

Psychology extended writing exam skills and practice guide.



**Bring this booklet with you to every
lesson.**

General advice for writing extended answers across all three exam papers

Command Words

Before you start writing any extended answer you need to consider what exactly is being asked in the question. Each question will use a specific command word, which will require you to do something slightly different. Here are some of the **most common** command words and what they typically assess:

Questions assessing **A01** skills – (Knowledge and understanding)

- **State, name, identify** in the briefest possible way give an answer – sometime 1 key term is enough. lengthy explanation is not required. (usually worth max of 2/3 marks)
- **Describe** Give an account of a theory, research, model... (usually a short mark Q e.g. total 4 marks)
- **Explain** Set out purposes or reasons...
 - **Explain how** Give a detailed account of a process or way of doing something.
 - **Explain why** Give a detailed account of reasons in relation to a particular situation.
- **Outline** Set out main characteristics.

Questions assessing **A02** skills – (Ability to apply knowledge to a scenario)

- **Design** Set out how something will be done. Usually by proposing a way of research something.
- Outline the X explanation of X and **REFER** to 'Billy' in your answer.
- Using your knowledge of X, **explain how/why 'Billy'** ...

Questions assessing **A03** skills (ability to analyse, interpret and evaluate)

- **Compare** Identify similarities and/or differences.
- **Discuss** Present key points about different ideas or strengths and weaknesses of an idea. Treat this **almost** like an Outline and Evaluate question.
- **Evaluate** Judge whether a theory or research is credible, useful, valid, reliable.... from available evidence.
- **Justify** Provide reasons, reasoned argument to support, possibly provide evidence.
- **Suggest** Present a possible case/solution.

Long response questions worth 8 or 16 marks begin with one or a combination of two command words. So examples of 8 and 16 mark questions will **typically** start in the following ways:

- Outline and evaluate at least one explanation of....
- Discuss explanations of....
- Discuss research into....
- Discuss the contribution of x theory for our understanding of....
- Compare x explanation with x....explanation for...

Marks available in relation to A01, A02 and A03

Extended answers are marked on the quality of the whole answer; there are bands which an answer can be judged against however the division of the marks available for the skills you are being assessed are typically the same.

- One third of the marks is for A01 (Explaining, Describing, outlining)
- The remainder of the marks is for A03 (evaluating, analysing or interpreting a theory or research findings)

So.....

- In an 8 mark question the A01 is worth 3 marks and A03 is worth 5 marks
- In a 16 mark question the A01 is worth 6 and the A03 is worth 10 marks.

It is important to keep this in mind because if the answer you give to a 16 mark Questions is all description (A01) and no evaluation (A03) you will be limited to a maximum score of 6 marks.

Marks available for questions that include a Scenario or Stems

Some extended questions include a **scenario** that you have to apply your knowledge to. Often you will be given a made up case about a person that you have to refer to in your answer. This is best done by using **direct quotes** from the scenario which you elaborate on by embedding in research or theory.

The marks available for these questions is slightly different, because you are now **applying** your knowledge which is an A02 skill, while also including explanations and evaluating those explanations. In a 16 mark question with a stem the marks available are:

- A01- 6 Marks (explanation of a theory)
- A02 - 4 Marks (application of your knowledge to the scenario)
- A03 - 6 Marks (Evaluation of the theories you have discussed)

For an 8 mark Question with a scenario the marks would be halved, so:

- A01- 3 Marks (explanation of a theory)
- A02 - 2 Marks (application of your knowledge to the scenario)
- A03 - 3 Marks (Evaluation of the theories you have discussed)

Top Tip Use the split of the marks to help structure your answer - start by explaining the theory or research (A01), then apply it to the scenario (A02) and finally evaluate the theory or research (A03) - More on this later.

What is meant by evaluation? (A03)

Evaluation simply means “what is the value of this thing?” Take an Elephant, for example, how can we think about its value?



- One strength of an elephant is that it never forgets
- One limitation of an elephant is that it tends to make a lot of mess
- One application of an elephant is that we could use it to carry heavy loads.

You probably wouldn't think of these if you were asked to evaluate an elephant. Asking for 'evaluation' is just a way of asking 'what are the strengths or limitations of something.

Obviously you won't be evaluating elephants in psychology. In psychology you will be evaluating the value of a theory, explanation or piece of research based on the evidence available. This means that you need to consider the strengths and limitations of the evidence.

How to structure evaluation? (A03)

Evaluation paragraphs need to be clearly **signposted** to ensure the reader knows which direction your answer is going in. The **evidence** you give also needs to be **elaborated** and clearly **linked back** to the question you are being asked.



You should therefore use the **PEEL** structure:

- **Point** - State your claim using a lead-in phrase, such as:

One strength of this study is...	This explanation is supported by...
One limitation of this study is...	This explanation is challenged by...
A real world application is...	An alternative explanation could be...
Not everyone reacts the same way,	There may be cultural variations...

- **Evidence/ Examples** - support your claim outline evidence or an example, here are some examples:

Research studies that support or challenge an explanation/ theory	Real world applications, which provide support for any explanation because they show that the explanation is useful.
Issues with the research method used that underpins the theory. E.g. a strength of a study might be that it was well controlled or limitation might be that is caused psychological harm to participants	The strengths or limitations of alternative explanations – a comparison needs to be made between the current explanation and an alternative one focusing on why on is stronger than the other.
Individual differences or gender differences – not everyone responds the same way by many psychological explanations assume that we do.	Arguments for or against an explanation with reference to the debates in psychology e.g. Does the theory ignore the role of freewill, Does the explanation reduce a behaviour to its component parts and thus ignore the complexity of the human experience?

- **Explain/Elaborate** – This is where you show your understanding by explaining in more detail **how** and **why** your evidence supports your point. Your explanation should interpret the evidence for the reader. You can use a different suggestion from the grid above to extend your point.
- **Link** - The last sentence should reinforce your original point by linking it back to the theory, explanation or research you are discussing. This is where you explain what the critical point demonstrates. An easy way to check if you have linked back, is to read your point and ask whether or not you have explained “**so what?**”

SO WHAT?



WHO CARES?

Some of examples of how to link back:

This suggests that...	Therefore we can conclude that...
This shows that...	This demonstrates how...
Therefore we must be cautious when drawing conclusions about...	

Put all of this together and it should look like this... (this is an evaluation point which challenges Zimbardo’s research into conformity to social roles you will learn about this in the social influence topic).

(P)Zimbardo’s research does not fully support the situational hypothesis **(E)** This is because it **fails to explain** why not all of the guards behaved equally aggressively towards the prisoners. **(E)** Some were reluctant to exercise their authority, whereas one guard in particular was seen as the ringleader. This suggests that individual differences play a part in the way someone responds to role expectations. **(L)** Therefore Zimbardo’s assertion that situations cause people to behaviour in a particular way cannot be regarded as a stand-alone explanation without taking into account additional contributory factors such as biological predisposition to aggression or past experience, which combined with the situation may trigger the aggressive behaviour

Snap Planning

The key to an effective essay is in part determined by the **coherence** of your argument. This means it must be clear to the reader that you have understood and interpreted the demands of the question. This is achieved:

1. Carefully selecting the **relevant points** that can be linked together to form an argument.
2. **Structuring your points** in a way that makes sense.
3. Ensuring that each evaluation point follows on from the previous point – this is why **signposting your paragraphs** is so important.



It is therefore important that you can plan answers quickly and effectively. We refer to this as **snap planning**.

Snap plans should be brief; identify main concepts, key terminology, and examples of research. The purpose of the snap plan is to structure your answer to ensure there is a flow to your argument and that you don't go off on a tangent.

For example – **Outline and evaluate research in to conformity to social roles (16 marks)**

A01 (6 marks)

- Zimbardo SPE

Procedural details

- Sample = Male volunteer students randomly allocated to role of guard or prisoner
- Participants given uniforms relevant to their role = deindividuation
- Guards instructed to use no physical force but to keep order. No other instructions

Findings + Conclusions

- Intended to last 2 weeks, lasted 6 days
- Guards became sadistic, tyrannical in abuse of power, unified.
- Prisoners became passive, depressed, submissive, divided.
- P's conformed to the role they had been given, thus conforming behaviour = situational factors not dispositional.

A03 (PEEL)

Individual differences: Does not fully support theory – Not all guards reacted in same way. Some very abusive, some not at all.

A03 (PEEL)

Lacks reliability – Reicher and Haslam. Guards broke down, became divided, prisoners took charge of prison.

A03 (PEEL)

Ethical Issues: approved by Stanford Ethics committee, BUT Zimbardo's dual role (warden + researcher) led to loss of objectivity ...e.g. Right to withdraw?? 'I want parole'

Paper One topics

Social influence

Snap plan/answer the following when directed by your teacher:

I. Outline and Evaluate explanations of conformity (16 marks)

This first snap plan has been designed so that your essay plan is created by answering the questions. If you were to turn these questions into full sentences and paragraphs, this should make a very good essay.

A01:

Briefly define Compliance, Internalisation and Identification

What is informational social influence? What is the motivation for conforming? Which type of conformity does it explain? Is behavioural/ opinion change public/private or both? Outline an example to show your understanding.

What is normative social influence? What is the motivation for conforming? Which type of conformity does it explain. Is behavioural/ opinion change public/private or both? Outline an example to show your understanding.

A03 (PEEL)

P + E : Which explanation does Sherif's research provide evidence of? Briefly outline the main findings

E: How can you explain Sherif's findings?

L: re-emphasise what this research is evidence of.

A03 (PEEL)

P: Whose research supports the power of Normative social influence?

E: Outline the findings of this research identified above

E: Why did the participants conform?

L: re-emphasise what this research is evidence of.

A03 (PEEL)

P: Does the research in this field have uses in the real world? Where?

E: In what way is the research useful?

E: What is the implication for court verdicts if the conclusions are used?

L: What does this show about psychological research?

2. Discuss the role of situational variables in obedience. (16 marks)

A01 (6 marks)

A03 (PEEL)

A03 (PEEL)

A03 (PEEL)

3. Outline and evaluate the role of social influence processes in social change. (16 marks)

A01 (6 marks)

A03 (PEEL)

A03 (PEEL)

A03 (PEEL)

More Social Influence exam questions worth planning and practising as part of your independent learning.

1. Joseph and Kate are two newly qualified teachers who recently joined Christ the King College. Their colleagues are going on a one-day strike due to pay and conditions. When Kate was asked why she went on strike, she said, "After sitting in the staff room and hearing the arguments from my colleagues, I realised they were right, and the conditions are definitely getting worse for teachers". When Joseph was asked, he said, "I just fancied a day off and didn't want to be the only one sitting in the office alone, so I thought I would join everyone else".

Discuss explanations of conformity. Refer to Joseph and Kate in your answer. (16 marks)

2. Outline and evaluate research examining conformity. (16 marks)
3. Outline and evaluate research into conformity to social roles. (16 marks)
4. Discuss research into obedience as investigated by Milgram. (16 marks)
5. Compare situational explanations for obedience with dispositional explanations for obedience (16 marks)
6. Outline and evaluate the authoritarian personality as a dispositional explanation for obedience. (16 marks) – Model answer above.
7. Outline and evaluate research into minority influence. (16 marks)

4. Two A level students were discussing the topic of social influence after their last psychology lesson. Louise: "It's incredible how some people can resist social influence isn't it, Matt? They must have a strong personality with lots of confidence". Matt: "I don't agree with you, Louise, I think people are more likely to resist social influence if the people they are with do so too".

Outline and evaluate two explanations of resistance to social influence. In your answer, refer to the views expressed by Louise and Matt in the conversation above. (16 marks)

5. Discuss the contribution of research into minority influence for our understanding of social change (16 marks)

Memory

Snap plan/answer the following when directed by your teacher:

(For your first plan answer follow the tasks to help structure your answer and ensure you are on the right track, then right in full sentences and PEEL paragraphs)

I. “Outline and evaluate research into the differences in short and long term memory” (16 marks)

A01 (6 marks)

Encoding:

What has research shown about the way the STM and LTM encodes information? Outline and explain the findings of Baddeley’s acoustically similar/dissimilar word list study.

Capacity:

How large is the Capacity of the STM – how does Jacobs research demonstrate this?

How large is the capacity of the LTM – How does Bahrick’s research demonstrate this?

Duration:

What is the duration of the STM compared to the LTM? How does Glanzer and Cunitz primacy/recency study show this?

A03 (PEEL)

A03 (PEEL)

A03 (PEEL)

2. “Discuss how research has contributed to our understanding of retrieval failure.” (16 marks)

A01 (6 marks)

A03 (PEEL)

A03 (PEEL)

A03 (PEEL)

3. “Discuss research on effect of misleading information on eyewitness testimony.” (16 marks)

A01 (6 marks)

A03 (PEEL)

A03 (PEEL)

A03 (PEEL)

More memory exam questions worth planning and practising as part of your independent learning

1. Discuss the multi-store model of memory. Refer to research evidence in your answer (16 marks)
2. Discuss the working memory model. Include strengths and limitations in your answers. (16 marks)
3. Compare and contrast two different models of memory. (16 marks)
4. Outline and evaluate the distinctions of long term memory. (16 marks)
5. Describe and evaluate at least one explanation for forgetting. (16 marks)
6. Discuss how research has contributed to our understanding of retrieval failure. (16 marks)
7. Discuss research on effect of misleading information on eyewitness testimony. (16 marks)
8. A woman is being questioned by a police officer about a heated argument she witnessed on an evening out with friends. The argument took place in a bar and ended with a violent assault. A knife was discovered later by police in the car park of the bar. 'Did you see the knife the attacker was holding?', asked the police officer. 'I'm not sure there was a knife – yes, there probably was,' replied the woman. 'I was so scared at the time that it's hard to remember, and my friends and I have talked about what happened so many times since that I'm almost not sure what I did see.'

Discuss research into **two or more** factors that affect the accuracy of eyewitness testimony. Refer to the information above in your answer. **(16 marks)**

Attachment

Snap plan/answer the following when directed by your teacher:

Discuss research into care-giver infant interactions (16 marks)

There are two options for writing an answer to this question. Choose the basic or challenge structure to write your answer in full

A01 (6 marks)

-Define reciprocity

-Define interactional synchrony

-Outline 2 research studies with a sentence at the end stating what that then shows about caregiver infant interactions

A03 (PEEL)

Write a P.E.E.L research methods point

A03 (PEEL)

Write a P.E.E.L point on it not being universal

A03 (PEEL)

Write a P.E.E.L point on application

2. Discuss the role of the father (16 marks)... Remember this one is a little like telling a story

A01 (6 marks)

Paragraph one- How was the role of the father view/researched before and what is it like now? (no more than **2 sentences**)

Paragraph two- Are fathers different to mothers then? (no more than **2 sentences**, mention actual research but no more than **2 pieces**)

Paragraph three- But if fathers are given the chance can they be just as sensitive as mothers? (no more than **2 sentences**, you must mention a piece of research and what this shows us).

A03 (PEEL)

Paragraph 4- But how important are fathers then? P.E.E.L paragraph to show that evidence differs

A03 (PEEL)

Paragraph 5- Why are the findings so inconsistent?

A03 (PEEL)

Paragraph 6 Choose one other general evaluation point from the lesson to finish your essay.

Evaluate the explanations of attachment (10 marks)

P-There is research evidence that both supports and contradicts the explanations of attachment.

E- (Write one sentence explaining why Harlow contradicts the learning theory)

Use evidence from the study to show how exactly it supports the different aspects of the theory

E- However Harlow's research supports many different aspects of the monotropic theory

Innate programming-

Monotropy-

Internal working model-

L- The fact that there is research which supports and contradicts these explanations of attachments means that it gives adds weight to the monotropic explanation but reduces the support for the learning theory.

P- One issue with both explanations is their over emphasis on the importance of **nature** and **nurture** in the development of attachments.

E-Bowlby's theory believes that attachment is innate and that a baby has a biological drive to _____ and to attach,

E- whereas _____ theory claims attachment develops as the result of environmental factors i.e. is learnt through a combination of stimulus response association and _____.

L-Explaining how attachments are developed though is a complex process and to simply look at nature or nurture here is too _____. In order to best explain attachment an _____ approach should be taken. Perhaps a baby does at first learn to associate its mother with food but it is its _____ drive to survive and seek food that allows it to do this and it is innate _____ such as smiling that condition a mother to _____ to her child.

P- It has been argued that the concept of monotropy is socially sensitive and has negative implications for both parents.

E-Write about mothers

E-write about fathers

L-Link back by saying how all of this can impact on the family and economy

3. Two mothers at the toddler and parent group are chatting.

“I always felt sorry for my husband when Millie was a baby. He used to say his bond with Millie was not as strong as mine because I was breastfeeding.”

“I’m not sure”, replies the other mother. “I think there’s something important about a mother’s love that makes it more special anyway- and so important for future development.”

Discuss the learning theory of attachment **and** Bowlby’s monotropic theory of attachment. Refer to the conversation above in your answer.

A01 (6 marks)

A02 (4 marks)

A03 (PEEL)

A03 (PEEL)

More attachment exam questions worth planning and practising as part of your independent learning.

1. With reference to reciprocity and interactional synchrony, discuss infant– caregiver interactions. (16 marks)
2. Outline and evaluate the role of the father in the development of attachment. (16 marks)
3. Outline and evaluate animal studies of attachment. (16 marks)
4. Outline and evaluate Bowlby’s explanation of attachment. (16 marks)
5. Outline and evaluate learning theory as an explanation of attachment. (16 marks)
6. Discuss the strange situation as a way of assessing types of attachment. (16 marks)
7. Outline and evaluate research into cultural variations in attachment. (16 marks)
8. Psychologists have studied children who have lived in institutions such as orphanages. Outline and evaluate research into the effects of institutionalisation. (16 marks)
9. Discuss Bowlby’s theory of maternal deprivation. (16 marks)
10. Jaqueline was removed from her biological family and placed into institutional care when she was only five months old because both of her parents were heavy drug users. Although she was adopted when she was six-years old, she has problematic relationship with her adoptive parents now that she is in secondary school. Her teachers are often phoning home to say that she has been in trouble that day, often for violent outburst towards others. She struggles to engage in lessons and doesn’t care much about hurting the feelings of other students in the class.

Discuss Bowlby’s theory of maternal deprivation. Refer to the experience of Jaqueline as part of your discussion. (16 marks)
11. Outline and evaluate research into the influence of early attachment on childhood and adult relationships. (16 marks)

Psychopathology

Snap plan/answer the following when directed by your teacher:

- I. Raymond is a college student who has recently started hearing voices. Raymond is worried and frightened when he hears the voices, which are usually threatening in nature. Consequently, these voices are interrupting Raymond's life and he is struggling to complete his homework and concentrate in the classroom, and he is growing increasingly worried that he might not get into university because of his condition. While Raymond hasn't explicitly told anyone, his teachers and parents are becoming increasingly worried because he looks stressed and anxious.

Discuss deviation from ideal mental health and failure to function adequately as two definitions of abnormality. Refer to Raymond in your answer. (16 marks)

A01 (6 marks)

FFA :

- What does failure to function mean?
- Who identified 7 different features of Dysfunction?
- Explain two behaviours/ beliefs that are considered dysfunctional?
- Would someone be considered abnormal if they were not aware of the negative impact of their behaviour but people around them were aware?

DfIMH

- What does deviation from ideal mental Health mean?
- Who proposed this way of defining abnormality?
- How many criteria/ characteristics are identified in DfIMH?
- Explain 2 of these characteristics in your own words

A02 (4 marks)

Pick and copy quotes from the stem that:

Suggest Raymond has not met 2 of the criteria from DfIMH and explain why you have chosen them.

Suggest how Raymond is failing to function adequately and explain why you have chosen them

A03 (PEEL) - FFA

Strength – What is taken into account when assessing FFA and why is this a good thing?

Weakness – Is failing to functional 'normal' sometimes? When? Why might this be a problem for diagnosing abnormality?

A03 (PEEL) - DfIMH

Strength – In what way is DfIMH different to FFA? Why is this beneficial for those being assessed?

Weakness – is it likely that most people would score highly on all criteria? Should they therefore be considered abnormal? Why is this a problem for DfIMH as a definition?

2. 'Outline and evaluate the behavioural approach to explaining phobias. (16 marks)'

A01 (6 marks)

A03 (PEEL)

A03 (PEEL)

A03 (PEEL)

3. 'Outline and evaluate the cognitive approach to treating depression. (16 marks)'

A01 (6 marks)

A03 (PEEL)

A03 (PEEL)

A03 (PEEL)

More psychopathology exam questions worth planning and practising as part of your independent learning.

1. Outline and evaluate two or more definitions of abnormality. (16 marks)
2. Outline and evaluate the behavioural approach to explaining phobias. (16 marks)
3. Outline and evaluate the behavioural approach to treating phobias. (16 marks)

5. Jack and Jill are discussing their eight-year-old daughter, Jemimah, who is refusing to go swimming for her friend's ninth birthday party. Jack says: 'Jemimah has a real fear of the water which she gets from you. Maybe I should go with her and wait outside the pool until she becomes more relaxed. After that, we could try sitting on the edge of the pool and watching the others. Hopefully, she might be encouraged and go in the swimming pool to join her friends'. Jill says: 'No way, we don't have time for that; I need to go to the supermarket! Let's just drop her off and throw her in the pool; that will sort her out!'

Outline and evaluate two behavioural treatments for phobias. Refer to Jack and Jill's conversation in your answer. (16 marks)

6. Outline and evaluate the cognitive approach to explaining depression. (16 marks)
7. Outline and evaluate the cognitive approach to treating depression. (16 marks)
8. Discuss the biological approach to explaining OCD. (16 marks)
9. Outline and evaluate the biological approach to treating OCD. (16 marks)

10. Two teachers were talking about their student, Benedict, who has recently been diagnosed with OCD. Cordelia said: 'I wasn't surprised really. I met Benedict's mother Delilah at parents evening and she told me that Benedict's father, Archibald, has OCD.' 'Oh my', said Alasdair. 'I had no idea. I thought OCD was a neural condition.'

Discuss neural and genetic explanations for OCD and refer to Cordelia and Alasdair's conversation in your answer. (16 marks)

Paper Two Topics

Approaches in Psychology

I. Discuss the contribution of behaviourist psychologists such as Pavlov and Skinner to our understanding of human behaviour. (Total 16 marks)

A01 (6 marks)

Para 1 – Pavlov's contributions

- Define classical-Conditioning.
- Outline Pavlov's **findings from investigating dogs**.
- What does this suggest about how we learn?

Para 2 – Skinner's contributions

- Define operant conditioning.
- Outline Skinner's **findings** on rats.
- What does this suggest about the role of reinforcement in learning?

Para 3: Contributions to doing research

- What do Pavlov and Skinner's research methods have in common (not just animals)?
- How has this improved psychological research?

A03 (PEEL)

- P – In what way has Pavlov's research led to treatment?
- E – Briefly Explain systematic desensitisation
- E – give example of treating a phobia
- L – What has affect has this had for people?

A03 (PEEL)

- P – Who are the participant's in P + S's research? Is this a strength or limitation?
- E – Explain why this is an issue?
- E - Give an example of why this is an issue?
- L – What is the consequence for the contributions the research has on our understanding?

A03 (PEEL)

- P – Does behaviourist contributions add to the nature or nurture side of the debate?
- E – In what way?
- E – What is the issue with this? Is it ignoring something?
- L – What does this mean for the contributions of P + S?

2. Outline and evaluate the cognitive approach in psychology.

A01 (6 marks)

A03 (PEEL)

A03 (PEEL)

A03 (PEEL)

3. It has been claimed that the humanistic approach has little to offer psychology. Outline and evaluate the humanistic approach in psychology. Refer to at least one other approach in your answer. (Total 16 marks)

A01 (6 marks)

A03 (PEEL)

P - One similarity/Difference is...
E - The Humanist approach argues...
E - Whereas the approach
L

A03 (PEEL)

Use the same format as above.

A03 (PEEL)

More Approaches exam questions worth planning and practising as part of your independent learning

1. Outline and evaluate social learning theory. In your answer, make comparisons with at least one other approach in psychology. (Total 16 marks)
2. Outline key features of the cognitive approach in psychology. Compare the cognitive approach with the psychodynamic approach. (Total 16 marks)
3. Describe the cognitive approach in psychology. Evaluate the research methods used by cognitive psychologists. (Total 16 marks)
4. Describe and evaluate the humanistic approach in psychology. (Total 16 marks).
5. Describe the humanistic approach in psychology and discuss differences between this approach and the psychodynamic approach. (Total 16 marks)
6. A student asked his teacher: "Why are there so many approaches in psychology?" The teacher replied: "Because each has something different to offer to our understanding of the human mind and behaviour. This means that every approach is unique."

Discuss what makes the psychodynamic approach unique in psychology. Refer to other approaches in your answer. (Total 16 marks)
7. Describe the psychodynamic approach to explaining human behaviour. Discuss strengths and limitations of this approach. (Total 16 marks)
8. Outline the behaviourist approach. Compare the behaviourist approach with the biological approach.

Biopsychology

Snap plan/answer the following when directed by your teacher:

I. Outline and evaluate the fight or flight response. (16 marks)

A01 (6 marks)

Which part of the brain are activated to trigger the **ANS**?

What does the pituitary gland release upon seeing a threat?

Where is this detected and what does it release as a result?

What does this cause? Outline 2 examples and why it would prepare someone to fight or flee?

After responding or threat has passed what branch of the **ANS** is triggered and what happens to the body?

A03 (PEEL)

Are flight and fight the only responses to stress?
What did Gray suggest?

A03 (PEEL)

Does the evidence suggest men and women behave in the same way? What did Taylor suggest?

A03 (PEEL)

Why is the fight and flight response not necessarily beneficial to today's stressors?

2. Robert suffered a stroke at the age of 55. After the stroke he was paralysed down his right side, though he could move his left arm and leg easily. Robert could clearly understand what was said to him, but was unable to produce any speech

Discuss how knowledge of hemispheric lateralisation and language centres in the brain has helped our understanding of cases such as Robert's. Refer to Robert's case in your answer. (Total 16 marks)

A01 (6 marks)

Define Lateralisation. Include which hemisphere 'controls' which side of the body?

Which hemisphere are the language centres found in most people?

Outline Broca's research and Wernicke's research and explain what their findings suggest about Speech production vs Language comprehension.

A02

- What does Robert's Paralysis suggest about which Hemisphere has been damaged?
- Which language centre has been damaged in Roberts case, how do you know?
- How do the two confirm each other?

A03 (PEEL)

How does Sperry's split brain research support the claim that the brain is lateralised?

A03 (PEEL)

Are there any methodological strengths or weaknesses of Sperry's research?

3. Discuss the role of endogenous pacemakers in the control of one or more biological rhythms. (Total 16 marks)

A01 (6 marks)

A03 (PEEL)

A03 (PEEL)

A03 (PEEL)

More biopsychology exam questions worth planning and practising as part of your independent learning

1. Discuss the fight or flight response. (16 marks)
2. Outline and evaluate evidence of plasticity and functional recovery after trauma in the brain (16 marks)
3. Outline and evaluate research into lateralisation and/or the split brain. (16 marks)
4. Discuss ways of studying the brain. (16 marks)
5. Discuss the effects of endogenous pacemakers and exogenous zeitgebers on the sleep-wake cycle (16 marks)
6. Discuss research into the disruption of biological rhythms. (16 marks)

****Extended 12 mark questions in research methods are addressed in a separate research methods design a study booklet on psych205.**

Paper Three Topics

Issues and debates in Psychology

I. Outline and evaluate the Reductionism vs Holism debate referring to two approaches in Psychology (16 marks)

By answering each of the questions in full sentences and turning them into PEEL paragraphs – this should structure a good answer to this question.

A01 (6 marks)

Outline the debate itself - what is it a debate of?

Define: biological reductionism and environmental reductionism. Give an example of each from a topic of your choice.

Define Holism and give an example. Perhaps explain the humanist approach to the self.

A03 (PEEL)

- Why would taking a reductionist approach be beneficial for doing research, particularly experimental psychology?
- What does taking reductionist approaches allow psychologists to do?
- Why is this perhaps superior to a holistic view?

A03 (PEEL)

- What has biological reductionism allowed for with regards to treatment of disorders?
- What example can you give of such treatment being successful, and how can you use this as evidence?

A03 (PEEL)

Why might taking a reductionist approach be detrimental? Can you think of an example where there are multiple potential causes and if ignored could be potentially dangerous? Why would a Holistic approach be better?

2. Discuss gender and culture bias in psychological research. (16 marks)

A01 (6 marks)

A03 (PEEL)

A03 (PEEL)

A03 (PEEL)

3. Discuss idiographic and Nomothetic approaches to psychological investigation (16 marks)

A01 (6 marks)

A03 (PEEL)

A03 (PEEL)

A03 (PEEL)

More issues and debates exam questions worth planning and practising as part of your independent learning.

1. Discuss the relative importance of heredity and environment in determining behaviour (16 marks)
2. Discuss the Nature vs Nurture debate in Psychology. Refer to at least two topics you have studied (16 marks)
3. Discuss the free will and determinism debate in Psychology. Refer in your answer to two topics you have studied (16 marks)
4. Outline and evaluate the Reductionism vs Holism debate referring to two approaches in Psychology (16 marks)
5. Discuss gender Bias in Psychology (16 marks)
6. Discuss idiographic and Nomothetic approaches to psychological investigation (16 marks)
7. Discuss the ethical implications of research studies and theory including reference to social sensitivity (16 marks)
8. Some researchers believe people have no choice over their sexuality and it is genetically determined. Others accept there is a genetic component but we cannot ignore the influence of upbringing on people's sexual behaviour and how this interacts with the norms and values of society.

Briefly discuss both biological determinism and Biological reductionism. Refer to the case above as part of your discussion (16 marks)

Gender

Snap plan/answer the following when directed by your teacher:

1. Researcher wished to study the link between androgyny and psychological health. They surveyed a stratified sample of 100 18-year-old students from four different schools. Some schools had a large number of students and others had a smaller number of students. The students were asked to rate themselves on an androgyny scale and then answered a series of questions. The questions focused on students' self-esteem and how they felt about their relationships with others.

Discuss Bem's research into androgyny. Refer to the likely findings of the study above in your answer. (8 marks)

This Question is only worth **8 marks**, and yet you need to include all three AO's... 1,2,+3

A01 – 3 marks

- What is the **BSRI**? – how many characteristics are on it? Give an example, what sort of scale is used? And what do the scores reflect?

- What did Bem suggest about androgyny and psychological wellbeing?

A02 – 2 marks

- Which students would have said they had high self-esteem?

- Which students would have said they had more positive relationships with others?

A03 (PEEL)

- How were the adjectives that BEM used decided? Why is this a strength of the inventory?

- However ... are these terms still relevant today? Which terms stand out as being outdated? What does this suggest about the inventory?

2. Discuss the role of chromosomes and hormones in sex and gender. Refer to atypical sex chromosome patterns in your answer. (16 marks)

A01 (6 marks)

A03 (PEEL)

A03 (PEEL)

A03 (PEEL)

3. Even when Cal was a very young boy he liked to play at 'dressing up' and sometimes used to wear one of his sisters dresses and jewellery, Cal's mum would often tell him how cute he looked when he played 'dressing up'. Cal also remembers being particularly clingy as a young child and would get very upset when his mum left. Cal is now 18 and even though he is biologically male, he feels much more comfortable and at ease, when he identifies as female. Cal has been diagnosed with gender identity disorder and has started Hormone therapy.

Referring to Cal's experience, discuss biological and social explanations of gender identity disorder. (16 marks)

A01 (6 marks)

A02 (4 Marks)

A03 (PEEL)

A03 (PEEL)

More gender exam questions worth planning and practising as part of your independent learning.

1. Discuss the concept of androgyny. Refer to the Bem Sex Role Inventory in your answer. (16 marks)
2. Discuss the role of chromosomes and hormones in sex and gender. Refer to atypical sex chromosome patterns in your answer. (16 marks)
3. Discuss Kohlberg's theory of Gender (16 marks)
4. Outline and Evaluate Gender Schema Theory (16 marks)
5. Kate says, 'I really want my son George to be a proper boy, and my daughter Charlotte to be a proper girls'. Discuss why Kate says this, and how Gender Schema theory can help her achieve it, referring to psychological research in your answer. (16 marks)
6. Discuss Freud's psychoanalytic theory of gender development. (16 marks)
7. Discuss social learning theory as applied to gender development . (16 marks)
8. Describe and evaluate the influence of culture and/or media on gender roles. (16 marks)

Schizophrenia

- I. 'There is considerable evidence that schizophrenia is caused by biological factors. These can be genetic, neuroanatomical, biochemical, viral or a combination of such factors'. **Discuss biological explanations of schizophrenia. (16 marks)**

A01 (6 marks)

Para 1

- 1.Explain the role of heredity

- 2.What did Gottesman find the concordance rate of MZ vs DZ twins was? What does this tell us?

3. Is there just one gene linked to SZ?

Para 2

- 1.Which neurotransmitter has research focussed on?

- 2.What do high levels of this neurotransmitter cause? (symptoms)

- 3.What do Low levels of this neurotransmitter causes (symptoms)

Para 3

- 1.What does neuroanatomical dysfunction mean? – link to neural correlates.

- 2.Which symptoms have enlarged ventricles linked to?

3. Which area of the brain has been linked with auditory hallucinations. and is it caused by high or low activity in this area?

A03 (PEEL)

P + E: Do Kety and Ingraham findings support or challenge bio explanations? Which one specifically?

E – Does this 100% support bio? (Diathesis-stress)

L – So partial or full support?

A03 (PEEL)

P + E: Does Curren's research support or challenge bio-explanations? Which one?

E – is this corroborated by other research?

L – so good support? Link to potential or treatment?

A03 (PEEL)

Either PEEL a debate

Or

PEEL by comparing to an alternative explanation

2. Discuss one or more psychological explanations for schizophrenia (e.g. family dysfunction, cognitive explanations). (16 marks)

A01 (6 marks)

A03 (PEEL)

A03 (PEEL)

A03 (PEEL)

3. Compare and contrast two psychological treatments of Schizophrenia. (16 marks)

A01 (6 marks)

Treatment 1 – Family Therapy

Treatment 2 – Cognitive Behavioural Therapy

A03 (PEEL)

A03 (PEEL)

A03 (PEEL)

More Schizophrenia exam questions worth planning and practising as part of your independent learning

1. Discuss reliability and/or validity in relation to the diagnosis and classification of schizophrenia. (16 marks)
2. Outline and evaluate the dopamine hypothesis of schizophrenia (8 marks)
3. Discuss the diathesis-stress model as an explanation for schizophrenia. (16 marks)
4. Outline and evaluate the family dysfunction explanation of schizophrenia (16 marks)
5. Evaluate the use of typical and/or atypical anti-psychotics as treatments for schizophrenia. (16 marks)
6. Discuss the use of cognitive behavioural therapy in the treatments of Schizophrenia. (16 marks)
7. Discuss token economies as a method used in the management of schizophrenia. (Total 8 marks)
8. Outline and compare two treatments for schizophrenia. (16 marks)
9. 'Therapies can be time-consuming and, in some cases, uncomfortable for the client. It is, therefore, very important to offer the most appropriate and effective type of treatment.' Outline and evaluate two or more therapies used in the treatment of schizophrenia. (16 marks)

Forensics

I. Discuss the top-down approach and bottom-up approach to offender profiling. (16 marks)

A01 (6 marks)

Top Down:

- How do profilers get the information to determine what category of offender they are looking for?
- What are the characteristics of Organised and Disorganised offenders?
- On what basis were the characteristics for offenders decided?

Bottom up profiling:

- What is smallest space analysis, where would the data come from, and how is this used in investigative psychology?
- Why is interpersonal coherence key to this type of profiling?
- Why does the bottom up approach think time and space is important?
- What is geographic profiling – how would this be used in bottom up profiling?

A03 (PEEL)

P: What is the major difference between Top down and Bottom up with regards to intuition vs statistical data?

E: Top down – who/ what does it rely on and why is this problematic?

E: Bottom up - Who/ what does a judgement rely and why is this more scientific/objective?

L: Which is the more superior method?

A03 (PEEL)

P: Can both approaches be used to profile a range of offenders?

E: Top down is only used forwhy?

E : Bottom up can be used for.....why?

L: Therefore.... which is more useful?

A03 (PEEL)

P: Is either profiling approach 100% accurate?

E: How did Bottom up profiling affect the Rachel Nickell case...?

E: Why is important to recognise this in relation to Copson's research?

L: what does this suggest about any type of profiling?

2. Outline and evaluate two psychological explanations for offending. (16 marks)

A01 (6 marks)

A03 (PEEL)

A03 (PEEL)

A03 (PEEL)

3. Discuss the psychological effects of custodial sentencing. (Total 16 marks)

A01 (6 marks)

A03 (PEEL)

A03 (PEEL)

A03 (PEEL)

More forensics exam questions worth planning and practising as part of your independent learning

1. Discuss the top-down approach to offender profiling. (16 marks)
2. Discuss the bottom-up approach to offender profiling. (16 marks)
3. Discuss one or more approaches to offender profiling. (16 marks)
4. Discuss biological explanations of offending behaviour. (Total 16 marks)
5. Discuss the historical approach to explaining offending behaviour. Include research on the atavistic form in your answer. (16 marks)
6. Discuss neural explanations of offending behaviour. (16 marks)
7. Discuss Eysenck's theory of the criminal personality. Refer to evidence in your answer. (Total 16 marks)
8. Discuss one or more cognitive explanations of offending behaviour. (16 marks)
9. Discuss one or more psychological explanations of offending behaviour. (16 marks)
10. Describe and evaluate the psychodynamic explanations of offending behaviour. (16 marks) Outline and compare two explanations for offending. Refer to evidence in your answer. (Total 16 marks)
11. Outline and compare two psychological explanations for offending. Refer to evidence in your answer. (16 marks)
12. Discuss the psychological effects of custodial sentencing. (Total 16 marks)
13. Describe and evaluate the use of behaviour modification in custody as a means of dealing with offender behaviour. (16 marks)
14. Describe and evaluate anger management as a method for dealing with offending behaviour. (16 marks)
15. Describe and evaluate restorative justice programmes. (16 marks)
16. Experts have different views about how to deal with recidivism. Some believe that custodial sentencing is the best way of reducing re-offending; others think that prison may not be the solution and that there are better alternatives. There is also much debate about whether treatment programmes reduce re-offending.

Discuss ways of dealing with the problem of recidivism. Refer to the views outlined above in your answer. (Total 16 marks)
17. Describe and evaluate anger management as a treatment for offending. Refer to evidence in your answer. (Total 16 marks)