was walking past the shop with her friends when she heard the shopkeeper shouting for help, as the thief ran out of the shop. The police carried out a cognitive interview to gather as much information as possible from Kylie about what she witnessed.

To what extent would the cognitive interview be effective in gathering accurate information from Kylie about the crime she witnessed? You must make reference to the context in your answer.

(16)



10 Donald has recently been caught shoplifting at a local shop. He was taken to the local police station where he was given a warning. His parents had to go to the police station to pick him up. They are now worried that he may be labelled as a criminal and this may affect his future behaviour and cause him to commit more crimes.

To what extent can labelling theory explain whether Donald would commit more crimes in the future?

You must make reference to the context in your answer.

(16)

10 Detective Inspector Leeming is in charge of leading an investigation into a major crime. As part of the investigation she and another police officer have to interview a suspect. The suspect is under 16 years of age.

Detective Inspector Leeming is upset by the details of the crime. The interview is going to take place in two weeks' time and will be recorded. There has been no video footage of the incident found as yet.

Ethical interview techniques are going to be used during the interview.

Evaluate ethical interview techniques as they will be used by Detective Inspector Leeming.

You must make reference to the context in your answer.

(16)



10 Mark is 20 years old and is very tall and muscley. He is constantly in trouble with the police.

When Mark was a toddler, he started to talk at a slightly later age than his sister. At school Mark found it difficult to concentrate as he was easily distracted from his work. He was a member of a junior rugby team until he was asked to leave after being too aggressive. As a teenager Mark often got into fights. He left school at the age of 16 with average exam results, but his parents were disappointed as he did not do as well as his sister.

Mark has just been arrested after crashing a stolen car. His mother says his criminal behaviour is due to his genetics whilst his father says it is due to Mark being seen as a naughty child in the past.

Evaluate XYY syndrome as an explanation of Mark's behaviour.

You must make reference to the context in your answer.

(16)

SUB-TOPIC

EYEWITNESS TESTIMONY AND THE COURTROOM

8 questions in this booklet



ANSWER ALL QUESTIONS

- 7 Jason carried out an experiment on the effects of leading questions on the accuracy of eyewitnesses' recall. All participants had 15 questions in their interview.

He interviewed one group of participants who had five leading questions in the interview (Condition 1). The other group of participants had no leading questions in their interview (Condition 2).

Jason's results are in **Table 2**.

Condition 1 Number of incorrect answers in the group with leading questions	Condition 2 Number of incorrect answers in the group with no leading questions
5	0
4	1
4	1
3	2
2	4
5	3
1	0
2	0
3	1
4	1
4	2
2	1
Total = 39	Total = 16
Mean =	Mean =

Table 2



- (a) Calculate the mean score for Condition 1 and the mean score for Condition 2 and complete **Table 2** with your answers to **two** decimal places.

(2)

SPACE FOR CALCULATIONS

- (b) Describe how Jason could use the findings of his study to improve eyewitness testimony.

(2)

.....

.....

.....

.....

.....



6 In your studies of criminological psychology you will have learned about the classic study by Loftus and Palmer (1974).

(a) Describe the results from Loftus and Palmer (1974).

(2)

(b) Explain **one** strength and **one** weakness of the study by Loftus and Palmer (1974).

(4)

Strength

Weakness

- 7** Rose witnessed a robbery at a bank. Whilst she was waiting to give her statement to the police she was in a room with other witnesses to the robbery. Rose gave an interview to the police at the bank.

When she went home a report of the robbery was on the local news where they mentioned that a weapon had been used. One week later the police asked Rose to go to the police station to give a second interview as they wanted to clarify a few points about the robbery.

- (a) Describe how post-event information may have affected Rose's testimony of the robbery.

(3)

- (b) The police carried out a cognitive interview with Rose when she was at the police station.

Describe how the police may have carried out a cognitive interview with Rose.

(4)

9 Evaluate the classic study by Loftus and Palmer (1974).

(8)



- 9 Pat recently fell over and hit his head on a hard surface. As a result of the accident the doctors diagnosed him with a brain injury.

Pat has just been arrested for being involved in a fight, which witnesses say he caused. His friends no longer want to go out with him as he often gets into fights and recently threw an object at one of his own friends. He is also aggressive at home, shouting at family members and losing his temper quickly.

Discuss how far brain injury can account for the aggression shown by Pat.

You must make reference to the context in your answer.

(8)

- 7 Alexei conducted an investigation into whether appearance of the defendant can affect the decisions made by a jury. Alexei used an opportunity sampling technique to recruit participants for his investigation from a local business.

The participants watched a video of a mock trial where the defendant was found guilty. Half the participants saw the defendant in a smart suit (condition A) and the other half of the participants saw the defendant in casual clothes (condition B). The participants had to say how long the defendant should be in prison for, in months.

- (a) Explain **one** strength and **one** weakness of the sampling technique used by Alexei for his investigation about jury decision making.

(4)

Strength

.....

.....

.....

.....

.....

.....

Weakness

.....

.....

.....

.....

.....

Table 1 shows the results of Alexei's investigation.

Condition A: Saw the defendant in a smart suit	Number of months the defendant should spend in prison	Condition B: Saw the defendant in casual clothes	Number of months the defendant should spend in prison
A	3	G	7
B	6	H	5
C	2	I	9
D	8	J	10
E	1	K	6
F	4	L	9

Table 1

- (b) Calculate the mean number of months participants in **condition A** said the defendant should spend in prison.

(1)

SPACE FOR CALCULATIONS

Mean for **condition A**

- (c) Calculate the median number of months participants in **condition B** said the defendant should spend in prison.

(1)

SPACE FOR CALCULATIONS

Median for **condition B**



(d) Alexei carried out a Mann–Whitney U test on his data. His calculated/observed value was 4.5.

Determine whether Alexei's results were significant or not at $p \leq 0.05$ for a two-tailed (non-directional) hypothesis.

(1)

(e) Explain **one** improvement that Alexei could make to his investigation.

(2)



10 Cassandra is on trial for a recent case of burglary. She is 24 years old, white, of slim build and considered to be attractive. Her lawyer advises her to dress in a smart suit for the trial to make a good impression on the jury. She has a strong local accent, which is considered to be an unpopular accent.

The trial is taking place over 100 miles away from Cassandra's home town, as this is where the alleged burglary took place.

To what extent may Cassandra's characteristics affect the jury's decision-making in her trial?

You must make reference to the context in your answer.

(16)



10 Denis and Angela recently witnessed a robbery at a bank. The robber was waving a gun at the bank staff as he demanded the money. Denis had to give the police a statement about what he saw and heard during the robbery. He gave detailed accounts of the gun used. He failed to pick the robber out of a selection of photographs.

Two weeks after the robbery, Angela, who enjoys watching police dramas, also gave a statement to the police. She accurately identified the robber, but she said the robber had a knife rather than a gun. Another witness who had discussed the robbery with Angela also said a knife was used by the robber.

Evaluate factors influencing the eye-witness testimony given by Denis and Angela.

You must make reference to the context in your answer.

(16)

SUB-TOPIC

OFFENDER TREATMENT AND PUNISHMENT

9 questions in this booklet



7 In your studies of criminological psychology you will have learned about treatments for offenders.

(a) Describe **one** biological treatment for offenders.

(2)

(b) Explain **one** strength of a biological treatment for offenders.

(2)



- 8 Marya carried out a field experiment to investigate whether cognitive-behavioural treatment was effective for treating offenders in prison and reducing their reoffending rates. She compared one group of offenders who had cognitive-behavioural treatment (Condition A) with a group of offenders who received no treatment (Condition B).

Marya collected the reoffending rates for the participants in each condition six months after the offenders were released from prison.

Marya's results are shown in **Table 2**.

Condition A Reoffending rates for those who received cognitive-behavioural treatment	Condition B Reoffending rates for those who received no treatment
0	3
1	2
3	4
2	5
0	3
0	2
2	1
1	5
1	6
0	4
Range = 3	Range =

Table 2

- (a) Calculate the range of Condition B and complete **Table 2** with your answer.

(1)

SPACE FOR CALCULATIONS



(b) Marya used the mean as a measure of central tendency.

Explain why Marya used the mean rather than the mode in her field experiment.

(2)

(c) Explain **one** improvement Marya could make to her field experiment.

(2)

ANSWER ALL QUESTIONS

- 7** Benito carried out some research into the effects of anger management treatment with offenders. He recorded the number of aggressive acts offenders displayed. The offenders who had anger management treatment had a mean score of 3.4 aggressive acts. The offenders who did not have anger management treatment had a mean score of 7.9 aggressive acts.

(a) (i) State which statistical test Benito would use to analyse his data.

(1)

.....

.....

(ii) State **three** reasons why Benito would use the statistical test you identified in (i).

(3)

1.....

.....

2.....

.....

3.....

(b) Benito used a random sample.

Describe how he would have selected his sample.

(2)

.....

.....

.....

.....

.....

- 9 There are various treatments for offenders using a variety of psychological approaches, including the biological approach.

Evaluate **one** biological treatment for offenders.

(8)



8 Helen works in Egton prison with offenders who have committed burglary. She is considering using a cognitive-behavioural treatment for the offenders.

(a) Describe how **one** cognitive-behavioural treatment could be used by Helen for the offenders at the prison.

(4)

.....

.....

.....

.....

.....

(b) Explain **one** strength and **one** weakness of **one** cognitive-behavioural treatment for offenders.

(4)

Strength

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Weakness

.....

.....

.....

.....

.....

.....

8 Noah is investigating a new treatment for offenders.

He decided to conduct a case study on one offender from his local prison. Before Noah conducted his case study, he carried out a risk management.

(a) Describe the risk management Noah would have had to carry out for his case study.

(3)

[illegible]

(b) Noah used a variety of research methods within his case study including an experiment comparing the behaviour of the offender before the new treatment and after the new treatment.

Identify the experimental/research design Noah used in the experiment.

(1)



(c) For his case study Noah gathered qualitative and quantitative data.

Explain **one** reason why qualitative data may be better than quantitative data when researching criminological psychology.

(2)

(d) Explain **one** weakness of Noah's investigation into the new treatment for offenders.

(2)

- 9 George is a psychologist who works in a local prison. He has been asked to carry out a case formulation on a prisoner who is due for parole. The prisoner has not been engaging in a treatment programme.

George asks the prisoner about his childhood when he was neglected by his parents. He also asks about his current relationships, which are unstable. George finds out that the prisoner has an addiction and was homeless before going to prison.

Discuss how George may conduct a psychological formulation to understand the function of offending behaviour in the prisoner.

You must make reference to the context in your answer.

(8)

9 Maxyme is currently in prison.

He gets very angry when people disrespect him, such as when a teenager pushed in front of him in a queue before he went to prison. He felt the teenager had done it deliberately because they did not like Maxyme. The only reason Maxyme did not start a fight is because there were several other people nearby and he did not want to get into trouble with the police.

Maxyme has been found guilty of robbery and assault. He went with a weapon to a shop and threatened the shop keeper. Once the shop keeper had given him some money, he left the shop. Maxyme assaulted a passer-by when they tried to stop him from getting away.

Whilst in prison, Maxyme is having a cognitive-behavioural treatment.

Assess the effectiveness of **one** cognitive-behavioural treatment for Maxyme.

You must make reference to the context in your answer.

(16)

- 9 Humphrey has been in prison several times. This time he is in prison for assault. He fought another person whilst out with his friends. The other person had to go to hospital and Humphrey was arrested. It was not the first time he had been arrested for fighting with other people.

Humphrey has previously been in prison for being aggressive. He has also been in trouble for threatening previous partners.

It has been decided that Humphrey should have a biological treatment in an attempt to stop him returning to prison once he is released.

Evaluate **one** biological treatment that could be used with Humphrey.

You must make reference to the context in your answer.

(16)

SUB-TOPIC

METHODS AND STUDIES IN CRIMINOLOGICAL PSYCHOLOGY

6 questions in this booklet



7 You will have learned about one of the following contemporary studies in criminological psychology.

- Bradbury and Williams (2013)
- Valentine and Mesout (2009)
- Howells et al. (2005)

(a) State **two** findings of your chosen contemporary study.

(2)

Chosen study

1

2

(b) Explain **one** strength of your chosen contemporary study in terms of reliability.

(2)



7 During your studies in criminological psychology you will have carried out a practical investigation.

(a) State the aim of your practical investigation in criminological psychology.

(1)

(b) Describe the procedure of your practical investigation in criminological psychology.

(4)



6 In your studies of criminological psychology, you will have conducted a practical investigation.

(a) Describe the results of your practical investigation in criminological psychology.

(2)

(b) Explain **one** strength of your practical investigation in criminological psychology.

(2)

(c) Explain **one** improvement you could make to your practical investigation in criminological psychology.

(2)



- 7 Saqlain investigated whether eye-witness testimony was reliable. He gathered his participants from his village using a volunteer sampling technique.

Saqlain showed his participants a video of a car chase between the police and a criminal. He asked the two different groups of participants a set of questions. One question was different between the groups. In condition A, he asked the question 'Did you see a gun?'; and in condition B, the question was changed to 'Did you see the gun?'

- (a) Describe how Saqlain may have gathered his participants using a volunteer sampling technique.

(2)

- (b) Explain **one** weakness of Saqlain using a volunteer sampling technique for his investigation.

(2)

- (c) Saqlain used an independent groups design in his investigation.

Explain **one** strength of Saqlain using an independent groups design.

(2)



- 7 Grace investigated the effectiveness of a cognitive interview compared to a standard interview. She asked her participants to watch a video of a robbery. Once they had seen the video, the participants were split into two conditions:
- Condition A: The participants had a standard interview
 - Condition B: The participants had a cognitive interview.

Grace recorded the number of errors each participant made in their statement.

The results for the participants who had a standard interview are shown in **Table 2**.

Participant	Number of errors made in their statement
A	5
B	7
C	2
D	8
E	5

Table 2

- (a) (i) Calculate the standard deviation for the number of errors made in the statement by the participants who had the standard interview using the data in **Table 2**. Show your working out and give your answer to **one** decimal place.

(4)

SPACE FOR CALCULATIONS

Standard deviation:

- (ii) The standard deviation for the number of errors from the cognitive interview was 2.1.

Using your answer from 7(a)(i), explain what the two standard deviations tell us about the data from Grace's investigation.

(2)



10 You will have learnt about a key question from criminological psychology that is relevant to today's society.

Assess the key question from criminological psychology.

(16)



MARK SCHEMES

official Pearson Edexcel mark schemes

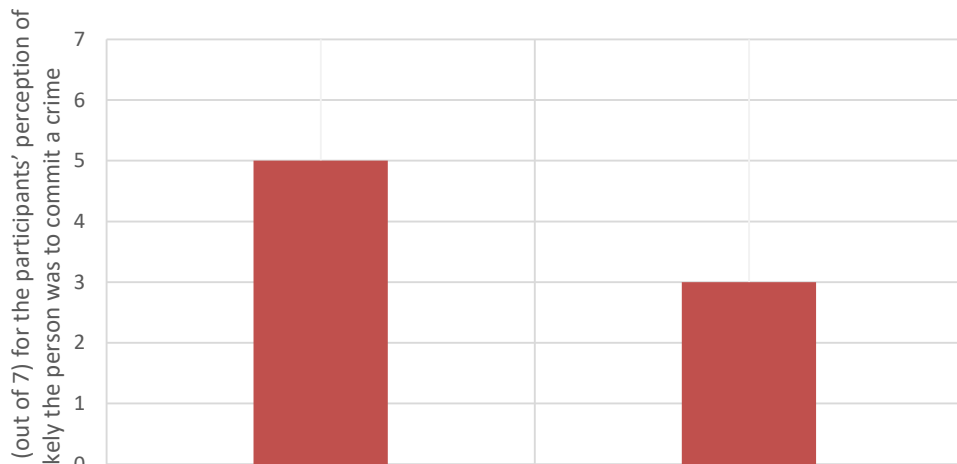


Question Number	Answer	Mark
8	AO1 (3 marks) Up to three marks for description of one personality theory. For example: Eysenck said biological factors can affect personality and cause a predisposition towards criminal or anti-social behaviour (1). The reticular activating system of extroverts leads to under arousal so extroverts may engage in anti-social behaviour to increase their arousal (1). The sympathetic systems of the autonomic nervous system may be more active for longer, leading to impulsive behaviour which may be anti-social or criminal (1). Look for other reasonable marking points.	(3)

Question Number	Indicative Content	Mark
8a	AO1 (4 marks) Up to four marks for description. For example; 1 in 1000 males are born with an extra Y chromosome so they have 47 chromosomes (1). This leads to the males being slightly taller than their siblings, and having a slightly lower intelligence than their siblings (1). XYY can also lead to the males being more impulsive, and having behavioural problems (1). Some XYY males are also more physically active, all of these can lead to anti-social behaviour (1). Look for other reasonable marking points.	(4)

Question Number	Indicative Content	Mark
8b	AO1 (1 mark) AO3 (1 mark) Up to one marks for identification of strength. (AO1) Up to one marks for justification/exemplification of strength (AO2) For example; Eysenck's personality theory Boduszek et al (2013) found that there were higher levels of extraversion amongst inmates who had high levels of recidivism, so supporting Eysenck's theory (1), and thus showing that Eysenck's theory has validity as he said high levels of extroversion were associated with criminal behaviour. Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
8(a)	AO2 (1 mark) One mark for identification in relation to the scenario. For example: Brie used an opportunity sample as she used people who were available in the refectory that lunch time (1). Answers must relate to the scenario. Look for other reasonable marking points.	(1)

Question Number	Answer	Mark						
8 (b)	AO2 (3 marks) One mark for correct/appropriate title. One mark for correct/appropriate labelling of axes. One mark for correct plotting of both mean scores. A bar chart to show mean score (out of 7) for the participants' perception of how likely the person was to commit a crime <table><thead><tr><th>Condition</th><th>Mean Score (out of 7)</th></tr></thead><tbody><tr><td>Condition A: The scenario stated that the person had already been involved in anti-social behaviour</td><td>5</td></tr><tr><td>Condition B: The scenario did not state anything about the person's previous behaviour</td><td>3</td></tr></tbody></table>	Condition	Mean Score (out of 7)	Condition A: The scenario stated that the person had already been involved in anti-social behaviour	5	Condition B: The scenario did not state anything about the person's previous behaviour	3	(3)
Condition	Mean Score (out of 7)							
Condition A: The scenario stated that the person had already been involved in anti-social behaviour	5							
Condition B: The scenario did not state anything about the person's previous behaviour	3							
Look for other reasonable marking points.								

Question Number	Answer	Mark
8 (c)	A03 (3 marks) 1 mark per explicit comparison. The answer must include at least one similarity and one difference otherwise max 2 marks. For example: Both independent groups and matched pairs have different criminals in the conditions of the study into anti-social behaviour (1). In matched pairs the researcher matches the criminals in each group on desired characteristics (such as number of convictions) whilst in independent groups the participants in each group could have different characteristics (1). Both independent groups and matched pairs are less likely to have demand characteristics than repeated measures, as the criminals only take part in one condition in a study into anti-social behaviour (1). Look for other reasonable marking points.	(3)

9	AO1 • Self fulfilling prophecy is based on labels being given to people. • Others will then behave towards the person according to the label. • Because they are treated in a certain way the person internalises the label. • They then behave according to the label so the prophecy is fulfilled. AO2 • Rachel will be labelled as anti-social because of where she lives/ her brother. • Others will then treat Rachel differently because of the label e.g. watch her closely whilst she is in a shop. • Because she is treated this way Rachel internalises the label and then acts as she perceives others her them to. • Therefore the prophecy is fulfilled as Rachel has been arrested for being drunk and disorderly. Look for other reasonable marking points.	
Level	Mark	Descriptor
Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer.		
	0	No rewardable material
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 2	3–4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Discussion is partially developed, but is imbalanced or superficial occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. Candidates will demonstrate a grasp of competing arguments but discussion may be imbalanced or contain superficial material supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures) (AO2)
Level 4	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical balanced discussion, containing logical chains of reasoning. Demonstrates a thorough awareness of competing arguments supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). (AO2)

Question Number	Indicative content	Mark
9	AO1 (4 marks), AO2 (4 marks) AO1 • Criminal behaviour can be learnt in childhood through observing same sex role models. • According to the self-fulfilling prophecy people are given labels based on stereotypes. • Testosterone is a hormone and high levels are thought to increase aggression. • Damage to the prefrontal cortex leads to an inability to delay gratifying impulses. AO2 • Peter may have developed his criminal behaviour as he observed his brother, who may be his role model, fighting and copied the aggressive behaviour. • As Peter lives in an area with a bad reputation he may have been given a label of anti-social as a child. • Peter is 17-years-old and has an increase in testosterone as he is in the adolescent stage of development, which may explain his increased aggression. • The sporting accident may have caused damage to Peter's prefrontal cortex, affecting his development so he can no longer stop his anti-social behaviour.	(8)

Level	Mark	Descriptor
AO1 (4 marks), AO2 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer.		
	0	No rewardable material
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 2	3–4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Discussion is partially developed, but is imbalanced or superficial occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. Candidates will demonstrate a grasp of competing arguments but discussion may be imbalanced or contain superficial material supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures) (AO2)
Level 4	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical balanced discussion, containing logical chains of reasoning. Demonstrates a thorough awareness of competing arguments supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). (AO2)

Question Number	Indicative content	Mark
9	AO1 (4 marks), AO2 (4 marks) AO1 • The amygdala processes information from our senses and determines how we respond to that information. • The amygdala can trigger the flight or fight response when we either run away from the situation or stay and fight. • When it is activated the amygdala over rides the rational part of our brain so we are less likely to think in a rational manner. • Damage to the amygdala can lead to an individual being unable to prevent themselves acting spontaneously in an aggressive way. AO2 • Jekaterina may have processed information from her environment as threatening due to damage to her amygdala, which is why she starts fights when she is out. • When her amygdala is activated Jekaterina goes into the fight mode which explains why she hit another person when she was out with her new friends due to an increase in adrenaline. • Jekaterina does not think of the consequences of her actions, such as being arrested by the police because her damaged amygdala may be overactive. • Her new friends could be more aggressive and Jekaterina may be copying her aggressive behaviour from them. Look for other reasonable marking points.	(8)



Level	Mark	Descriptor
AO1 (4 marks), AO2 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer.		
	0	No rewardable material
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 2	3–4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Discussion is partially developed, but is imbalanced or superficial occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. Candidates will demonstrate a grasp of competing arguments but discussion may be imbalanced or contain superficial material supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures) (AO2)
Level 4	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical balanced discussion, containing logical chains of reasoning. Demonstrates a thorough awareness of competing arguments supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). (AO2)

Question Number	Answer	Mark
8 (a)	AO2 (1 mark), AO3 (1 mark) One mark for identification of one weakness in relation to the scenario (AO2) One mark for justification of the weakness (AO3). For example: Alicia only collects numerical data in a score from 1 to 10 in terms of the likelihood the manager committed a crime so her data lacks detail (1), therefore she does not get a full understanding of why the participants thought the manager may or may not have committed assault or fraud (1). Answers must relate to the scenario. Generic answers score 0 marks. Look for other reasonable marking points.	(2)

Question Number	Answer	Mark																																																															
8 (b)	A02 (4 marks) <table><tr><th>Participant</th><th>Condition A: Likelihood of committing assault</th><th>Condition B: Likelihood of committing fraud</th><th>Difference</th><th>Rank</th><th>Rank if positive</th><th>Rank if negative</th></tr><tr><td>A</td><td>1</td><td>5</td><td>-4</td><td>4</td><td></td><td>4</td></tr><tr><td>B</td><td>3</td><td>3</td><td>0</td><td></td><td></td><td></td></tr><tr><td>C</td><td>2</td><td>7</td><td>-5</td><td>5.5</td><td></td><td>5.5</td></tr><tr><td>D</td><td>7</td><td>8</td><td>-1</td><td>1</td><td></td><td>1</td></tr><tr><td>E</td><td>5</td><td>10</td><td>-5</td><td>5.5</td><td></td><td>5.5</td></tr><tr><td>F</td><td>4</td><td>2</td><td>2</td><td>2</td><td>2</td><td></td></tr><tr><td>G</td><td>3</td><td>6</td><td>-3</td><td>3</td><td></td><td>3</td></tr><tr><td colspan="5">Total:</td><td>2</td><td>19</td></tr></table> One mark for accurate completion of the difference column. One mark for accurate completion of the ranked difference column. One mark for accurate calculation of sum of both ranks. One mark for the correct value of T=2	Participant	Condition A: Likelihood of committing assault	Condition B: Likelihood of committing fraud	Difference	Rank	Rank if positive	Rank if negative	A	1	5	-4	4		4	B	3	3	0				C	2	7	-5	5.5		5.5	D	7	8	-1	1		1	E	5	10	-5	5.5		5.5	F	4	2	2	2	2		G	3	6	-3	3		3	Total:					2	19	(4)
Participant	Condition A: Likelihood of committing assault	Condition B: Likelihood of committing fraud	Difference	Rank	Rank if positive	Rank if negative																																																											
A	1	5	-4	4		4																																																											
B	3	3	0																																																														
C	2	7	-5	5.5		5.5																																																											
D	7	8	-1	1		1																																																											
E	5	10	-5	5.5		5.5																																																											
F	4	2	2	2	2																																																												
G	3	6	-3	3		3																																																											
Total:					2	19																																																											

Question Number	Answer	Mark
8 (c)	AO2 (1 mark), AO3 (1 mark) One mark for identification of an improvement in relation to the scenario (AO2). One mark for justification of the improvement (AO3). For example: Alicia could have used an independent groups design so the participants were only exposed to either the assault or the fraud scenario (1), which would increase the validity of the findings regarding the judgements of likelihood as they would not be affected by prior exposure to the other scenario (1). Answers must relate to the scenario. Generic answers score 0 marks. Look for other reasonable marking points.	(2)

Question Number	Indicative content	Mark
8	AO1 (4 marks), AO3 (4 marks) AO1 • People expect an individual to be a criminal based on a stereotype due to factors such as where they live, their family or how they dress. • Based on an expectation, the individual is treated as though they are a criminal, so may be avoided for example. • The individual notices this behaviour and may internalise what is expected of them so they now see themselves as a criminal and demonstrate criminal behaviour. • Those with low self-esteem are more likely to change their behaviour to fit the expectation others have of them and are more likely to become criminal. AO3 • Lamb and Crano (2014) found that teenagers who did not take marijuana were 4.4 times more likely to take it a year later if their parents thought they did take it compared to those whose parents thought they did not take it. • The self-fulfilling prophecy can be seen as incomplete as it ignores biological factors that may cause criminal behaviour such as the XYY gene. • Jahoda (1954) found that names affected criminal behaviour, as boys with a name associated with Wednesday had a higher arrest rate than boys with a name associated with Monday. • The self-fulfilling prophecy cannot explain all behaviour as some individuals such as those with high self-esteem, are resistant to the label they are given and so will not become criminals. Look for other reasonable marking points.	(8)

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.		
	0	No rewardable material.
Level 1	1-2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	3-4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	5-6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	7-8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

Question Number	Indicative content	Mark
8	AO1 (4 marks), AO3 (4 marks) AO1 - Eysenck's theory of personality states that those who score highly on extraversion, neuroticism and psychoticism are more likely to become criminals. - Those who are highly extravert have an under aroused RAS so need stimulation from the environment to increase arousal, which may include criminal activity. - People who are highly neurotic have an ANS that is quick to turn on and release adrenaline, and slow to turn off so are more likely to be anti-social. - If someone scores highly on all three characteristics and they are in an environment that nurtures crime then they are more likely to become criminals than those who score highly but are not in an environment that nurtures crime. AO3 - Rushton and Chrisjohn (1980) found that self-reported delinquency was linked to high levels of extraversion and psychoticism but not neuroticism so showing Eysenck's theory may not be an accurate explanation of criminal behaviour. - Eysenck based his theory on the assumption that personality traits are consistent which may not be the case, so it may not explain criminal behaviour if personality traits are not consistent. - Boduszek et al. (2013) found that extraversion, neuroticism and psychoticism were related to criminal thinking as well as having criminal peers and seeing themselves as criminals, showing Eysenck's theory of personality and environment can explain criminal behaviour. - Eysenck's theory of personality is more holistic than other theories such as brain damage as it looks at the effects of nature and nurture, so it can be seen as a more credible explanation. Look for other reasonable marking points.	(8)

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) Candidates must demonstrate an equal emphasis between Knowledge and understanding vs assessment/conclusion in their answer.		
	0	No rewardable material.
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Generic assertions may be presented. Limited attempt to address the question. (AO3)
Level 2	3–4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a generic or superficial assessment being presented. (AO3)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to an assessment being presented which considers a range of factors. Candidates will demonstrate understanding of competing arguments/factors but unlikely to grasp their significance. The assessment leads to a judgement but this may be imbalanced. (AO3)
Level 4	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical assessment, containing logical chains of reasoning throughout. Demonstrates an awareness of the significance of competing arguments/factors leading to a balanced judgement being presented. (AO3)



Question Number	Indicative Content
10	AO1 (6 marks), AO2 (4 marks) AO3 (6 marks) AO1 • There are of the four main steps to the cognitive interview is reinstating the context. • When reinstating context witnesses should recall cues from the environment and about how they felt. • Witnesses should start the interview by being allowed to recall what happened in their own words without interruption. • Once the free recall has finished then the interviewer can ask more specific questions. • Police should ask witnesses to recall the crime in a different order, e.g. start from the end. • The interviewer should ask witnesses to recall the event from different viewpoints, such as another witnesses'/the victim's perspective. AO2 • Kylie could recall cues such as what smells were present when she witnessed the crime. • She should be asked to remember her emotions at the time, such as the fear she felt. • At the start of the interview Kylie should be allowed to just talk about what happened with no questions asked until she has finished her free recall. • If Kylie recalls the event from the end she is less likely to fill in gaps in her memory using schemas about what a crime should be like. AO3 • Geiselman et al (1985) found that the cognitive interview led to more correct information being recalled compared to standard interviews showing it was more effective. • Geiselman et al (1985) found the cognitive interview led to slightly more incorrect items being recalled so it may not be as effective as standard interviews. • Holliday (2003) found cognitive interviews were more effective than standard interviews when interviewing children. • When recalling from another's perspective interviewees may add information that they think the other person saw reducing their effectiveness. • Cognitive interviews need trained interviewers which increases the expense so they are only used for serious crimes limiting their effectiveness. • It may not be practical to carry out a cognitive interview at the scene of the crime so reducing the effectiveness. Look for other reasonable marking points.

Level	Mark	Descriptor
AO1 (6 marks), AO2 (4 marks), AO3 (6 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs judgement/conclusion in their answer. Application to the scenario is capped at maximum 4 marks.		
	0	No rewardable material.
Level 1	1–4 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2) A judgement/decision may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	5–8 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Line(s) of argument occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material leading to a judgement/decision being presented. Candidates will demonstrate a grasp of competing arguments but response may be imbalanced. (AO3)
Level 3	9–12 Marks	Demonstrates accurate knowledge and understanding. (AO1) Line(s) of argument supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures). Might demonstrate the ability to integrate and synthesise relevant knowledge. (AO2) Displays a mostly developed and logical argument, containing mostly coherent chains of reasoning. Demonstrates an awareness of competing arguments, presenting a judgement/decision which may be imbalanced. (AO3)
Level 4	13–16 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Line(s) of argument supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). Demonstrates the ability to integrate and synthesise relevant knowledge. (AO2) Displays a well-developed and logical argument, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments and presents a balanced response, leading to a balanced judgement/decision. (AO3)

SECTION C:
Total for Section C - 36 marks
Child Psychology



Number	Indicative Content	Mark
10	A01 (6 marks), A02 (4 marks), A03 (6 marks) A01 • According to labelling theory a behaviour is only deviant if society says it is deviant. • By giving a behaviour the label of deviant then the authorities are maintaining their power structure. • Once a person has been labelled as deviant because of something they have done that person becomes stigmatised. • The label affects how others treat them, as they will be seen as untrustworthy. • Those with negative labels are also more likely to have a lower self-image of themselves, and are more likely to reject themselves. • The person will go on to act in ways that fulfil the label and commit more criminal behaviour. A02 • Donald's shoplifting has been labelled as deviant as he has been taken to a police station and given a warning. • The local shop keepers may treat Donald differently, closely watching him whenever he comes into a shop. • Donald will start to give himself a negative self-concept and see himself as untrustworthy, and a shoplifter. • Due to his negative self-image Donald will go on to commit more acts of shoplifting, and possibly other more serious crimes such as burglary. A03 • Labelling theory ignores the reason for the original deviant act, so there must be other explanations for criminal behaviour, such as social learning theory so it is not due to what society sees as deviant. • Chambliss (1973) found the Roughnecks were more likely to be labelled deviant by the police and were more likely to have legal action taken against them, whilst the Saints were not supporting the fact labelling is part of the power structure. • Labelling theory focuses on nurture and ignores nature, such as genes or hormones having an effect on criminal behaviour, so it does not explain all criminal behaviour. • Lieberman et al. (2014) found that juveniles who had been previously arrested were more likely to commit other crimes compared with juveniles who had not been previously arrested, which could be due to labelling theory and how others treat them. • Lemert (1962) found that cheque forgers had been forging cheques long before they were caught, so had been active before they had been labelled, so their self-image is not affected by the label. • Labelling theory can explain deviant behaviours, for example in Amsterdam the use of marijuana is not labelled as deviant and there is limited drug use with very few cases of	(16)

	overdose compared to other cultures where it is labelled as deviant. Look for other reasonable marking points.	
--	---	--

Level	Mark	Descriptor
AO1 (6 marks), AO2 (4 marks), AO3 (6 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs judgement/conclusion in their answer. Application to the scenario is capped at maximum 4 marks.		
	0	No rewardable material.
Level 1	1–4 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2) A judgement/decision may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	5–8 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Line(s) of argument occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material leading to a judgement/decision being presented. Candidates will demonstrate a grasp of competing arguments but response may be imbalanced. (AO3)
Level 3	9–12 Marks	Demonstrates accurate knowledge and understanding. (AO1) Line(s) of argument supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures). Might demonstrate the ability to integrate and synthesise relevant knowledge. (AO2) Displays a mostly developed and logical argument, containing mostly coherent chains of reasoning. Demonstrates an awareness of competing arguments, presenting a judgement/decision which may be imbalanced. (AO3)
Level 4	13–16 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Line(s) of argument supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). Demonstrates the ability to integrate and synthesise relevant knowledge. (AO2) Displays a well-developed and logical argument, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments and presents a balanced response, leading to a balanced judgement/decision. (AO3)

OPTION 2: CHILD PSYCHOLOGY



Question Number	Indicative content	Mark
10	AO1 (6 marks), AO2 (4 marks), AO3 (6 marks) AO1 • Planning needs to be carried out before the interview starts, including any special considerations for the interviewee. • Part of the planning process would be to ensure the correct equipment is available. • The interviewer should try and establish a rapport with the interviewee at the start of the process. • At the beginning if the interview the aims and objectives of the interview should be clearly explained. • If there is more than one interviewer the lead person should check the other interviewer does not have any more questions before finishing the process. • False information should not be used to gain a confession from a suspect if ethical interviewing techniques are being used. AO2 • As the suspect is under 16-years-old Detective Inspector Leeming should ensure an appropriate adult can be present. • Detective Inspector Leeming should try to hide how upset she is about the crime from the suspect. • Detective Inspector Leeming needs to check the suspect has understood the purpose of the interview, and may need to explain in simpler terms due to the age of the suspect. • As no video footage of the incident has been found yet Detective Inspector Leeming should not say that there is recorded evidence of the crime. AO3 • By 2010 70% of all police officers had been trained in ethical interview techniques, showing that the police forces must think it is an effective interview technique. • Pounds (2019) found that empathy was not always used appropriately within police interviews so the ethical interview may not be affected. • Walsh and Milne (2008) found that the use of ethical interview techniques gained more information from suspected benefit fraud cheats.	(16)

	• Ethical interviews take a long time to plan so may not be possible if interviews need to be conducted quickly in order to gain information. • As ethical interview techniques discard methods such as intimidation it leads to fewer false confessions, so saving the tax payers money. • Milne (2010) found that the only effect training in ethical interview techniques had was that the interviews were longer, so the training may not be effective in terms of the skills needed.	
--	---	--

Level	Mark	Descriptor
AO1 (6 marks), AO2 (4 marks), AO3 (6 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer. Application to the context is capped at maximum 4 marks.		
	0	No rewardable material.
Level 1	1-4 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques & procedures). (AO2) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	5-8 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Line(s) of argument occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques & procedures). (AO2) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	9-12 marks	Demonstrates accurate knowledge and understanding. (AO1) Line(s) of argument supported by applying relevant evidence from the context (scientific ideas, processes, techniques & procedures). Might demonstrate the ability to integrate and synthesise relevant knowledge. (AO2) Arguments developed using mostly coherent chains of reasoning, leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	13-16 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Line(s) of argument supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). Demonstrates the ability to integrate and synthesise relevant knowledge. (AO2) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

Child Psychology



Question Number	Indicative content	Mark
10	A01 (6 marks), A02 (4 marks), A03 (6 marks) A01 • XYY syndrome is caused by males having an extra Y chromosome thought to be due to an error when the cells divide around fertilisation. • About 50% of boys who have XYY syndrome will have some delay when developing their speech. • Boys with XYY tend to grow slightly faster than other boys their age, and tend to be slightly taller as men. • Boys who have XYY syndrome have normal intelligence but their intelligence may be 10 to 15 IQ points below their siblings. • Boys who have XYY syndrome find it harder to concentrate on tasks and they may be more easily distracted from what they are doing. • Boys with XYY may be more impulsive than XY boys, and they may also be more active physically. A02 • Mark had some delay in his speech as he started talking at a later age than his sister. • Compared to his sister Mark could be said to be less intelligent as his sister got better exam results, but he did get some average exam results so can be said to be in the normal range. • Mark did not do as well at school as his sister possibly because he got easily distracted from his work which he could not concentrate on. • Mark was a member of the junior rugby team but his impulsive behaviour meant he was asked to leave the team after being too aggressive. A03 • Re and Birkhoff (2015) conducted a literature review of articles from the past 50 years and concluded that males with XYY syndrome were not necessarily going to become anti-social or criminals. • In a meta-analysis Leggett et al (2010) found that males with XYY syndrome had IQs within the average range, but had difficulties with their speech and language. • There are alternative theories of anti-social behaviour such as labelling theory, if XYY boys are labelled as disruptive due to them being easily distracted at school this could lead to the	(16)

	anti-social behaviour rather than the extra Y chromosome. • The XYY theory has application, as knowing that XYY males are more physically active and more easily distracted means strategies can be put in place at school to help them, which may reduce their tendency to be anti-social. • XYY syndrome focuses on nature and ignores nurture, such as it may be that people treat the boys differently due to their extra height and it could be this that leads to the anti-social behaviour. • Money et al. (1969) found that 19 of his participants had behavioural problems at school including a deficit attention span, restlessness and disrupting the classroom routine showing XYY can affect a child's education.	
--	--	--

Level	Mark	Descriptor
A01 (6 marks), A02 (4 marks), A03 (6 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer. Application to the context is capped at maximum 4 marks.		
	0	No rewardable material.
Level 1	1-4 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques & procedures). (AO2) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	5-8 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Line(s) of argument occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques & procedures). (AO2) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	9-12 marks	Demonstrates accurate knowledge and understanding. (AO1) Line(s) of argument supported by applying relevant evidence from the context (scientific ideas, processes, techniques & procedures). Might demonstrate the ability to integrate and synthesise relevant knowledge. (AO2) Arguments developed using mostly coherent chains of reasoning, leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	13-16 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Line(s) of argument supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). Demonstrates the ability to integrate and synthesise relevant knowledge. (AO2) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

Child Psychology



Question Number	Indicative Content	Mark																																													
7(a)	AO2 (2 marks) <table border="1"> <thead> <tr> <th>Condition 1 Number of incorrect answers in the group with leading questions.</th><th>Condition 2 Number of incorrect answers in the group with no leading questions.</th><th></th></tr> </thead> <tbody> <tr><td>5</td><td>0</td><td></td></tr> <tr><td>4</td><td>1</td><td></td></tr> <tr><td>4</td><td>1</td><td></td></tr> <tr><td>3</td><td>2</td><td></td></tr> <tr><td>2</td><td>4</td><td></td></tr> <tr><td>5</td><td>3</td><td></td></tr> <tr><td>1</td><td>0</td><td></td></tr> <tr><td>2</td><td>0</td><td></td></tr> <tr><td>3</td><td>1</td><td></td></tr> <tr><td>4</td><td>1</td><td></td></tr> <tr><td>4</td><td>2</td><td></td></tr> <tr><td>2</td><td>1</td><td></td></tr> <tr><td>Total = 39</td><td>Total = 16</td><td></td></tr> <tr><td>Mean = 3.25</td><td>Mean = 1.33</td><td></td></tr> </tbody> </table> One mark for each correct mean up to 2 decimal places (see table above).	Condition 1 Number of incorrect answers in the group with leading questions.	Condition 2 Number of incorrect answers in the group with no leading questions.		5	0		4	1		4	1		3	2		2	4		5	3		1	0		2	0		3	1		4	1		4	2		2	1		Total = 39	Total = 16		Mean = 3.25	Mean = 1.33		(2)
Condition 1 Number of incorrect answers in the group with leading questions.	Condition 2 Number of incorrect answers in the group with no leading questions.																																														
5	0																																														
4	1																																														
4	1																																														
3	2																																														
2	4																																														
5	3																																														
1	0																																														
2	0																																														
3	1																																														
4	1																																														
4	2																																														
2	1																																														
Total = 39	Total = 16																																														
Mean = 3.25	Mean = 1.33																																														

Question Number	Indicative Content	Mark
7(b)	AO2 (2 marks) Up to two marks for description of how results could help eyewitness testimony. For example Jason's results showed that leading questions led to more incorrect answers (1). The police should use open ended questions when interviewing witnesses (1). Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
6 (a)	AO1 (2 marks) Credit up to two marks for a description of the results from Loftus and Palmer (1974). For example: - Loftus and Palmer (1974) found that those participants who had the word 'smashed' estimated an average speed of 40.8 mph compared to 31.8 for those asked 'contacted'. (1). For the film where the crash happened at 20mph the mean estimate of speed was 37.7 mph (1). 16 participants said they saw broken glass when asked about the cars smashing into each other compared to 7 when the word hit was used (1). For the film where the crash happened at 20mph the mean estimate of speed was 37.7 mph (1). Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
6 (b)	AO1 (2 marks), AO3 (2 marks) One mark for identification of a strength and a weakness (AO1). One mark for justification of the strength and the weakness (AO3). For example: Strength. • All the participants saw the same seven films and the same questionnaires apart from the critical question so the procedure was standardised (1), this makes it reliable as other researchers can replicate the study and check the results of estimated car speed are consistent (1). • Loftus and Palmer used 150 students in experiment 2 which is a large sample size as there were 50 participants in each group (1) which means the sample is more representative of students estimates of car speeds so the results can be generalised (1). Weakness. • All the participants were students which means the results on estimated speed are not representative (1), as people who had been driving for longer may be more accurate in estimating the speed of the cars so the results are not generalisable to all drivers (1). • The study lacked validity as the participants were watching a video of car crashes which is not the same as witnessing a real crash (1), therefore the lack of emotion may affect the estimated speed and so the results are not reflective of real eye witness testimony (1). Look for other reasonable marking points.	(4)

Number	Answer	Mark
7 (a)	AO2 (3 marks) Up to three marks for description of post event information in relation to Rose. For example: Rose may have discussed the bank robbery with the other witnesses who may have mislead her recollection of the robbery (1). For example, Rose originally thought the robber had brown hair but remembered this as blonde after talking to the other witnesses (1). Information from the local news about the weapon may have been incorrect but it became incorporated into Rose's memory of the robbery (1). Answers must relate to the scenario. Look for other reasonable marking points.	(3)

Question Number	Answer	Mark
7 (b)	AO2 (4 marks) Up to four marks for description of cognitive interview in relation to Rose. For example: The police would have asked Rose to report everything that she remembered about the robbery, as a small detail may cause her to remember other information (1). The police may ask Rose to think about the environment in the bank at the time of the robbery, such as what music was in the background (1). Rose could be asked to recall the event from the point of view of the cashier behind the desk as this may trigger more memories (1). The police would not ask Rose any specific questions until later on in the interview to try and stop Rose reconstructing the event based on the questions asked (1). Answers must relate to the scenario. Look for other reasonable marking points.	(4)

Number	Indicative Content	Mark
9	A01 (4 marks), A03 (4 marks) A01 - The aim of the study was to see if the phrasing of a question about speed would affect the participants' estimation of the speed of cars. - In experiment one, 45 participants all watched the same seven films of traffic accidents. - Participants were asked the same questions apart from the one about 'How fast were the cars going when they smashed/collided/bumped/hit or contacted each other?' - The results showed that those asked smashed estimated the speed of the car to be 8.7 mph faster than those asked contacted. A03 - The study may lack validity as seeing a traffic accident on video does not have the same emotional effect as seeing a traffic accident in real life. - All the participants were students, so the results cannot be generalised as they may give different speed estimates to older people who had been driving for longer. - As the participants all watched the same videos, the results were not affected by seeing different traffic accidents, increasing the reliability of the study. - The study collected quantitative data in the form of estimated mph, therefore increasing objectivity when analysing results as there was no interpretation of what the participants said. Look for other reasonable marking points.	(8)

Level	Mark	Descriptor
A01 (4 marks), A03 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.		
	0	No rewardable material.
Level 1	1-2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	3-4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	5-6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning, leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	7-8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)



Question	Indicative Content	Mark
----------	--------------------	------



Question Number	Indicative Content	Mark
9	AO1 (4 marks), AO2 (4 marks) AO1 • If the frontal lobe is damaged then the person has less control over their impulses, so this may make them more aggressive. • Damage to the frontal lobe also negatively affects our ability to consider alternative behaviours and think about possible consequences of aggression. • Damage to the amygdala can lead to less control over aggressive impulses, so making someone more aggressive. • Another explanation is personality, if someone scores high on extroversion, neuroticism and psychoticism they may be prone to being violent. AO2 • If Pat hit the front of his head he may have damaged the frontal lobe, which may explain why he has been arrested for fighting. • Due to damage to the frontal lobe Pat may not think about the fact he may lose his friends due to his aggression towards them. • Pat may have damaged his amygdala, so cannot control his aggression which is why he shouts at his family members. • If Pat scores highly on extroversion he may have an underactive Reticular Activating System (RAS), which may be why he shouts at his family, to seek external stimulation. Look for other reasonable marking points.	(8)

Level	Mark	Descriptor
AO1 (4 marks), AO2 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer.		
	0	No rewardable material
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 2	3–4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Discussion is partially developed, but is imbalanced or superficial occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. Candidates will demonstrate a grasp of competing arguments but discussion may be imbalanced or contain superficial material supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures) (AO2)
Level 4	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical balanced discussion, containing logical chains of reasoning. Demonstrates a thorough awareness of competing arguments supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). (AO2)

Question Number	Answer	Mark
7 (a)	AO2 (2 marks), AO3 (2 marks) One mark for identification of one strength and one weakness (AO2). One mark for justification of one strength and one weakness (AO3). For example: Strength - As Alexei used an opportunity sample it would not take him a long time to gather his participants for his study on jury decision making (1), as the participants were readily available as they were working at the local business on the day he conducted his investigation. (1). Weakness - The participants that Alexei used for his jury decision making investigation were from a local business so they may not be representative of juries (1), as they may regularly wear suits so could have a negative bias towards people in casual clothes (1). Answers must relate to the scenario. Look for other reasonable marking points. Generic answers score 0 marks.	(4)

Question Number	Answer	Mark
7 (b)	A02 (1 mark) One mark for correct calculation of the mean for condition A. • 4	(1)

Question Number	Answer	Mark
7 (c)	A02 (1 mark) One mark for correct calculation of the median for condition B. • 8.	(1)

Question Number	Answer	Mark
7 (d)	A02 (1 mark) One mark for accurate determination of whether the results are significant. For example: • There is a significant difference between the number of months given to the defendant who was wearing a smart suit or wearing casual clothes as the calculated value (4.5) is less than the critical value (5) (1). Look for other reasonable marking points.	(1)

Question Number	Answer	Mark
7 (e)	AO2 (1 mark), AO3 (1 mark) One mark for identification of an improvement in relation to the scenario (AO2). One mark for justification of the improvement (AO3). For example: Alexei could use participants from a variety of businesses from locations other than his local area (1) which would be more representative of a real jury which uses people from a wider area and different backgrounds so the results would be more generalisable (1). Answers must relate to the scenario. Look for other reasonable marking points. Generic answers score 0 marks.	(2)

Question Number	Indicative Content	Mark
10	A01 (6 marks), A02 (4 marks), A03 (6 marks) A01 • Race may affect the jury decision making process, if the jury is mainly white they are more likely to find people of a different race guilty. • White jurors may see themselves as the in group and discriminate against defendants of another race as they are the out group. • The more attractive a defendant is deemed to be the less likely they are to be found guilty of a crime, apart from fraud. • Juries may use their schemas based on the media, which portrays attractive people as the heroes and unattractive people as the villains. • Unpopular accents can influence the jury, and make it more likely that they will find the defendant guilty. • The further away a trial is from the place the unpopular accent originates from, the more of a negative influence the accent has on the jury. A02 • Cassandra is white so if the jury is also mainly white they are less likely to find her guilty of the burglary. • As Cassandra is young and slim this may make her appear attractive to the jury and so they will not find her guilty of burglary. • Cassandra has an unpopular accent, so her accent may have a negative impact on the jury and the decision they make. • Being over a 100 miles from her home town may mean the jury find Cassandra guilty as they see her as a member of an out group. A03 • Carter and Mazzula (2013) used 210 mock jurors and found that there was in group and out group bias when deciding on the outcome of an employment case, so showing that race does affect the jury and their decision making. • The use of mock juries is not valid, as the jurors know there is no consequence of their decision, so in Cassandra's trial her race may not affect the decision of the jury. • Schvey et al. (2013) found that obese female defendants were judged more harshly by male jurors than slim female defendants, therefore showing that appearance does affect the decision making of a jury. • Schvey et al. (2013) only used male jurors so attractiveness may not affect the decision of the jury if the jury is mainly female, therefore the extent characteristics of the defendant affect the decision making may be limited. • Dixon et al. (2002) found that participants, thought that a defendant with a strong Birmingham accent were more guilty than a defendant with a standard English accent showing how a defendant speaks can affect the jury decision making process.	(16)



	• The impact of the instructions of the judge may also have a significant effect on the jury decision making, as found by Reed (1980) so it may be that the effect of the characteristics of the defendant are reduced depending on the judge's instructions. Look for other reasonable marking points.	
--	---	--



Level	Mark	Descriptor
AO1 (6 marks), AO2 (4 marks), AO3 (6 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs judgement/conclusion in their answer. Application to the scenario is capped at maximum 4 marks.		
	0	No rewardable material.
Level 1	1–4 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2) A judgement/decision may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	5–8 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Line(s) of argument occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material leading to a judgement/decision being presented. Candidates will demonstrate a grasp of competing arguments but response may be imbalanced. (AO3)
Level 3	9–12 Marks	Demonstrates accurate knowledge and understanding. (AO1) Line(s) of argument supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures). Might demonstrate the ability to integrate and synthesise relevant knowledge. (AO2) Displays a mostly developed and logical argument, containing mostly coherent chains of reasoning. Demonstrates an awareness of competing arguments, presenting a judgement/decision which may be imbalanced. (AO3)
Level 4	13–16 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Line(s) of argument supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). Demonstrates the ability to integrate and synthesise relevant knowledge. (AO2) Displays a well-developed and logical argument, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments and presents a balanced response, leading to a balanced judgement/decision. (AO3)

Child Psychology



Question Number	Indicative content	Mark
10	A01 (6 marks), A02 (4 marks), A03 (6 marks) A01 • Witnesses to crimes tend to focus on the weapon if there is one involved as it may cause harm to the witness. • Our attention is limited so when witnesses focus on weapons involved in crime they pay less attention to other details. • The presence of a weapon can cause emotional arousal that means witnesses are focussed on the weapon rather than what the perpetrator was saying or wearing. • Eye witness testimony can be influenced by information they heard after the incident. • Eye witnesses may use their schemas of crimes to reconstruct the event so that it makes sense when they recall it. • If the event is discussed with other witnesses and two witnesses think they saw something that did not happen this can reinforce their error and make it more likely to be remembered as happening. A02 • If Denis automatically kept his attention on the gun, then he would not have looked at other details such as what the robber looked like. • Due to the increase in stress that Denis experienced his memory for the robbery would have declined so he could not identify the robber from the photographs. • Angela may have reconstructed the robbery based on her schemas of a robbery that she has developed from watching police dramas. • When Angela discussed the robbery with another witness and they both thought the robber had a knife this would have reinforced her inaccurate memory of the type of weapon used. A03 • Steblay (1992) found when reviewing 19 tests when a weapon was present there was lower accuracy when asked to identify the perpetrator so this may explain why Denis could not accurately identify the robber. • Pickel (1999) found that it was the unusualness of the weapon that affected eye witness testimony rather than the presence of a weapon,	(16)



	as Denis would not have expected to see a gun at the bank it may have affected his memory. • A lot of the research on weapon focus involves photographs or videos so they do not have the same emotional impact as a real robbery so the results may not apply to Denis. • Loftus and Palmer (1974) found that changing the verb from smashed to contacted influenced the participants estimated speed, showing post event information may influence Angela's memory. • Yuille and Cutshall (1986) found that the memory of witnesses to a real crime was still accurate several months after the incident, so post event information may not have had an effect on Angela misidentifying the type of weapon used. • Allport and Postman (1947) found participants did reconstruct their memory of a picture, so the white man was no longer the perpetrator holding the knife, showing that Angela may have reconstructed her memory of the robbery based on her schemas.	
--	---	--

Level	Mark	Descriptor
AO1 (6 marks), AO2 (4 marks), AO3 (6 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer. Application to the context is capped at maximum 4 marks.		
	0	No rewardable material.
Level 1	1-4 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques & procedures). (AO2) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	5-8 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Line(s) of argument occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques & procedures). (AO2) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	9-12 marks	Demonstrates accurate knowledge and understanding. (AO1) Line(s) of argument supported by applying relevant evidence from the context (scientific ideas, processes, techniques & procedures). Might demonstrate the ability to integrate and synthesise relevant knowledge. (AO2) Arguments developed using mostly coherent chains of reasoning, leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	13-16 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Line(s) of argument supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). Demonstrates the ability to integrate and synthesise relevant knowledge. (AO2) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

Child Psychology



Question Number	Answer	Mark
7 (a)	AO1 (2 marks) Credit up to two marks for a description of a biological treatment. For example: Drugs such as MPA are given to offenders to address the imbalance in neurotransmitters or hormones and so reduces their criminal behaviour (1). Antiandrogens such as MPA are given to sex offenders to reduce their level of testosterone and their reoffending (1). Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
7 (b)	AO1 (1 mark), AO3 (1 mark) One mark for identification of a strength (AO1). One mark for justification of the strength (AO3). For example: Turner et al. (2013) showed that the use of drugs is an effective treatment for sex offenders so the treatment has validity (1) as they found that up to 75% of inmates prescribed testosterone lowering medication did reduce frequency or intensity of sexual thoughts (1). Look for other reasonable marking points.	(2)

Number	Answer	Mark
8 (a)	AO2 (1 mark)	
	Condition A	Condition B
	Reoffending rates for those who received cognitive-behavioural treatment	Reoffending rates for those who received no treatment
	0	3
	1	2
	3	4
	2	5
	0	3
	0	2
	2	1
	1	5
	1	6
	0	4
	Range = 3	Range = 5
One mark for Range = 5		

Question Number	Answer	Mark
8 (b)	A02 (1 mark), A03 (1 mark) One mark for identification of why the mean is better for Marya's data (A02) One mark for justification of why the mean is better (A03) For example: The mean is better as it uses all the reoffending rates for all ten participants in each group (1) so it is a more meaningful representation than the mode which would only use the most frequent number of reoffending rates (1). Answers must relate to the scenario. Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
8 (c)	A02 (1 mark), A03 (1 mark) One mark for identification of improvement to Marya's field experiment (A02). One mark for justification of improvement (A03). For example; Marya could gather her data after a few years rather than after six months (1), which would allow her to see if the cognitive-behavioural treatment had a long-term effect on reoffending rates (1). Answers must relate to the scenario. Look for other reasonable marking points.	(2)

Question	Indicative Content	Mark
----------	--------------------	------

Question Number	Indicative Content	Mark
7 ai	AO2 (1 mark) 1 mark for the correct statistical test. For example; • Mann Whitney U test (1) Look for other reasonable marking points.	(1)

Question Number	Indicative Content	Mark
7 aii	AO2 (3 marks) Up to 3 marks for correct statement of reasons why Benito used the statistical test identified in (i) For example; • Benito was looking for a test of difference (1). • He used independent groups design (1). • The data he collected was ordinal (1). Look for other reasonable marking points.	(3)

Question Number	Indicative Content	Mark
7 b	AO2 (2 marks) Up to 2 marks for describing how Benito would select his random sample For example; • Benito could put all the names of the offenders in a hat (1). He would then pick out names from the hat until he had the correct number of participants (1). Answers must relate to the scenario. Generic answers score 0 marks. Look for other reasonable marking points.	(2)

Question Number	Indicative Content
9	AO1 (4 marks), AO3 (4 marks) e.g. diet AO1 - Using diet as a treatment for offender assumes that minerals, vitamins and/or fatty acids affect aggression. - If any of these are at low levels then aggression will increase. - Multi vitamins are added to an offender's diet. - Before the offender's diet is changed there needs to be an analysis of their dietary intake to see what they are low on. AO3 - Benton (1996) found that as children's blood sugar levels dipped their aggression when playing a video game increased. - Zaalberg (2009) found that adding magnesium, vitamin D and omega 3 to young offenders' diets decreased violent events by 34%, whilst violent events increased by 14% in a control group. - Gesch et al (2002) found that disciplinary incidents dropped by 35% when they had extra supplements in their diet. - Therefore changing diet does seem to have a positive effect on aggression, and it is a relatively cheap way of treating offenders. Look for other reasonable marking points.

Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation / conclusion in their answer.		
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	3-4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	5-6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	7-8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)



Question Number	Indicative Content	Mark
8a	AO2 (4 marks) Up to four marks for description of a cognitive-behavioural treatment for offenders. For example; cognitive behavioural therapy Helen will aim to give the burglars insights into their thought processes, and how they influence their committing the burglary (1). She will aim to change the burglar's thoughts when confronted with situations that may lead to burglary to more pro-social thoughts (1). Helen will lead the session at Egton prison and she can work with individual burglars, or small groups of burglars (1). Helen will see each group of burglars once a week at Egton prison and she will offer the burglars a set number of sessions e.g. 12 weeks (1). Answers must relate to the scenario. Generic answers score 0 marks. Look for other reasonable marking points.	(4)

Question Number	Indicative Content	Mark
8b	AO1 (2 marks), AO3 (2 marks) One mark for identification of each strength/weakness up to a maximum of two marks (AO1) One mark for justification of each strength/weakness up to a maximum of two marks (AO3) For example; cognitive behavioural therapy - Chen et al (2015) found that a CBT on violent male offenders significantly reduced aggression (1) which showed CBT can be effective for violent males (1). - For CBT to be effective, offenders need to honestly discuss their thought processes (1), if they are not willing/able to do this then it will not be effective as it will be based on inaccurate thoughts (1). Look for other reasonable marking points.	(4)

Question Number	Indicative Content
	AO1 (4 marks), AO2 (4 marks)

Question Number	Answer	Mark
8 (a)	A02 (3 marks) Up to three marks for a description of risk management in relation to the scenario. For example: Noah should ensure that the new treatment will not have any foreseeable adverse effects on the offender in his case study and any effects are less than the gain (1). Noah has to take measures to ensure that he is safe, and has an escape route should the offender become violent towards him (1). Noah should have insurance in place to cover any potential harm the new treatment may cause the offender or any other people involved, such as prison officers (1). Look for other reasonable marking points. Answers must relate to the scenario Generic answers score 0 marks.	(3)

Question Number	Answer	Mark
8 (b)	A02 (1 mark) One mark for identification of the experimental/research design in relation to the scenario. For example: Noah used a repeated measures design in his experiment on the effectiveness of the new treatment (1). Look for other reasonable marking points.	(1)

Question Number	Answer	Mark
8 (c)	AO1 (1 mark), AO3 (1 mark) One mark for identification of one reason (AO1). One mark for justification of the reason (AO3). For example: Qualitative data gathers more detailed information such as reasons for offending compared to quantitative data (1), as qualitative data allows offenders to explain the underlying reasons about why they offend, rather than being restricted in their responses (1). Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
8 (d)	AO2 (1 mark), AO3 (1 mark) One mark for identification of one weakness in relation to the scenario (AO2). One mark for justification of the weakness (AO3). For example: Noah's study may lack validity if he states that the results of the treatment work on all criminal behaviour as he only had one offender (1), therefore the new treatment may not work on offenders who had committed different crimes so the results may not be valid for all crimes (1). Look for other reasonable marking points. Answers must relate to the scenario Generic answers score 0 marks.	(2)

Question Number	Indicative content	Mark
9	AO1 (4 marks), AO2 (4 marks) AO1 • Psychological formulations aim to create hypotheses about what has led to someone's criminal behaviour and why they may continue that behaviour. • Psychological formulations should be short and focus on key features about the criminal behaviour. • To create a psychological formulation psychologists will look at an offender's past and present relationships as well as social and economic circumstances. • Formulations can be used to decide how likely an offender is to reoffend as well as possible reasons why they may not be responding to treatments. AO2 • George will use the information he has gathered, such as the fact the prisoner is homeless to create a hypothesis about whether he thinks the prisoner will commit more crimes or not if released. • George has gathered a lot of data about the prisoners past and current circumstances, such as his previous relationships which he will have to condense into a brief document so he will need to decide the most important information to include. • George has asked the prisoner about his childhood and his unstable relationships and he will use this information to create a psychological formulation about the prisoner. • As the prisoner is due for parole George may take into account the prisoner has an addiction and has not responded to treatment, and may suggest he is likely to reoffend if released on parole.	(8)

Level	Mark	Descriptor
AO1 (4 marks), AO2 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer.		
	0	No rewardable material
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 2	3–4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Discussion is partially developed, but is imbalanced or superficial occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. Candidates will demonstrate a grasp of competing arguments but discussion may be imbalanced or contain superficial material supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures) (AO2)
Level 4	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical balanced discussion, containing logical chains of reasoning. Demonstrates a thorough awareness of competing arguments supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). (AO2)

Question Number	Indicative content	Mark
9	A01 (6 marks), A02 (4 marks), A03 (6 marks) A01 • Anger management programmes are usually conducted by a professional with small groups of offenders over about ten sessions. • Anger management programmes aim to reduce criminal behaviour by allowing the criminals to learn ways to recognise their emotions and to control them. • The first stage is cognitive preparation where the criminals identify situations that provoke their anger. • The professional will also explore the criminals' thought patterns in those situations and challenge them. • Coping skills such as relaxation techniques are taught to help calm the physical response to anger. • Criminals will use the relaxation techniques in role plays that replicate situations that cause them to be angry, in a controlled situation. A02 • In cognitive preparation the therapist will look at situations where Maxyme felt he had been disrespected in order to understand Maxyme's thought patterns. • Maxyme will have his thoughts challenged, such as questioning why he thought the teenager did not like him. • Maxyme will be taught how to breathe in deeply for 3, hold it for 3 and then breathe out slowly for 3 in order to try and calm him down when he feels like starting a fight. • A role play where another criminal pretends to stop Maxyme from escaping with some money will allow Maxyme to practice his coping skills so he can improve on their use. A03 • Howells et al. (2005) found that anger management did not significantly improve anger expression or control so the treatment may not be effective. • Anger management may be seen as more effective than drug therapy, as there are no side effects so those having the treatment may be	(16)

	more likely to attend all the sessions and less likely to stop the treatment. • Anger management assumes that criminal behaviour is due to anger, if the criminal behaviour is not due to anger, such as robbery due to needing money, then it may not be effective at reducing criminal behaviour. • Naeem et al.(2009) found that those on a CBT anger management programme were better at controlling their anger and showed less anger towards themselves and others, showing anger management may be an effective treatment. • Anger management programmes have been found to be more effective for those ready to treat their anger, so if Maxyme does not think he has an anger issue the treatment may not be effective in reducing his criminal behaviour. • Henwood et al. (2016) found that those who stayed on an anger management programme had a 56% risk reduction in violent recidivism showing that anger management programmes are an effective form of treatment if they are completed. Look for other reasonable marking points.	
--	---	--

Level	Mark	Descriptor
AO1 (6 marks), AO2 (4 marks), AO3 (6 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer. Application to the context is capped at maximum 4 marks.		
	0	No rewardable material.
Level 1	1–4 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2) Generic assertions may be presented. Limited attempt to address the question. (AO3)
Level 2	5–8 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Line(s) of argument occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a generic or superficial assessment being presented. (AO3)
Level 3	9–12 Marks	Demonstrates accurate knowledge and understanding. (AO1) Line(s) of argument supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures). Might demonstrate the ability to integrate and synthesise relevant knowledge. (AO2) Arguments developed using mostly coherent chains of reasoning, leading to an assessment being presented which considers a range of factors. Candidates will demonstrate understanding of competing arguments/factors but unlikely to grasp their significance. The assessment leads to a judgement but this may be imbalanced. (AO3)
Level 4	13–16 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Line(s) of argument supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). Demonstrates the ability to integrate and synthesise relevant knowledge. (AO2) Displays a well-developed and logical assessment, containing logical chains of reasoning throughout. Demonstrates an awareness of the significance of competing arguments/factors leading to a balanced judgement being presented. (AO3)

Question Number	Indicative content	Mark
9	AO1 (6 marks), AO2 (4 marks), AO3 (6 marks) AO1 • Drug therapy is given to prisoners as it aims to combat the imbalance of neurotransmitters and hormones and so decrease their violence. • Drugs such as anti-psychotics may be used to reduce the levels of dopamine in the prisoners' brain by binding to dopamine receptors, therefore reducing aggression. • Prisoners may be given SSRIs to increase their levels of serotonin by reducing the reuptake of serotonin, as a lack of serotonin is thought to be partially responsible for criminal behaviour. • Anti-androgens may be given to prisoners to reduce their levels of testosterone and so reduce their aggression and sexual fantasies. • MPA inhibits the production of testosterone in the pituitary gland and breaks it down so there is less in the system so reducing the recidivism rates of violent offenders. • CPA reduces levels of testosterone by acting in a similar way to progesterone so reducing the prisoners' aggressive tendencies. AO2 • Humphrey may be given an anti-psychotic such as risperidone so his aggression will reduce meaning he will no longer get into fights when he is out with his friends. • If it is found that Humphrey has a lack of serotonin, he may be given SSRIs so serotonin stays in his synapse for longer, which will reduce his assaulting other people whilst out. • Humphrey may be given MPA which will reduce his production of testosterone, which should reduce his threatening behaviour towards partners.. • CPA could be used with Humphrey to act like progesterone and so reduce his levels of testosterone, which should reduce his threatening behaviour towards partners which led to a restraining order.	(16)

	A03 • Rodriguez-Arias et al. (1997) found that two antipsychotics, risperidone and SCH 23390 reduced aggression in the form of threat and attack behaviours in mice, so they may also reduce aggressive behaviours in prisoners. • The use of drugs does not address the reasons for the aggressive behaviours in prisoners, so if they stop taking the drugs, they may revert to their aggressive behaviour so drugs are not a cure. • Drug treatments are relatively quick to work often being fully effective within 14 days, so may be a better treatment than cognitive behavioural therapies if a prisoner is going to be released soon and needs to be treated before release. • Drugs have side effects, such as breast enlargement and osteoporosis for MPA which can lead to people not agreeing to the treatment or stopping the treatment once they have started it. • In a literature review Grossman et al. (1999) found that recidivism rates for sexual offenders was as low as 1% compared to up to 68% for those not treated showing that anti-androgens are effective. • There is an issue with social control, as prisoners may not feel they can refuse the drug therapy if they want to be released early, and society is using the drug treatment to change a person's behaviour because society deems it necessary. Look for other reasonable marking points.	
--	---	--

Level	Mark	Descriptor
AO1 (6 marks), AO2 (4 marks), AO3 (6 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer. Application to the context is capped at maximum 4 marks.		
	0	No rewardable material.
Level 1	1-4 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques & procedures). (AO2) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	5-8 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Line(s) of argument occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques & procedures). (AO2) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	9-12 marks	Demonstrates accurate knowledge and understanding. (AO1) Line(s) of argument supported by applying relevant evidence from the context (scientific ideas, processes, techniques & procedures). Might demonstrate the ability to integrate and synthesise relevant knowledge. (AO2) Arguments developed using mostly coherent chains of reasoning, leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	13-16 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Line(s) of argument supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). Demonstrates the ability to integrate and synthesise relevant knowledge. (AO2) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

Child Psychology



Question Number	Answer	Mark
7 (a)	AO1 (2 marks) One mark for statement of each finding of their chosen contemporary study. For example: Bradbury and Williams (2013) Finding one - They found that juries who had more white members were more likely to convict a Black defendant compared to juries that had more Black members (1). Finding two - Juries were more likely to convict a Black defendant of drug crimes compared to violent or property crimes (1). Valentine and Mesout (2009) Finding one - They found that the state anxiety score was higher for females at a mean of 52.8 compared to males who had a mean of 45.3 (1). Finding two - Participants who had high state anxiety were less likely to correctly identify the scary person out of a nine photograph line up (1). Howells et al. (2005) Finding one - Howells et al. (2005) found that there was a slight improvement in anger control from a mean of 20.7 to a mean of 22.2 after treatment (1). Finding two - There was a statistically significant difference in anger knowledge between the treatment group and the control group (1). Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
7 (b)	AO1 (1 mark), AO3 (1 mark) One mark for identification of one strength in terms of reliability (AO1). One mark for justification of one strength in terms of reliability (AO3). For example: Bradbury and Williams (2013) - Bradbury and Williams (2013) obtained objective data in the form of 0 if the defendant was not convicted of a crime and 1 if the defendant was convicted of a crime (1), therefore other researchers can access the same cases and gather the results to check the data for consistency and reliability (1). Valentine and Mesout (2009) - The presentation of the photographs did not affect the identification of the scary person so reducing an extraneous variable (1), as the nine photographs for the identification were always presented in a row of four pictures and another row of five pictures (1) Howells et al. (2005) - Howells et al. (2005) used established scales to measure anger that had previously proven to have test-retest reliability (1), for example they used the Novaco anger scale to measure anger for the treatment group and the control group so if used again similar results would be found (1). Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
7 (a)	AO2 (1 mark) One mark for a statement in relation to the aim of their criminological psychology practical investigation. For example: • Our aim was to investigate whether weapon focus affected the accuracy of the participant's recall of a video (1). Answers must relate to the criminological psychology practical investigation. Look for other reasonable marking points.	(1)

Question Number	Answer	Mark
7 (b)	AO2 (4 marks) Up to four marks for description in relation to their criminological psychology practical investigation. For example: • First of all we picked two videos for the participants to watch, one of a crime with a gun and one of a crime without a weapon (1). We picked our participants through opportunity sampling, and asked them to come to a classroom individually to watch one of the videos of a crime (1). After they had watched the video of the crime they were given a distractor task for 5 minutes so they could not rehearse what they had seen (1). We then gave them questions about the crime, including a question that asked them to describe what the perpetrator had been wearing and what they looked like (1). Answers must relate to the criminological psychology practical investigation. Look for other reasonable marking points.	(4)

Question Number	Answer	Mark
6 (a)	AO2 (2 marks) Up to two marks for a description of the results in relation to their criminological psychology practical investigation. For example: More participants said that the unattractive defendant was guilty of the robbery than the attractive defendant (1). There was a significant difference between the number of unattractive and the attractive defendants found guilty as the calculated value for chi-squared was more than the critical value (1). Answers must relate to the criminological psychology practical investigation. Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
6 (b)	AO2 (1 mark), AO3 (1 mark) One mark for identification of a strength in relation to their criminological psychology practical investigation (AO2). One mark for justification of the strength (AO3). For example: We used a standardised procedure as each participant was asked the same questions, was the defendant guilty or not guilty (1), which increases reliability, as others can replicate our study investigating the influence of defendant attractiveness and check the results are consistent over time (1). Answers must relate to the criminological psychology practical investigation. Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
6 (c)	AO2 (1 mark), AO3 (1 mark) One mark for identification of an improvement in relation to their criminological psychology practical investigation (AO2). One mark for justification of the improvement (AO3). For example: We could have used a video of the attractive and unattractive defendant instead of a picture to increase validity (1), as this would be more realistic as the participants would see the facial expressions of the defendant and witnesses which may affect whether they believe their testimony (1). Answers must relate to the criminological psychology practical investigation. Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
7 (a)	AO2 (2 marks) Up to two marks for a description of volunteer sampling in relation to the scenario. For example: Saqlain could have put a notice up in the village hall asking for participants for his investigation into eye-witness testimony (1). He would have included the dates and a phone number for participants to contact him about taking part in the experiment on eye-witness testimony (1). Answers must relate to the scenario. Generic answers score 0 marks. Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
7 (b)	AO2 (1 mark), AO3 (1 mark) One mark for identification of a weakness in relation to the scenario (AO2). One mark for justification of the weakness (AO3). For example: The villagers who volunteered may be interested in police car chases so the sample would be biased (1), which means the results about the change of 'a' to 'the' would not be representative of the target population so could not be generalised to all eye-witnesses (1). Answers must relate to the scenario. Generic answers score 0 marks. Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
7 (c)	AO2 (1 mark), AO3 (1 mark) One mark for identification of a strength in relation to the scenario (AO2). One mark for justification of the strength (AO3). For example: • Saqlain used an independent groups design to avoid practice effects as each group only got asked either 'a' or 'the' (1), which increases the validity of the results as the participants answers about the gun would not be affected by their answer to the previous question (1). Answers must relate to the scenario. Generic answers score 0 marks. Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
7 (ai)	AO2 (4 marks) One mark for squaring the values of the errors from the standard interview minus the mean (5.4) for each score $(x - \bar{x})^2$ -0.4², 1.6², -3.4², 2.6², -0.4² One mark for calculating the sum of these values = 21.2 One mark for dividing this by 4 (n-1) = 5.3 One mark for calculating the square root = 2.3 to one decimal place. Look for other reasonable marking points.	(4)

Question Number	Answer	Mark
7 (aii)	AO2 (1 mark), AO3 (1 mark) One mark for identification of what the two standard deviations show (AO2). One mark for justification of what the two standard deviations show (AO3). For example: - The two standard deviations show that the spread of the scores for the number of errors made is similar in both the standard and cognitive interview (1), as there is only a difference of 0.2 errors between the two standard deviations for the standard and the cognitive interview (1). - The two standard deviations show that there is a greater spread of scores for the number of errors made in the standard interview (1), as the standard deviation was 2.3 which is higher than 2.1 (1). Answers must relate to the scenario. Generic answers score 0 marks. Look for other reasonable marking points.	(2)

Question Number	Indicative Content
10	AO1 (6 marks), AO2 (4 marks) AO3 (6 marks) For example is eye witness testimony unreliable? AO1 • Eyewitness testimony is information given to the police or in court about what a witness to a crime recalls about the crime. • Juries tend to rely on eye witness testimony when coming to a verdict, especially if the forensic evidence is hard to follow. • If there is no forensic evidence then the testimony of the witness becomes more important. • However there is some concern that witnesses are not always accurate when recalling an event. • If the witnesses are not accurate in their recall then the wrong person could be convicted. AO2 • If a weapon, such as a gun, is used during a crime witnesses may be less accurate in their identification of the suspect. • Witnesses may be more accurate in their identification of own race suspects than those of a different race. • If the witnesses have been exposed to other information before a trial, e.g. news reports, then this can lead to them reconstructing their memory of the event and becoming inaccurate. • If the police use leading questions in their interviews then these can influence the answers that the witnesses give. AO3 • Valentine & Mesout (2009) found that the higher the anxiety of a witness the less accurate the recall and the less likely the participants were to correctly identify the culprit. • Yuille & Cutshall (1986) found that witnesses who said they had higher levels of arousal were more accurate in their recall of a real incident. • Bartlett found that participants reconstructed a story from another culture, making it shorter and changing objects to objects they were familiar with. • Loftus & Palmer (1974) found that changing a verb about a car accident changed the estimates of the speed the car was going. • Loftus & Palmer's study was in a lab with no consequences so real witnesses may be more accurate as they know there are consequences to their testimony. • Juries should not ignore eye witness testimony as studies have shown it to be accurate, especially when concerning real crimes, but they should not focus on eye witness testimony at the expense of other evidence. Look for other reasonable marking points.

Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment / conclusion in their answer. Application to the context is capped at maximum 4 marks.		
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2) Generic assertions may be presented. Limited attempt to address the question. (AO3)
Level 2	5–8 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Line(s) of argument occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a generic or superficial assessment being presented. (AO3)
Level 3	9–12 Marks	Demonstrates accurate knowledge and understanding. (AO1) Line(s) of argument supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures). Might demonstrate the ability to integrate and synthesise relevant knowledge. (AO2) Arguments developed using mostly coherent chains of reasoning. leading to an assessment being presented which considers a range of factors. Candidates will demonstrate understanding of competing arguments/factors but unlikely to grasp their significance. The assessment leads to a judgement but this may be imbalanced. (AO3)
Level 4	13–16 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Line(s) of argument supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). Demonstrates the ability to integrate and synthesise relevant knowledge. (AO2) Displays a well-developed and logical assessment, containing logical chains of reasoning throughout. Demonstrates an awareness of the significance of competing arguments/factors leading to a balanced judgement being presented. (AO3)

CHILD PSYCHOLOGY