



General Certificate of Education

Psychology 5186
Specification B

Unit 1 (PYB1) Introducing Psychology

Mark Scheme

2007 examination - January series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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PYB1

Quality of Written Communication

Candidates are required to:

select and use a form and style of writing appropriate to purpose and to complex subject matter;
organise relevant information clearly and coherently, using specialist vocabulary where appropriate;
ensure spelling, grammar and punctuation are accurate, so that meaning is clear.

The assessment criteria for quality of written communication apply only to questions with 10 marks in AS unit test questions. The following criteria should be applied in conjunction with the question mark scheme.

The bands for quality of written communication must be regarded as part of the mark scheme even though they are listed separately. If a candidate's quality of written communication fails to meet the achieved content band, then s/he will lose one mark.

Band 1: Good Quality of Written Communication

The candidate expresses most ideas clearly and fluently, with consistently effective use of psychological terminology. Arguments are well structured, using sentences and paragraphs. There are few errors of grammar, punctuation and spelling. The overall quality of language is such that meaning will be only rarely obscured.

Band 2: Average Quality of Written Communication

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. There is some evidence of organisation, and use of sentences and paragraphs. Errors of grammar, punctuation and spelling may be frequent but are mostly minor, such that they obscure meaning only occasionally.

Band 3: Poor Quality of Written Communication

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent and often obscure meaning.

Note: The main body of the answer should be assessed for Quality of Written Communication. Neither a sketched plan at the start of an answer, nor a list of points at the end of an answer where a candidate has clearly run out of time, should be assessed for Quality of Written Communication.

SECTION A: APPROACHES**1****Total for this question: 20 marks**

(a) Briefly describe **one** contribution that Darwin made to the development of psychology. *(3 marks)*

[AO1 = 3, AO2 = 0]

AO1 One mark for identification of a relevant contribution.
Two marks for identification of a relevant contribution but may be a brief or slightly muddled description.
Three marks for identification of a relevant contribution with explicit reference to the development of psychology.

Likely answers: theory of evolution; role of heritability; genetics; evolutionary psychology; cross-cultural psychology; instinct; comparative psychology (behaviourism); animal research, etc.

(b) Distinguish between common-sense and scientific explanations of behaviour. *(3 marks)*

[AO1 = 2, AO2 = 1]

AO1 One mark for appropriate detail about each explanation.

Possible answer: Common-sense explanations are based on personal impressions (AO1, 1) whereas scientific explanations involve the use of an empirical approach (AO1, 1).

AO2 One mark for distinction between the explanations.

Possible answer: Common-sense explanations of behaviour are subjective whereas scientific explanations are objective (AO2, 1).

Credit use of appropriate examples.

Up to three marks may be credited for candidates who provide valid distinction points.

(c) Jaina is three years old. She sees a packet of her favourite chocolate biscuits on the kitchen table. Jaina's mother says to her, "You must not eat any of the chocolate biscuits." When her mother leaves the kitchen, Jaina cannot stop herself from eating a chocolate biscuit, even though she has been told not to.

Suggest a psychodynamic explanation as to why Jaina ate the chocolate biscuit. *(4 marks)*

[AO1 = 2, AO2 = 2]

AO1 Up to 2 marks for knowledge of psychodynamic explanations of behaviour, eg conscious/unconscious motivation or specific reference to the tripartite theory of personality – id, ego, superego; or psychosexual stages of development.

AO2 Up to two marks for reference to the stimulus material which illustrates psychodynamic explanation(s). If one explanation is identified, then two marks may be credited if the application of this explanation is detailed.

(d) Discuss the cognitive approach in psychology. Refer to **at least one other** approach in your answer. *(10 marks)*

[AO1 = 4, AO2 = 6]

AO1 Up to four marks for description of features of the cognitive approach. Features could include: the comparison of the human mind to a computer in terms of information processing; the idea that a person's knowledge and beliefs influence their behaviour and experience; processing is limited capacity; sequential approach (S-O-R); cause and effect; emphasis on scientific control – internal mental processes can be investigated scientifically by proposing models of psychological function. Up to two marks may be awarded for a description of a model. Credit description of relevant evidence up to one mark.

AO2 Up to six marks for discussion, eg that the cognitive approach has investigated many areas of interest in psychology that had been neglected by behaviourism. How it is therefore possible to study the internal processes that lie between stimulus and response. The cognitive approach places great emphasis on the use of more rigorous scientific methods unlike psychoanalysis. Candidates may contrast it with the free-will approach of the humanists, arguing that the cognitive approach ignores the emotional life of humans and their conscious experience. Credit may be given for general application of the cognitive approach, eg use of the cognitive interview; cognitive therapies, etc. Credit use of relevant evidence.

Maximum 6 marks if no reference to one other approach.

Mark bands

8 – 10 marks **Good answers**
The candidate accurately describes the cognitive approach. The candidate has thoroughly discussed the approach and has appropriately referred to at least one other approach with accuracy. The answer is mostly relevant with little misunderstanding.

4 – 7 marks **Average answers**
At the top of the band, the candidate describes the approach, though lacking in detail. Limited discussion is evident, and there is reference to at least one other approach for 7 marks. There may be some inaccuracy and/or irrelevance.

Lower in the band, the candidate is largely descriptive and one other approach may be absent. Discussion may be little more than a comment.

1 – 3 marks **Poor answers**
The candidate has demonstrated limited understanding of the approach. The response is likely to be poorly focused.

Total AO1 marks for Question 1: 11

Total AO2 marks for Question 1: 9

Total marks for Question 1: 20

2

Total for this question: 20 marks(a) Briefly describe **one** technique used to study cortical specialisation in the brain. (3 marks)**[AO1 = 3, AO2 = 0]****AO1** One mark for identification of a correct technique.

Two marks for identification of a correct technique but brief description of the procedure and/or method.

Three marks for identification of a correct technique with clear description of the procedure and/or method.

Likely answers: EEG; CAT/PET/MRI scans; electrical stimulation; micro-electrode recording of neural activity; neurosurgery; post-mortems.

(b) Outline what is meant by the *fight or flight response*. Give an example. (3 marks)**[AO1 = 2, AO2 = 1]****AO1** One mark for brief recognition of the term.

Two marks for clear outline of the term.

Possible answer: In an emergency situation, the body is prepared for the possibility of defending or attacking (fight) (AO1, 1), or running away to safety (flight) (AO1, 1).

Biological detail is not necessary, but creditworthy, eg increased heart rate, role of the ANS.

AO2 One mark for an appropriate example.

Possible answer: If suddenly confronted by a vicious dog, you either defend yourself (fight) or run away (flight) (AO2, 1).

(c) Some psychologists believe that human and non-human behaviour can be explained in terms of evolutionary processes.

(i) What is meant by the term *evolution*? (2 marks)**[AO1 = 2, AO2 = 0]****AO1** One mark for brief recognition of the term.

Two marks for clear outline of the term.

Possible answer: Evolution refers to the change over successive generations (AO1, 1) of the characteristics/make-up of a population (genetic or social) (AO1, 1).

Credit answers which refer to selective pressures; the natural selection of certain characteristics, as in survival of the fittest.

- (ii) Give an example of **one** behaviour and suggest how this behaviour can be explained in terms of evolutionary processes. (2 marks)

[AO1 = 0, AO2 = 2]

AO2 One mark for an appropriate example but brief or slightly muddled account.
Two marks for an appropriate example with clear explanation.

Likely answers: sexual selection; mating strategies; parental investment; bonding; emotions; signalling systems; aggression; temperament; rooting reflex.

- (d) Discuss the biological approach in psychology. Refer to evidence in your answer. (10 marks)

[AO1 = 4, AO2 = 6]

AO1 Up to four marks for description of features of the biological approach. Features could include: all thoughts, feelings and behaviours have a physical/biological cause (nature); our behaviours and characteristics, eg intelligence, are a result of our genetic make-up; behaviour has a genetic basis since human genes have evolved over years to adapt behaviour to the environment; the assumption that the mind and brain are the same.
Credit description of relevant evidence up to one mark.

AO2 Up to six marks for discussion. Candidates may consider the strengths of the approach, eg it provides strong counter-arguments to the nurture side of the nature-nurture debate, or consider the limitations of the approach, eg the approach is reductionist – it explains thoughts and behaviours in terms of genes, neurons and biochemicals. Candidates may choose to discuss the biological approach in relation to other approaches in psychology, eg the biological approach applies scientific methods to investigate human behaviour, unlike the humanistic approach. The practical applications of the biological approach are particularly effective, eg the use of drugs in the treatment of mental disorders.

Relevant evidence: Krupa et al (1993); Petersen et al (1998); Sperry (1984); Cloninger (1987); Tyron (1940); Gottesman (1991); Kety (1998); Scarr and Weinberg (1978).

Credit use of relevant evidence.

Note: Candidates may receive credit for citing evidence which raises methodological and/or ethical issues in support and/or criticism of the biological approach.

Maximum 6 marks if no reference to evidence.

Mark bands

- 8 – 10 marks **Good answers**
The candidate accurately describes the biological approach. The candidate has thoroughly discussed the approach and has appropriately referred to evidence in the response. The answer is mostly relevant with little misunderstanding.
- 4 – 7 marks **Average answers**
At the top of the band, the candidate describes the approach, though the description will be lacking in detail. Limited discussion is evident, and there is reference to evidence in the response for 7 marks. There may be some inaccuracy and/or irrelevance.

Lower in the band, the candidate's answer is largely descriptive and reference to evidence may be absent. Discussion may be little more than a comment.
- 1 – 3 marks **Poor answers**
The candidate demonstrates limited understanding of the approach and has presented a response with no reference to evidence. The response is likely to be poorly focused.

Total AO1 marks for Question 2: 11

Total AO2 marks for Question 2: 9

Total marks for Question 2: 20

SECTION B: RESEARCH METHODS**3****Total for this question: 20 marks**(a) State an appropriate hypothesis for this study. (2 marks)**[AO1 = 0, AO2 = 2]****AO1** One mark if one variable present or response is partially correct.
Two marks for both variables identified, but need not be fully operationalised.

One tailed: participants who receive relaxation therapy will show a lower mean heart rate (AO2, 1) than participants who do not receive relaxation therapy (AO2, 1).

Two tailed: there will be a difference between the mean heart rate of participants who receive relaxation therapy (AO2, 1) and participants who do not receive relaxation therapy (AO2, 1).

Null: there will be no difference in the mean heart rate between participants who receive relaxation therapy (AO2, 1) and participants who do not receive relaxation therapy (AO2, 1).

(b) What might be the psychologist's interpretation of the data shown in the bar chart (**Figure 1**)? (2 marks)**[AO1 = 2, AO2 = 0]****AO1** Two marks for interpretation of the data. The level of anxiety is reduced in those participants who received relaxation therapy compared with participants who sat in silence (AO1, 1). The mean heart rate is lower for participants who received relaxation therapy compared with participants who sat in silence (AO1, 1).

Credit appropriate alternative answer.

(c) An alternative way of displaying the data is in the form of a table.

In your answer book, draw a table of the data presented in the bar chart (**Figure 1**). Correctly label your table. (3 marks)**[AO1 = 0, AO2 = 3]****AO2** The mean heart rate at Stage One and Stage Three of the experiment for participants who received relaxation therapy and participants who sat in silence.

	Participants who received relaxation therapy	Participants who sat in silence
Mean heart rate (bpm) (Stage One)	80	80
Mean heart rate (bpm) (Stage Three)	60	75

To gain the maximum three marks, candidates must provide three of the following:

- appropriate title
- appropriate labelling of columns on the table
- appropriate labelling of rows on the table
- correct mean heart rate scores and correct position in relation to labels.

(d) State **one** limitation of using the mean as a measure of central tendency. (1 mark)

[AO1 = 1, AO2 = 0]

AO1 One mark for an appropriate limitation.

Possible answers:

- If one of the values in a set of data is extremely high or low, then the overall mean can be biased.
- Time-consuming to calculate if there are a large number of scores.

(e) The type of data gathered in this study was quantitative.

Distinguish between quantitative data and qualitative data. (3 marks)

[AO1 = 2, AO2 = 1]

AO1 One mark each for reference to a feature of quantitative and qualitative data.

Possible answer: Quantitative data is concerned with the collection of numerical data (AO1, 1). Qualitative data is concerned with meanings people attach to events and experiences (AO1, 1).

AO2 One mark for the difference identified. This may be implicit in AO1.

Likely answers: ease of analysis; replication; ease of summarising; level of detail.

Up to three marks may be credited for candidates who provide valid distinction points.

(f) (i) Name **one** sampling method. (1 mark)

[AO1 = 1, AO2 = 0]

AO1 One mark for identification of an appropriate sampling method.

Likely answers: opportunity; random; stratified; systematic.

(ii) Outline **one** limitation of the sampling method you have identified in your answer to (f)(i). (2 marks)

[AO1 = 2, AO2 = 0]

AO1 One mark for identification of the limitation.
One further mark for elaboration of the limitation.

Possible answers:

- Opportunity sampling – may not yield a representative sample (AO1, 1), as the researcher simply selects people who are around and available at the time (AO1, 1).
- Random sampling – can be time-consuming to recruit participants (AO1, 1), particularly if those participants who are randomly selected refuse to take part in the study (AO1, 1).
- Stratified sampling – can be time-consuming (AO1, 1) to identify all the strata from which to select participants (AO1, 1).
- Systematic sampling – participants do not stand an equal chance of being selected (AO1, 1) if the starting point of the sample is not conducted at random (AO1, 1).

(g) Identify and briefly discuss **one** ethical issue raised by **this** study. (3 marks)

[AO1 = 1, AO2 = 2]

AO1 One mark for identification of an ethical issue, eg protection of participants.

AO2 Two marks for discussion, eg participants may have experienced mental distress/increased anxiety from exposure to the large spider in the glass box (AO2, 1). However, if participants were not exposed to the large spider, then the research is largely pointless as the psychologist would not be able to measure the effect of relaxation therapy on anxiety levels (AO2, 1).

(h) The psychologist decided to conduct an interview with one of the participants who showed a high level of anxiety.

Distinguish between a structured and an unstructured interview. (3 marks)

[AO1 = 2, AO2 = 1]

AO1 One mark each for reference to a feature of a structured and unstructured interview.

Possible answer: A structured interview contains fixed predetermined questions and ways of replying (AO1, 1). An unstructured interview may contain a topic area for discussion but no fixed questions or ways of replying (AO1, 1).

AO2 One mark for the difference identified. This may be implicit in AO1.

Likely answers: ease of analysis of data; data that are irrelevant to purpose of interview; control of data; formality versus informality; quantitative versus qualitative data.

Up to three marks may be credited for candidates who provide valid distinction points.

Total AO1 marks for Question 3: 11

Total AO2 marks for Question 3: 9

Total marks for Question 3: 20

SECTION C: PSYCHOLOGY OF GENDER
4**Total for this question: 20 marks**

(a) Outline what is meant by the term <i>gender</i> .	<i>(2 marks)</i>
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[AO1 = 2, AO2 = 0]**AO1** Two marks for an appropriate definition of the term.

Possible answer: Gender refers to the social role/cultural attributes (AO1, 1) associated with masculinity and femininity (AO1, 1).

(b) What is meant by <i>androgyny</i> ? Give an example of how a person might show androgynous behaviour.	<i>(3 marks)</i>
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[AO1 = 1, AO2 = 2]**AO1** One mark for definition of the term.

Possible answer: Androgyny is used to describe an individual who possesses traits/attitudes/behaviours regarded as both typically masculine and feminine.

AO2 Two marks for an appropriate example.

For example: a woman may be aggressive in her work-role (AO2, 1) but sympathetic as a mother (AO2, 1).

(c) Describe one study in which content analysis was used to investigate gender. Indicate in your answer why the study was conducted, the method used, the results obtained and the conclusion drawn.	<i>(5 marks)</i>
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[AO1 = 5, AO2 = 0]**AO1** Any appropriate study in which content analysis was used to investigate gender, eg Manstead and McCulloch (1981); Lobban (1974).

One mark – why the study was conducted (must go beyond the stem)

One mark – information about the method

One mark – identification of the results

One mark – indication of the conclusion drawn

One mark – additional descriptive detail, eg detailed results (or credit evaluative point as long as it provides additional descriptive information).

(d) Discuss the concepts of nature **and** nurture in relation to gender. Refer to **at least one** study in your answer. *(10 marks)*

[AO1 = 4, AO2 = 6]

AO1 Up to four marks for a description of nature and nurture. For example, nature refers to the belief that gender differences are determined by genetic and hormonal factors. Therefore, any gender differences are supposed to be innate or maturational. Nurture refers to the idea that gender differences are a result of social and cultural factors. Therefore, any gender differences are due to the environment.

Credit description of relevant evidence up to one mark.

AO2 Up to six marks for discussion with explicit reference to gender. Candidates may further elaborate on the concepts described in AO1, eg if gender is due to nature, then ‘anatomy is destiny’ – we are unable to control and/or change our gender. Candidates may discuss how the concepts relate to our understanding of gender by focusing on the key approaches in psychology, eg the biological and psychoanalytic approaches argue that gender is due to nature – a deterministic view. Whereas the behaviourist and cognitive approaches argue that gender is the product of the environment. Candidates may choose to discuss these concepts by referring to studies in support/criticism of nature and/or nurture. For example, Dabbs (1995) showed how high levels of testosterone cause heightened arousal and aggressive behaviour in men. Mead (1935) – her evidence has been used to support the idea of the environment being the main force in gender role. Money and Erhardt (1972) concluded that gender is socially rather than biologically constructed. However, later reports showed how nature was the determining factor in gender.

Credit implications of the concepts of nature and/or nurture, eg child-rearing; education; occupation.

Credit use of relevant evidence

Maximum 6 marks if only one concept presented.

Maximum 6 marks if no reference to a study.

Mark bands

8 – 10 marks **Good answers**
The candidate accurately describes how the concepts of nature and nurture relate to our understanding of gender. Discussion of these concepts, with reference to at least one gender study, is presented throughout the response and with focus on the question. The answer is mostly relevant with little misunderstanding.

4 – 7 marks **Average answers**
At the top of the band, the candidate correctly describes how the concepts of nature and nurture relate to our understanding of gender. Discussion is present, albeit limited. For 7 marks, both nature and nurture are present and reference to at least one gender study is made. The response may be slightly inaccurate and/or irrelevant.

Lower in the band, the candidate describes the concepts of nature and/or nurture. There may be some reference to gender, but the response may lack relevance in relation to the concept(s). Discussion may be little more than a comment.

1 – 3 marks **Poor answers**
The candidate may refer to nature and/or nurture but there are inaccuracies in the explanation. No specific relation to gender is present in the response. The response is likely to be poorly focused.

Total AO1 marks for Question 4: 12

Total AO2 marks for Question 4: 8

Total marks for Question 4: 20

5**Total for this question: 20 marks**

(a) Identify one effect that testosterone might have on behaviour.	(1 mark)
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[AO1 = 1, AO2 = 0]**AO1** One mark for correct identification of the effect.

Possible answers:

- Increased aggression.
- Dominance in terms of sexual behaviour.
- Effects on female sexual behaviour.

(b) (i) Briefly describe Freud's theory of the Oedipus complex.	(3 marks)
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[AO1 = 3, AO2 = 0]**AO1** One mark for identification of a correct feature.

Two marks for identification of correct feature(s) but brief description.

Three marks for accurate description including three of the following features:

theory usually applied to boys; boys are at the Phallic stage; sexual attraction to opposite sex parent; castration anxiety; unconscious conflict and resolution; identification, etc.

(ii) Outline one limitation of Freud's theory of the Oedipus complex.	(2 marks)
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[AO1 = 2, AO2 = 0]**AO1** One mark for identification of an appropriate limitation.

Two marks for identification of an appropriate limitation with clear elaboration.

Likely answers: little empirical evidence; complex arose from Freud's own self-analysis; Freud explained Little Hans' behaviour in terms of an already-existing theory; idea of infantile sexuality at 4 – 5 years of age is questionable; implications of absent father figure; comparison with Chodorow – gender identity is a response to the mother, not the father.

(c) Philip is seven years old and is going to a fancy dress party. He is wearing a dress. Philip's little brother, Sydney, says, "Look, mummy! Philip's a girl now!" Philip replies, "I am still a boy, even if I am wearing a dress."

- (i) With reference to Kohlberg's cognitive-developmental theory, identify the stage of gender development shown by **Sydney**. In your answer, refer to comments made by Sydney. (2 marks)

[AO1 = 1, AO2 = 1]

AO1 One mark for correct identification of the stage of gender development.

- Gender identity

Accept reference to gender stability.

AO2 One mark for reference to the stimulus material that explains the stage identified.

(ii) With reference to Kohlberg's cognitive-developmental theory, identify the stage of gender development shown by **Philip**. In your answer, refer to comments made by Philip. (2 marks)

[AO1 = 1, AO2 = 1]

AO1 One mark for correct identification of the stage of gender development.

- Gender constancy

AO2 One mark for reference to the stimulus material that explains the stage identified.

(d) Discuss the social learning theory explanation of gender. Refer to **at least one other** explanation of gender in your answer. (10 marks)

[AO1 = 4, AO2 = 6]

AO1 Up to four marks for description of social learning theory. Candidates are likely to refer to how gender acquisition is due to the influences from the environment/nurture. Gender role identity is learned through reinforcement and modelling, where a child is rewarded for sex-appropriate behaviour and punished for inappropriate behaviour. Candidates may describe how behaviour is also learned indirectly through modelling of parents, stereotypes and the media. Therefore, any feature within society plays an important role in the acquisition of gender identity. Credit description of relevant evidence up to one mark.

AO2 Up to six marks for discussion of the acquisition of gender identity. Candidates should present at least one other explanation of gender in terms of supporting/conflicting evidence for the theory presented. For example, the cognitive approach offers some middle-ground to the social learning theory in stating that aspects of society can be an important feature in providing information which can then be incorporated into the gender schema. However, the psychoanalytic theory states that society plays no particular role beyond the behaviour of the parents. Candidates may further provide discussion relating to the biological theory which states that gender is innate – society plays no role in the acquisition of gender identity. Credit use of relevant evidence.

Maximum 6 marks if no reference to other explanation.

Mark bands

8 – 10 marks **Good answers**

Candidates provide an accurate description of the social learning theory. Discussion is evident throughout the answer and with reference to at least one other explanation. The answer is mostly relevant with little misunderstanding.

4 – 7 marks **Average answers**

At the top of the band, the candidate has described the social learning theory. Discussion of the theory in relation to explaining gender is present, albeit limited. For 7 marks, there must be reference to at least one other explanation. There may be some inaccuracy and/or irrelevance.

Lower in the band, the candidate has presented largely descriptive answers. There may be some discussion of the social learning theory but this is little more than a comment. The response may not focus heavily on explaining gender.

1 – 3 marks **Poor answers**

The candidate presents a response that does not go beyond identifying and describing the social learning theory. The response is likely to be limited and/or poorly focused.

Total AO1 marks for Question 5: 12

Total AO2 marks for Question 5: 8

Total marks for Question 5: 20

AS/A PSYCHOLOGY SPECIFICATION B

ASSESSMENT OBJECTIVE GRID – UNIT 1: INTRODUCING PSYCHOLOGY
JANUARY 2007

Question	Weighting for knowledge and understanding (AO1)		Weighting for analysis and application (AO2)		Total marks
	Marks	Percentage	Marks	Percentage	
Q1 (a) (b) (c) (d)	3 2 2 4	55	0 1 2 6	45	20
Q2 (a) (b) (c) (i) (c) (ii) (d)	3 2 2 0 4	55	0 1 0 2 6	45	20
Q3 (a) (b) (c) (d) (e) (f) (i) (f) (ii) (g) (h)	0 2 0 1 2 1 2 1 2	55	2 0 3 0 1 0 0 2 1	45	20
Q4 (a) (b) (c) (d)	2 1 5 4	60	0 2 0 6	40	20
Q5 (a) (b) (i) (b) (ii) (c) (i) (c) (ii) (d)	1 3 2 1 1 4	60	0 0 0 1 1 6	40	20