



GCE MARKING SCHEME

**PSYCHOLOGY
AS/Advanced**

SUMMER 2012

INTRODUCTION

The marking schemes which follow were those used by WJEC for the SUMMER 2012 examination in GCE PSYCHOLOGY. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

PY1

Q.1 (a) Outline **two** assumptions of the cognitive approach. **[4]**

Credit **could** be given for outlining of the following:

- Psychology as a pure science.
- Computer analogy.
- Information processing approach.
- Any other relevant material.

Marks	AO1
3-4	Two relevant assumptions are identified and detailed.
1-2	One relevant assumption is identified and detailed OR two assumptions are identified.
0	No relevant knowledge or understanding.

(b) Describe attribution theory. **[8]**

Credit **could** be given for the following:

- Heider's situational vs dispositional attributions.
- Kelley's Co-variation theory.
- Weiner's Model of Achievement Attribution.
- Attributional biases.
- Any other relevant material.

Marks	AO1
7-8	Content is accurate and well detailed. Material is used in an effective manner (evidence of coherent elaboration) and is thorough. Depth and range of knowledge is displayed, though not necessarily in equal measure. The use of language including grammar, punctuation and spelling is relevant, well structured, coherent and accurate.
5-6	Content is reasonably accurate but less detailed. Material is used in an effective manner. Depth or range of knowledge is displayed. The use of language including grammar, punctuation and spelling is accurate, structured and clear.
3-4	Content is described in basic detail; material is used in a relevant manner but is limited. The use of language may show some inaccuracies in grammar, punctuation and spelling.
1-2	Content is superficial; material is muddled and/or incoherent. Written expression has errors in the use of language, including grammar, punctuation and spelling.
0	No relevant knowledge or understanding.

Q.2 Describe how the biological approach has been applied in **either** chemotherapy **or** psychosurgery. **[12]**

Credit **could** be given for a description of the following:

- The aims of chemotherapy/psychosurgery.
- Main features of chemotherapy/psychosurgery.
- Examples of the application of chemotherapy/psychosurgery.
- Findings from identifiable research.
- Any other relevant material.

Marks	AO2
10-12	Description of the therapy is accurate and well detailed. Material is used in a highly effective manner and is thorough. There is evidence of coherent elaboration. The link to the approach is clearly demonstrated. The use of language including grammar, punctuation and spelling is relevant, well structured, coherent and accurate.
7-9	Description of the therapy is reasonably accurate but less detailed. Material is used in an effective manner. There is evidence of elaboration. The link between the approach and the therapy is evident, although this may be implicit. The use of language including grammar, punctuation and spelling is accurate, logical and clear.
4-6	The therapy is described in basic detail; material is used in a relevant manner but is limited. No link is made with the approach, OR a link is made but the answer is very basic. The use of language may show some inaccuracies in grammar, punctuation and spelling.
1-3	The description of the therapy is superficial; material may be muddled and/or incoherent. No link is made with the approach. Written expression has errors in the use of language, including grammar, punctuation and spelling.
0	No relevant knowledge or understanding.

Q.3 (a) Evaluate **two** strengths of the behaviourist approach. **[6]**

Credit **could** be given for a discussion of the following:

- Scientific/objective nature of the approach.
- Reductionism.
- The nomothetic nature of the approach.
- Therapeutic applications.
- The impact the approach has had on psychology.
- Any other relevant material.

Marks	AO2
4-6	Two strengths are evaluated. They are clearly and thoroughly explained. OR one strength is clearly and thoroughly explained and one lacks clarity and/or detail.
1-3	One strength is clearly and thoroughly explained, OR two strengths are evident but lack clarity and/or detail.
0	No relevant evaluation.

(b) Evaluate **two** weaknesses of the behaviourist approach. **[6]**

Credit **could** be given for a discussion of the following:

- Issue of reductionism.
- The deterministic nature of the approach.
- Ignoring biological factors (nature).
- Use of animals and issues of generalisability/ethics.
- Any other relevant material.

Marks	AO2
4-6	Two weaknesses are evaluated. They are clearly and thoroughly explained, OR one weakness is clearly and thoroughly explained and lacks clarity and/or details.
1-3	One weakness is clearly and thoroughly explained, OR two weaknesses are evident but lack clarity and/or detail.
0	No relevant evaluation.

Q.4 Compare and contrast the biological and behaviourist approaches in terms of similarities and/or differences.

[12]

Credit **could** be given for a discussion of the following:

- The influence of internal/external factors (nature vs nurture).
- Reductionism.
- Determinism vs free will.
- Investigative methods used to study behaviour.
- Objective/scientific nature of the approaches.
- Use of human and non-human animals.
- Effectiveness of therapeutic techniques.
- Any other relevant material.

Marks	AO2
10-12	Analysis is thorough, clearly structured and there is evidence of coherent elaboration of relevant similarities and differences. Depth and range of analysis are displayed though not necessarily in equal measure.
7-9	Analysis is reasonably thorough and coherent, with evidence of both similarities and differences. Depth or range of analysis is displayed.
4-6	Analysis is limited and basic; there is evidence of similarities and/or differences.
1-3	Evaluation is superficial; material is muddled and/or incoherent. Very limited analysis.
0	No relevant analysis.

Q.5 Explain and evaluate the methodology used by the psychodynamic approach. **[12]**

Credit **could** be given for a discussion of the following:

- Use of case studies.
- Use of clinical interviews
- Idiographic nature of the approach.
- Qualitative data.
- Issue of subjectivity/objectivity.
- Generalisability.
- Any other relevant material.

Marks	AO3
10-12	Method(s) is/are clearly explained and have clear relevance/link to the approach. Evaluation is thorough, clearly structured with evidence of coherent elaboration of relevant strengths and weaknesses. Depth and range of analysis is displayed.
7-9	Method(s) is/are clearly stated and relevant to the approach. Depth and range of analysis is displayed. Evaluation is thorough and coherent, with evidence of both strengths and weaknesses. Depth or range of analysis is displayed.
4-6	Method(s) is/are explained but limited relevance to the approach. Evaluation of method(s) is limited, with evidence of strengths and/or weaknesses.
1-3	Statement of method(s) may be muddled and/or incoherent. Evaluation of method(s) is superficial and very limited.
0	No relevant evaluation or analysis.

PY2

Q.1 Summarise the aims **and** context of Langer and Rodin's (1976) research '*The effects of choice and enhanced personal responsibility for the aged: A field experiment in an institutional setting*'. **[12]**

Credit **could** be given for the following:

Aims such as:

- '*assess the effects of enhanced personal responsibility and choice on a group of nursing home residents.*
- '*whether increased control has beneficial effects on physical and mental alertness, activity and sociability.*

Context such as:

- Description of locus of control.
- Research by Langer (1975), Stotland & Blumenthal (1964), Ferrare (1962).
- Other relevant details.

Marks	AO1
10 - 12	Knowledge and understanding of aim(s) and context is accurate and well detailed. Depth and range are displayed, though not necessarily in equal measure. The use of language including grammar, punctuation and spelling will be relevant, well structured, coherent and accurate.
7 - 9	Knowledge and understanding of aim(s) and context is reasonably accurate and less detailed. Depth or range is displayed. The use of language including grammar, punctuation and spelling will be accurate, structured and clear.
4 - 6	Knowledge and understanding of aim(s) and/or context is appropriate but basic and limited in range OR knowledge and understanding of aim(s) or context is accurate and detailed. The use of language may show some inaccuracies in grammar, punctuation and spelling.
1 - 3	Knowledge and understanding of aim(s) and/or context is superficial, muddled and/or incoherent OR knowledge and understanding of aim or context is appropriate but basic in detail and limited in range. Written expression has errors in the use of language, including grammar, punctuation and spelling.
0	No relevant knowledge or understanding.

- Q.2** Outline the procedures of Loftus and Palmer's (1974) research '*Reconstruction of Automobile Destruction: An Example of the Interaction between Language and Memory*'. **[12]**

Credit **could** be given for the following:

Experiment One

- Description of the different conditions; hit, smashed, collided, bumped, contacted.
- Nature of the participants in the sample.
- Description of the film clips and questionnaire.
- Other relevant details.

Experiment Two

- Description of the different conditions; smashed, hit and control.
- Nature of the participants in the sample.
- Description of the critical question asked a week later.
- Other relevant details.

N.B. To attain a mark in the 10 - 12 band, candidates must include procedures of both Experiment One and Two.

Marks	AO1
10 - 12	Knowledge and understanding of procedures is accurate and well detailed. The use of language including grammar, punctuation and spelling will be relevant, well structured, coherent and accurate.
7 - 9	Knowledge and understanding of procedures is reasonably accurate and less detailed. The use of language including grammar, punctuation and spelling will be accurate, structured and clear.
4 - 6	Knowledge and understanding of procedures is appropriate but basic and limited in range. The use of language may show some inaccuracies in grammar, punctuation and spelling.
1 - 3	Knowledge and understanding of procedures is superficial, muddled and/or incoherent. Written expression has errors in the use of language, including grammar, punctuation and spelling.
0	No relevant knowledge or understanding.

Q.3 Describe the findings **and** conclusions of Bennett-Levy and Marteau's (1984) research '*Fear of Animals: what is prepared?*'

[12]

Credit **could** be given for the following:

- Mean ratings for Fear e.g. Rat 2.08, Jellyfish 1.81, Spider 1.64
- Mean ratings for Nearness e.g. Rat 3.90, Cockroach 3.25, Jellyfish 2.95
- Mean ratings for Ugly e.g. Cockroach 2.53, Spider 2.43, Slug 2.63
- Mean ratings for Slimy e.g. Jellyfish 2.47, Slug 2.90, Worm 2.45
- Mean ratings for Speedy e.g. Lizard 2.53, Grasshopper 2.48, Squirrel 2.44
- Mean ratings for Moves suddenly e.g. Lizard 2.78, Grasshopper 2.77, Squirrel 2.71
- Ratings from the correlation matrix e.g. Fear/Ugly 0.82, Fear/Slimy 0.61
- Conclusions such as '*perpetual characteristics of animals are of some importance in determining positive or negative appraisal by humans*'.
- Other relevant details.

Marks	AO1
10 - 12	Knowledge and understanding of findings and conclusions are accurate and well detailed. Depth and range are displayed, though not necessarily in equal measure. The use of language including grammar, punctuation and spelling will be relevant, well structured, coherent and accurate.
7 - 9	Knowledge and understanding of findings and conclusions are reasonably accurate and less detailed. Depth or range is displayed. The use of language including grammar, punctuation and spelling will be accurate, structured and clear.
4 - 6	Knowledge and understanding of findings and/or conclusions is appropriate but basic and limited in range OR knowledge and understanding of findings OR conclusions is accurate and detailed. The use of language may show some inaccuracies in grammar, punctuation and spelling.
1 - 3	Knowledge and understanding of findings and/or conclusions is superficial, muddled and/or incoherent OR knowledge and understanding of findings OR conclusions is appropriate but basic in detail and limited in range. Written expression has errors in the use of language, including grammar, punctuation and spelling.
0	No relevant knowledge or understanding.

Q.4 Evaluate the methodology of Asch's (1955) research '*Opinions and Social Pressure*'. **[12]**

Credit **could** be given for the following:

- Laboratory research e.g. advantages such as higher levels of control, such as the seating arrangement of the naive participants.
- Validity issues (internal, external) e.g. use of perceptual test amongst strangers.
- Ethical issues e.g. lack of informed consent given by naive participants.
- Sampling issues e.g. use of male college students.
- Other methodological issues.

Marks	AO2
10 - 12	Evaluation of methodology is clearly structured, thorough and there is evidence of coherent elaboration. Depth and range are displayed, though not necessarily in equal measure.
7 - 9	Evaluation of methodology shows some coherence; depth or range is displayed in an effective manner.
4 - 6	Evaluation of methodology is appropriate but limited.
1 - 3	Evaluation of methodology is superficial. Material is muddled.
0	No relevant evaluation.

Q.5 Evaluate the methodology of Rosenhan's (1973) research '*On Being Sane in Insane Places*'. **[12]**

Credit **could** be given for the following:

- Participant observation e.g. problems of researcher bias with hospital staff behaviour
- Validity issues (internal, external) e.g. observation of real life hospital staff and patients.
- Reliability issues (internal, external) e.g. consistency of pseudopatients' observations.
- Ethical issues e.g. discussion on invasion of privacy; deception of hospital staff and patients.
- Sampling issues e.g. range of hospitals selected.
- Other methodological issues.

Marks	AO2
10 - 12	Evaluation of methodology is clearly structured, thorough and there is evidence of coherent elaboration. Depth and range are displayed, though not necessarily in equal measure.
7 - 9	Evaluation of methodology shows some coherence; depth or range is displayed in an effective manner.
4 - 6	Evaluation of methodology is appropriate but limited.
1 - 3	Evaluation of methodology is superficial. Material is muddled.
0	No relevant evaluation.

Q.6 With reference to alternative evidence, critically assess Milgram's (1963) research '*Behavioural study of obedience*'. **[12]**

Credit **could** be given for the following:

Relevant alternative evidence, e.g:

- Explanations of obedience.
- Gender bias - Milgram (1974) found women demonstrated the same level of obedience as the men had in the original research.
- Ecological validity - Hofling (1966) found that 21 of 22 nurses were willing to obey 'Dr Smith' and give a patient twice the advised dose of Astrotin.
- Situational biases - Milgram's (1974) variations on his original study such as the presence of confederates and increasing the proximity between Teacher and Learner, whether the research was conducted in a laboratory or in an office.
- Historical bias - Burger (2009) found similar results to those found by Milgram's original research.
- Other relevant evidence.

Marks	AO2
10 - 12	Evaluation of the core study is clearly structured and thorough. There are clear references to more than one piece of alternative evidence. Depth and range are displayed, although not necessarily in equal measure.
7 - 9	Evaluation of the core study shows coherence and is reasonably thorough. There are clear references to more than one piece of alternative evidence. Depth or range is displayed.
4 - 6	Evaluation of the core study is appropriate, but limited. There is some reference to alternative evidence.
1 - 3	Evaluation of the core study is superficial. Reference to alternative evidence is muddled and/or incoherent OR makes minimal evaluative comments only (e.g. this 'supports' / 'contradicts' the core study).
0	Describes alternative evidence but makes no evaluative connection to the core study OR no relevant evaluation of the core study.

SECTION C

Q.7 A team of psychologists conducted interviews to investigate if there is a difference in the happiness levels of elderly women and men living in different situations. Using quota sampling, the psychologists selected participants who were living alone, living with family members or living in a Residential Home. Whilst interviewing the participants, the psychologists asked that participants to rate their happiness on a scale between 1 (not happy) and 5 (very happy). The psychologists then calculated the mean happiness scores for the different living situations.

	Mean Happiness Score
Elderly who live alone	2.7
Elderly who live with family members	4.3
Elderly who live in a Residential Home	3.2

(a) Outline **one** advantage and **one** disadvantage of using an interview in this research. **[3]**

Credit **could** be given for:

- Advantage e.g. allows researchers to clarify questions to the elderly men and women if they require it.
- Disadvantage e.g. researcher characteristics may influence how the elderly men and women respond in the interview.
- Other appropriate advantage and/or disadvantage.

Marks	AO3
3	An appropriate advantage and disadvantage are noted, both are clearly linked to the novel situation.
2	An appropriate advantage and disadvantage are noted; there is a weak link to the novel situation OR an appropriate advantage and disadvantage are noted but only one of these is linked to the novel situation.
1	An appropriate advantage and disadvantage are noted; there is no link to the novel situation OR an appropriate advantage or disadvantage is noted with some link to the novel situation.
0	An appropriate advantage or disadvantage is noted but there is no link to the novel situation OR the issue is not addressed.

- (b) Identify **one** issue of reliability in this research and describe how you could deal with this issue of reliability. **[3]**

Credit **could** be given for:

- Issue of reliability e.g. whether questions are asked in the same way to all of the elderly men and women.
- Way of dealing with issue e.g. ask one researcher to record all questions that are being asked of the elderly men and women, so that all respondents have the same experience.
- Other appropriate issue of reliability and way of dealing with it.

Marks	AO3
3	An appropriate issue of reliability and an appropriate way of dealing with the identified issue are noted and linked to the novel situation.
2	An appropriate issue of reliability and an appropriate way of dealing with the identified issue are noted with weak link to the novel situation.
1	An appropriate issue of reliability and an appropriate way of dealing with the identified issue are noted with no link to the novel situation OR an appropriate issue of reliability is identified and linked to the novel situation.
0	The issue of reliability and way of dealing with it are inaccurate OR the issue is not addressed.

- (c) Identify **one** issue of validity in this research and describe how you could deal with this issue of validity. **[3]**

Credit **could** be given for:

- Issues of validity (internal/external) e.g. living situations may not represent those of all elderly people.
- Way of dealing with issue e.g. complete a preliminary survey asking elderly people about their living situations.
- Other appropriate issue of validity and way of dealing it.

Marks	AO3
3	An appropriate issue of validity and an appropriate way of dealing with the identified issue are noted and linked to the novel situation.
2	An appropriate issue of validity and an appropriate way of dealing with the identified issue are noted and with weak link to the novel situation.
1	An appropriate issue of validity and an appropriate way of dealing with the identified issue are noted with no links to the novel situation OR an appropriate issue of validity is identified and linked to the novel situation.
0	The issue of validity and way of dealing with it are inaccurate OR the issue is not addressed.

- (d) Outline **one** advantage and **one** disadvantage of quota sampling in this research. **[3]**

Credit **could** be given for:

- Advantage e.g. subgroups, such as gender and age elderly people, within the population will be have represented.
- Disadvantage e.g. time consuming to participants that reflect the subgroups of elderly participants.
- Other appropriate advantage and disadvantage.

Marks	AO3
3	An appropriate advantage and disadvantage are noted, both are linked to the novel situation.
2	An appropriate advantage and disadvantage are noted; there is some link to the novel situation OR an appropriate advantage and disadvantage are noted but only one of these is linked to the novel situation.
1	An appropriate advantage and disadvantage are noted; there is no link to the novel situation OR an appropriate advantage or disadvantage is noted with some link to the novel situation.
0	An appropriate advantage or disadvantage is noted but there is no link to the novel situation OR the issue is not addressed

- (e) Discuss **one** ethical issue that might arise in this research. **[3]**

Credit **could** be given for:

- Failure to protect a participant's psychological health e.g. low levels of happiness may be highlighted.
- Other appropriate ethical issue.

Marks	AO3
3	An appropriate ethical issue is thoroughly discussed; closely linked to the novel situation.
2	An appropriate ethical issue is reasonably discussed; with weak link to the novel situation OR an appropriate and linked ethical issue is discussed but not overtly identified.
1	An appropriate ethical issue is discussed but no link to the novel situation.
0	An ethical issue is not discussed.

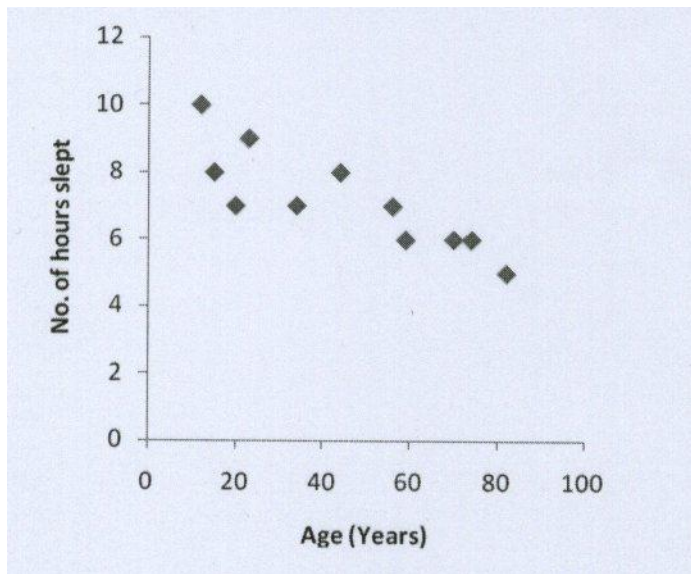
- (f) State **one** conclusion that can be drawn from the mean scores in this research. [3]

Credit **could** be given for:

- Example - Those elderly living with family members had a higher mean level of happiness than those elderly living alone or in a Residential Home.
- Other appropriate conclusion.

Marks	AO3
3	An appropriate and accurate conclusion has been stated fully and clearly with a link to the novel situation.
2	An appropriate and accurate conclusion has been stated with a weak link to the novel situation OR candidate has drawn an inferential conclusion from descriptive data which has been clearly linked to the novel situation.
1	An appropriate and accurate conclusion has been stated but there is no link to the novel situation.
0	An inappropriate or inaccurate conclusion has been stated OR the issue is not addressed.

Q.8 A psychologist conducted a correlation between age and the amount of sleep required. The psychologist asked an opportunity sample of friends and family members to estimate the amount of sleep they had during the previous night to the nearest hour. The psychologist also noted their age in years. The psychologist then plotted the information on the scattergraph below.



(a) Outline **one** advantage and **one** disadvantage of using a correlation in this research. **[3]**

Credit **could** be given for:

- Advantage e.g. allows psychologist to assess the strength of the relationship between age and number of hours slept.
- Disadvantage e.g. impossible to prove that the age of the participant caused the amount of sleep experienced by the participant.
- Other appropriate advantage and disadvantage.

Marks	AO3
3	An appropriate advantage and disadvantage are noted; both are linked to the novel situation.
2	An appropriate advantage and disadvantage are noted; there is some link to the novel situation OR an appropriate advantage and disadvantage are noted but only one of these is linked to the novel situation.
1	An appropriate advantage and disadvantage are noted but there is no link to the novel situation OR an appropriate advantage or disadvantage is noted with some link to the novel situation.
0	An appropriate advantage or disadvantage is noted but there is no link to the novel situation OR the issue is not addressed.

- (b) Identify **one** issue of reliability in this research and describe how you could deal with this issue of reliability. **[3]**

Credit **could** be given for:

- Issue of reliability e.g. whether participants are consistent in their measurement of the amount of sleep they had.
- Way of dealing with issue e.g. use standardised instructions for participants to measure sleep.
- Other appropriate issue of reliability and way of dealing with it.

Marks	AO3
3	An appropriate issue of reliability and an appropriate way of dealing with the identified issue are noted and linked to the novel situation.
2	An appropriate issue of reliability and an appropriate way of dealing with the identified issue are noted and with weak link to the novel situation.
1	An appropriate issue of reliability and an appropriate way of dealing with the identified issue are noted with no link to the novel situation OR an appropriate issue of reliability is identified and linked to the novel situation.
0	The issue of reliability and way of dealing with it are inaccurate OR the issue is not addressed.

- (c) Identify **one** issue of validity in this research and describe how you could deal with this issue of validity. **[3]**

Credit **could** be given for:

- Issues of validity (internal/external) e.g. whether participants have slept at other times during the day.
- Way of dealing with issue e.g. ask participants to record how much time is spent asleep during a 24 hour period, rather than just 'the previous night'.
- Other appropriate issue of validity and way of dealing it.

Marks	AO3
3	An appropriate issue of validity and an appropriate way of dealing with the identified issue are noted and linked to the novel situation.
2	An appropriate issue of validity and an appropriate way of dealing with the identified issue are noted and with weak link to the novel situation.
1	An appropriate issue of validity and an appropriate way of dealing with the identified issue are noted with no links to the novel situation OR an appropriate issue of validity is identified and linked to the novel situation.
0	The issue of validity and way of dealing with it are inaccurate OR the issue is not addressed.

- (d) Outline **one** advantage and **one** disadvantage of opportunity sampling in this research. **[3]**

Credit **could** be given for:

- Advantage e.g. it will be easier for the researcher to select a variety of ages from their friends and family.
- Disadvantage e.g. sample unlikely to be unrepresentative of the sleeping habits of the general population.
- Other appropriate advantage and disadvantage.

Marks	AO3
3	An appropriate advantage and disadvantage are noted, both are linked to the novel situation.
2	An appropriate advantage and disadvantage are noted; there is some link to the novel situation OR an appropriate advantage or disadvantage are noted but only one of these is linked to the novel situation.
1	An appropriate advantage and disadvantage are noted; there is no link to the novel situation OR an appropriate advantage or disadvantage is noted with some link to the novel situation.
0	An appropriate advantage or disadvantage is noted but there is no link to the novel situation OR the issue is not addressed.

- (e) Discuss **one** ethical issue that might arise in this research. **[3]**

Credit **could** be given for:

- Confidentiality e.g. participants may not want others to know their age or sleeping habits.
- Other appropriate ethical issue.

Marks	AO3
3	An appropriate ethical issue is thoroughly discussed and is closely linked to the novel situation.
2	An appropriate ethical issue is reasonably discussed with a weak link to the novel situation.
1	An appropriate ethical issue is discussed but no link to the novel situation OR an appropriate and linked ethical issue is discussed but not overtly identified.
0	An ethical issue is not discussed.

- (f) State **one** conclusion that can be drawn from the scattergraph in this research. **[3]**

Credit **could** be given for:

- Example - there appears to be a negative relationship between age (years) and the number of hours slept.
- Other appropriate conclusion.

Marks	AO3
3	An appropriate and accurate conclusion has been stated fully and clearly with a link to the novel situation.
2	An appropriate and accurate conclusion has been stated with a weak link to the novel situation OR candidate has drawn an inferential conclusion from the descriptive data which has been clearly linked to the novel situation.
1	An appropriate and accurate conclusion has been stated but there is no link to the novel situation.
0	An inappropriate or inaccurate conclusion has been stated OR the issue is not addressed.

SECTION A

Q.1 A correlation was carried out to see if there is a relationship between psychological distress and incidence of coronary heart disease (CHD). Using systematic sampling, 100 government workers were selected as participants. Psychological distress scores were measured at the beginning of the research using a government health questionnaire. Incidents of CHD were recorded over the next seven years. These scores were correlated and a correlation coefficient of +0.78 was found.

(a) (i) Define what is meant by the term 'correlation'. [2]

- A research method that looks for a relationship/association between two variables.
- Any other relevant definition.

Marks	AO1
2	Clear and detailed definition.
1	Basic definition.
0	No relevant definition.

(ii) Explain **one** advantage and **one** disadvantage of using a correlation. [4]

Advantage

- Can be used when the topic to be studied cannot be examined directly.
- Possible to obtain large amounts of data more rapidly than experimental methods.
- Correlation research can produce reasonable information about causal relationships.
- Any other relevant advantage.

Disadvantage

- Cannot show cause or effect. (1 mark)
- No control over confounding variables, a third variable may account for any relationship found.
- Any other relevant disadvantage.

Marks	AO2
4	One clear advantage and one clear disadvantage identified and both explained in detail.
2-3	One advantage and one disadvantage only partially explained OR only one advantage/disadvantage identified and explained in detail.
1	Only one advantage OR one disadvantage identified.
0	No relevant information.

- (b) (i) What is meant by 'correlation coefficient of +0.78' in this study? [2]

Marks	AO3
2	Detailed explanation given, e.g. a positive and strong correlation was found.
1	Explanation is limited in detail, e.g. either stating it is positive or strong.
0	No relevant information.

- (ii) Write an appropriate null hypothesis for this study. [2]

- There is no relationship between psychological distress scores and levels of CHD.
- Any other appropriate hypothesis.

Marks	AO3
2	Appropriate null hypothesis written.
1	Hypothesis is muddled.
0	No relevant information.

- (c) Define what is meant by the term 'co-variables'. [2]

Marks	AO1
2	Clear and detailed definition given, e.g. two or more quantities that vary with each other.
1	Basic definition, e.g. quantities that may show a relationship.
0	No relevant definition.

- (d) Identify a statistical test that could be used to analyse the data in the above study and explain one reason why this test could be chosen. [2]

Marks	AO3
2	Appropriate test identified and explained, e.g. Spearman's rank order correlation coefficient because it is looking at a relationship between variables.
1	Appropriate test identified only.
0	No relevant information.

- (e) (i) Describe the term 'quantitative data'. [2]
- Data that is numerical and is concerned with quantity.
 - Data that is generated by methods such as laboratory experiments and questionnaires.
 - Any other relevant definition.

Marks	AO1
2	Clear and detailed definition given.
1	Basic definition.
0	No relevant information.

- (ii) Explain **one** advantage of quantitative data. [2]
- Data is easier to analyse so patterns can be identified.
 - Inferential statistics can be used to show if the results are significant or not to prove/disprove hypothesis.
 - Can produce precise data that can be replicated.
 - Any other relevant advantage.

Marks	AO2
2	Clear advantage identified and explained in detail.
1	Advantage only partially explained or only advantage identified.
0	No relevant information.

- (iii) Explain **one** disadvantage of quantitative data. [2]
- Data may be narrow and superficial.
 - May generate large amounts of data which is time-consuming to analyse.
 - Any other relevant disadvantage.

Marks	AO2
2	Clear disadvantage identified and explained in detail.
1	Disdvantage only partially explained or only disadvantage identified.
0	No relevant information.

- (f) (i) Define what is meant by the term 'reliability'. [2]
- For the same study to be carried out and consistent results produced.
 - Use of consistent measuring tools.
 - Any other relevant definition.

Marks	AO1
2	Clear and detailed definition given.
1	Basic definition.
0	No relevant definition.

(ii) Define what is meant by the term 'validity'. [2]

- The findings are accurate and the effects are caused by the IV.
- The study is measuring what it intends to measure.
- True to life.
- Any other relevant definition.

Marks	AO1
2	Clear and detailed definition given.
1	Basic definition.
0	No relevant definition.

(g) Explain how concurrent validity could be used to ensure validity in research. [2]

- Concurrent validity confirms the distress measurement by comparing it with a test of distress that has known validity.
- Any other relevant explanation.

Marks	AO2
2	Clear explanation of how concurrent validity ensures validity.
1	Partial explanation of how concurrent validity ensures validity.
0	No relevant explanation.

TOTAL 26

SECTION B

Q.2 Research has found that negative thoughts cause depression. A questionnaire was designed in order to measure negative thoughts which could be used as a predictor of depression. The questionnaire was given to forty university students in the university canteen at 9am on a Monday. The questionnaire contained ten negative statements. The participants were told to read each statement and then rate on a three-point scale how the statements made them feel.

E.g. Your best friend is having a party but has not invited you. How do you feel?

0	1	2
No effect	Sad	Very sad

(a) Explain **one** advantage and **one** disadvantage of using a questionnaire. **[4]**

Advantage

- Can collect a large amount of data relatively quickly and cheaply.
- Can be distributed to a wide sample of participants.
- Any other relevant advantage.

Disadvantage

- Leading questions or unclear questions can affect validity.
- Social desirability bias.
- Confidentiality may be an issue with sensitive issues.
- Any other relevant disadvantage.

Marks	AO2
4	One clear advantage and one clear disadvantage identified and explained in detail.
2-3	One advantage and one disadvantage only partially explained OR only one advantage/disadvantage identified and explained in detail.
1	Only one advantage OR one disadvantage identified.
0	No relevant information.

- (b) Identify and explain how one confounding variable may have affected the above study. [2]

- Personality of participant may result in unwillingness to share personal health issues, therefore reducing validity of the study.
- Day of week – as it is a Monday morning, they may feel worse at having to return to college, so not a reliable measure of their overall mood.
- Time of day.
- Specific room used.
- Temperature.
- Any other relevant variable.

Marks	AO3
2	One confounding variable identified and explained in context.
1	One confounding variable identified only.
0	No relevant information.

- (c) (i) Define what is meant by the term 'random sample'. [2]

- Everyone in the target group has an equal chance of being selected.
- Any other relevant definition.

Marks	AO1
2	Clear and detailed definition given.
1	Basic definition.
0	No relevant information.

- (ii) Explain **two** disadvantages of using a random sample to select participants in research. [4]

- Not representative of target population.
- Time consuming.
- Reluctant to participate.
- Any other relevant disadvantage.

Marks	AO2
4	Two clear disadvantages identified and explained in detail.
2-3	Two disadvantages only partially explained OR only two disadvantages identified OR only one disadvantage identified and explained in detail.
1	Only one disadvantage identified.
0	No relevant information.

(d) What is meant by the term 'lack of confidentiality' in psychological research? [2]

- An ethical issue.
- Failure to protect identity.
- Failure to protect data.
- Any other relevant explanation.

Marks	AO1
2	Issue fully described.
1	Issue partially described.
0	No relevant definition.

(e) The research from this study led to a laboratory experiment to test the hypothesis: the time of day affects negative thoughts. The researcher used an independent groups design.

(i) Define what is meant by the term 'laboratory experiment'. [2]

- A study that takes place within a controlled environment.
- A study that takes place within an artificial setting.
- Any other relevant definition.

Marks	AO1
2	Clear and detailed definition given.
1	Basic definition.
0	No relevant information.

(ii) Define what is meant by the term 'independent groups design'. [2]

- Research where participants take part in one condition only.
- research that uses two or more groups in different conditions.
- Any other relevant definition.

Marks	AO1
2	Clear and detailed definition given.
1	Basic definition.
0	No relevant definition.

(iii) State an appropriate directional hypothesis for the laboratory experiment described in (e). [2]

- More/less negative thoughts are experienced in the morning.
- More/less negative thoughts are experienced in the afternoon.
- Any other appropriate hypothesis.

Marks	AO3
2	Appropriate directional hypothesis stated.
1	Directional hypothesis given but IV or DV missing / basic or muddled statement.
0	No relevant hypothesis.

- (f) (i) Define what is meant by the term 'ordinal level data'. [2]

Marks	AO1
2	Clear and detailed definition, e.g. this is data that relates to variable and the data can be placed in ascending or descending rank order.
1	Basic definition, e.g. data that can be ranked in order.
0	No relevant definition.

- (ii) Explain **one** advantage of ordinal level data. [2]

- Easier/quick to analyse.
- Meaningfully compares scores with each other.
- Any other relevant advantage.

Marks	AO2
2	One advantage clearly explained.
1	Advantage only partially explained.
0	No relevant advantage.

TOTAL 24

SECTION C

Q.3 Consider ethical issues in the use of human participants in research in psychology.

[15]

Credit **could** be given for:

- Discussion of BPS guidelines.
 - Strengths of guidelines, e.g. increase in participant welfare.
 - Limitations of guidelines, e.g. 'loopholes', in deception/consent guidance;
 - not all psychologist BPS members;
 - not legally binding.
- Key ethical issues, e.g. deception, protection from harm, anonymity, confidentiality.
- Discussion of ethical issues and their impact on the participants and the results of research, e.g.
 - Milgram's use of deception to increase validity;
 - Zimbardo's failure to release participants on request.
- The use of unaware participants, e.g. Pilavin, Rodin and Piliavin (1969) and Langer & Rodin (1976).
- Intervention studies and the ethical issues they produce, e.g. Klein (1991) and Leyens *et al* (1975).
- Any other relevant material.

Marks	AO2
12-15	Discussion is appropriate and well detailed. Material is used in an effective manner (evidence of coherent elaboration) and is thorough. Depth and range of knowledge is displayed, though not necessarily in equal measure. Specialist terms are used throughout.
8-11	Discussion is reasonably appropriate but less detailed. Material is used in an effective manner. Depth or range of knowledge is displayed. Some specialist terms.
4-7	Discussion is basic; material is used in a relevant manner but is limited. Few specialist terms.
1-3	Discussion is superficial; material is muddled and/or incoherent. Specialist terms are either absent or incorrect.
0	No relevant knowledge or understanding of relevant material is demonstrated.

Q.4 Explain ethical issues arising from **two** applications of psychology in the real world. **[15]**

Credit **could** be given for:

- Use of conditioning theories in advertising.
- Use of subliminal techniques in advertising.
- Use of psychological techniques in interrogation and treatment of prisoners of war (propaganda).
- Persuasive commercials.
- Use of hypnosis as psychotherapy.
- Use of psychological knowledge in recruitment (e.g. aptitude testing)
- Any other relevant application.

Marks	AO3
12-15	Discussion is appropriate and well detailed. Material is used in an effective manner (evidence of coherent elaboration) and is thorough. Depth and range of knowledge is displayed, though not necessarily in equal measure. Specialist terms are used throughout. Max if only one application.
8-11	Discussion is reasonably appropriate but less detailed. Material is used in an effective manner. Depth or range of knowledge is displayed. Some specialist terms.
4-7	Discussion is basic; material is used in a relevant manner but is limited. Few specialist terms.
1-3	Discussion is superficial; material is muddled and/or incoherent. Specialist terms are either absent or are incorrect.
0	No relevant knowledge or understanding of relevant material is demonstrated.

Q.5 Discuss the disadvantages of the use of the scientific method in psychology. **[15]**

Credit **could** be given for:

- Problems regarding human behaviour as quantifiable.
- Problems with the nature of scientific methods.
- Issues of ecological (external) validity.
- Issues of researcher and participant effects, e.g. bias and demand characteristics.
- Any other relevant disadvantages.

Marks	AO3
12-15	Discussion is appropriate and well detailed. Material is used in an effective manner (evidence of coherent elaboration) and is thorough. Depth and range of knowledge is displayed, though not necessarily in equal measure. Specialist terms are used throughout.
8-11	Discussion is reasonably appropriate but less detailed. Material is used in an effective manner. Depth or range of knowledge is displayed. Some specialist terms.
4-7	Discussion is basic; material is used in a relevant manner but is limited. Few specialist terms.
1-3	Discussion is superficial; material is muddled and/or coherent. Specialist terms are either absent or are incorrect.
0	No relevant knowledge or understanding of relevant material is demonstrated.

PY4

SECTION A

Q.1 (a) Describe what is meant by an 'environmental influence on behaviour' **[3]**

Credit **could** be given for:

- External factors that cause change in development and subsequent behaviour (e.g. social and cultural norms).
- Other suitable definition.

Marks	AO1
3	A full and accurate description is given with clear reference to psychology.
2	A full and accurate description is given but no clear reference to psychology OR basic description with some reference to psychology.
1	A basic and limited description is given.
0	No relevant description.

- (b) Discuss the balance of genetic and environmental influences on human behaviour. [22]

Credit **could** be given for:

- Interaction between genetic and environmental influences (e.g. diathesis-stress theory, parenting and temperament, nutrition and behaviour).
- Critical analysis of research.
- Any other relevant material.

Marks	AO2
6 - 7	Evaluation is relevant, clearly structured and thorough. There is evidence of coherent elaboration in the material presented.
4 - 5	Evaluation is relevant, structured and shows some coherence in the material presented. Depth or range of evaluation is displayed.
2 - 3	Evaluation shows some relevance but is basic and limited in detail.
1	Some very limited, relevant, evaluation is present.
0	No relevant evaluation.

Credit **could** be given for:

- Discussion of principal genetic influences (e.g. evolutionary, proximal influences on disorder, intelligence).
- Discussion of principal environmental influences (e.g. culture, peers, parents).
- Any other relevant material.

Marks	AO3
12 - 15	Evidence is clearly interpreted and analysed. Conflicting arguments are presented in a structured manner that accurately addresses the question and reaches a reasoned conclusion. Range and depth of evidence are displayed though not in equal measure.
8 - 11	Evidence is interpreted and analysed. Conflicting arguments are presented effectively and address the question. There are limitations in either the range or depth of evidence presented or in the structure of the argument or in the overall conclusion. Some appropriate terms are used.
4 - 7	Evidence is basic. The material is used in a relevant manner to address the question but the structure of the answer and the conclusion are limited. Few appropriate terms are identifiable.
1 - 3	There is little evidence relating to the question. The answer is confused and/or severely limited in scope. Appropriate terms are either not used or are used incorrectly.
0	No material relevant to the question.

Q.2 (a) Describe what is meant by the term 'free will' in psychology. **[3]**

Credit **could** be given for:

- Conscious thought leads to self-directed behaviour free of any cultural or biological constraints.
- Any other relevant definition.

Marks	AO1
3	A full and accurate description is given with clear reference to psychology.
2	A full and accurate description is given but no clear reference to psychology OR basic description with some reference to psychology.
1	A basic and limited description is given.
0	No relevant description.

- (b) Discuss the question of free will and determinism in human behaviour [22]

Credit **could** be given for:

- Difficulties in measuring free will and determinism.
- Critical analysis of research.
- Implications for therapeutic intervention.
- Any other relevant material.

Marks	AO2
6 - 7	Evaluation is relevant, clearly structured and thorough. There is evidence of coherent elaboration in the material presented. Depth and range of evaluation are displayed though not necessarily in equal measure.
4 - 5	Evaluation is relevant, structured and shows some coherence in the material presented. Depth or range of evaluation is displayed.
2 - 3	Evaluation shows some relevance but is basic and limited in detail.
1	Some very limited, relevant, evaluation is present.
0	No relevant evaluation.

Credit **could** be given for:

- Research questioning brain functioning and free will (e.g. Libet 2000).
- Behavioural approach and relevant findings (e.g. instrumental conditioning).
- Psychodynamic approach and relevant research findings (e.g. fixations).
- Humanistic approach (e.g. self-actualisation).
- Cognitive approach.
- Any other relevant material.

Marks	AO3
12 - 15	Evidence is clearly interpreted and analysed. Arguments are presented in a structured manner that accurately addresses the question and reaches a reasoned conclusion. Depth and range of evidence are displayed
8 - 11	Evidence is interpreted and analysed. Conflicting arguments are presented effectively and address the question. There are limitations in either the range or depth of evidence presented or in the structure of the argument or in the overall conclusion. Some appropriate terms are used.
4 - 7	Evidence is basic. The material is used in a relevant manner to address the question but the structure of the answer and the conclusion are limited. Few appropriate terms are identifiable.
1 - 3	There is little evidence relating to the question. The answer is confused and/or severely limited in scope. Appropriate terms are either not used or are used incorrectly.
0	No material relevant to the question.

Q.3 Describe and evaluate the multi-store model of memory.

[25]

Credit **could** be given for:

- Historical context of theory (e.g. information theory).
- Structure and processes of the multi-store model (e.g. STM, LTM, rehearsal).
- Any other relevant material.

Marks	AO1
8 - 10	Knowledge and understanding of evidence is accurate and well detailed. Depth and range of knowledge are displayed though not necessarily in equal measure. The use of language including grammar punctuation and spelling is relevant, well structured, coherent and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. The use of language including grammar, punctuation and spelling is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate, but basic in detail. The use of language may show some inaccuracies in grammar, punctuation and spelling.
1 - 3	Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.
0	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- Evidence for multi-store model (e.g. empirically-based research and case studies)
- Evidence against multi-store model (e.g. levels of processing, working memory)
- Critical examination of empirical evidence for and against multi-store model of memory
- Any other relevant material

Marks	AO2
12 -15	Evaluation is relevant, clearly structured and thorough. There is evidence of coherent elaboration in the material presented. Depth and range of evaluation are displayed though not necessarily in equal measure.
8 - 11	Evaluation is relevant, structured and shows some coherence in the material presented. Depth or range of evaluation is displayed.
4 - 7	Evaluation shows some relevance but is basic and limited in detail.
1 - 3	Some very limited, relevant, evaluation is present.
0	No relevant evaluation.

Q.4 Describe and evaluate cultural variations in relationships.

[25]

Credit **could** be given for:

- Intra-cultural variations (e.g. differences and similarities between heterosexual and homosexual, sub-cultural differences).
- Inter-cultural variations (e.g. different basis for life partnership, non-romantic marriages, sexual relationships between adults and juveniles, proscribed or banned relationships).
- Any other relevant material.

Marks	AO1
8 - 10	Knowledge and understanding of evidence is accurate and well detailed. Depth and range of knowledge are displayed though not necessarily in equal measure. The use of language including grammar punctuation and spelling is relevant, well structured, coherent and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. The use of language including grammar, punctuation and spelling is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate, but basic in detail. The use of language may show some inaccuracies in grammar, punctuation and spelling.
1 - 3	Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.
0	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- Evidence relating to specific explanations.
- Discussion of universality and relativity in relationships.
- Explanations for lack of research into specific areas of relationships.
- Biases in and blocks to research (e.g. ethnocentrism, theocratic oppression).
- Any other relevant material.

Marks	AO2
12 - 15	Evaluation is relevant, clearly structured and thorough. There is evidence of coherent elaboration in the material presented. Depth and range of evaluation is displayed though not necessarily in equal measure.
8 - 11	Evaluation is relevant, structured and shows some coherence in the material presented. Depth or range of evaluation is displayed.
4 - 7	Evaluation shows some relevance but is basic and limited in detail.
1 - 3	Some very limited, relevant, evaluation is present.
0	No relevant evaluation.

Q.5 Describe and evaluate theories of the nature of intelligence.

[25]

Credit **could** be given for:

- Definitions of 'intelligence'.
- Historical development of concept.
- Single factor theories (e.g. 'g', 's').
- Multifactoral theories (e.g. Sternberg, Gardner).
- Different types of intelligence (e.g. 'emotional').
- Any other relevant material.

Marks	AO1
8 - 10	Knowledge and understanding of evidence is accurate and well detailed. Depth and range of knowledge are displayed though not necessarily in equal measure. The use of language including grammar punctuation and spelling is relevant, well structured, coherent and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. The use of language including grammar, punctuation and spelling is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate, but basic in detail. The use of language may show some inaccuracies in grammar, punctuation and spelling.
1 - 3	Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.
0	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- Problems with definition of intelligence (e.g. context-specific, racism).
- Problems with methodology (e.g. twin studies).
- Critical research into single factor theories.
- Modern issues (e.g. life span, nutrition and development).
- Any other relevant material.

Marks	AO2
12 - 15	Evaluation is relevant, clearly structured and thorough. There is evidence of coherent elaboration in the material presented. Depth and range of evaluation is displayed though not necessarily in equal measure.
8 - 11	Evaluation is relevant, structured and shows some coherence in material presented. Depth or range of evaluation is displayed.
4 - 7	Evaluation shows some relevance but is basic and limited in detail.
1 - 3	Some very limited, relevant, evaluation is present.
0	No relevant evaluation

Q.6 Describe and evaluate the effects of events during late adulthood.

[25]

Credit **could** be given for:

- Stage theories (e.g. Erikson, Levinson).
- Role changes in late adulthood (e.g. retirement, social disengagement).
- Psychophysical developments (e.g. reactions to decline of physical abilities, intellectual decline).
- Identity adjustment (e.g. re-engagement, loss of sexuality, spirituality).
- Bereavement and death (e.g. Murray-Parkes).
- Any other relevant material.

Marks	AO1
8 - 10	Knowledge and understanding of evidence is accurate and well detailed. Depth and range of knowledge are displayed though not necessarily in equal measure. The use of language including grammar punctuation and spelling is relevant, well structured, coherent and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. The use of language including grammar, punctuation and spelling is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate, but basic in detail. The use of language may show inaccuracies in grammar, punctuation and spelling.
1-3	Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.
0	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- Criticism of stage theories (e.g. difficulty re falsification).
- Research evidence relating to changes and developments.
- Large cultural differences (time, place, subculture).
- Persistence of stereotypes despite research evidence .
- Any other relevant material.

Marks	AO2
12 -15	Evaluation is relevant, clearly structured and thorough. There is evidence of coherent elaboration in the material presented. Depth and range of evaluation is displayed though not necessarily in equal measure.
8 - 11	Evaluation is relevant, structured and shows some coherence in the material presented. Depth and range of evaluation is displayed.
4 - 7	Evaluation shows some relevance but is basic and limited in detail.
1 - 3	Some very limited, relevant, evaluation is present.
0	No relevant evaluation.

Q.7 Discuss the nature of dreams.

[25]

Credit **could** be given for:

- Nature of phenomenon (e.g. REM sleep, real time dreaming).
- Biological theories (e.g. reverse-learning, activation-synthesis).
- Psychological theories (e.g. integration of information into LTM, Freudian theory).
- Any other relevant material.

Marks	AO1
8 - 10	Knowledge and understanding of evidence is accurate and well detailed. Depth and range of knowledge are displayed though not necessarily in equal measure. The use of language including grammar punctuation and spelling is relevant, well structured, coherent and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. The use of language including grammar, punctuation and spelling is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate, but basic in detail. The use of language may show some inaccuracies in grammar, punctuation and spelling.
1-3	Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.
0	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- Methodological problems (e.g. low ecological validity of lab studies measurement of subjective content).
- Critical research relating to biological/psychological theories.
- Evidence from animal research.
- Criticism of concept (e.g. dreams as epiphenomena).
- Any other relevant material.

Marks	AO2
12 -15	Evaluation is relevant, clearly structured and thorough. There is evidence of coherent elaboration in the material presented. Depth and range of evaluation is displayed though not necessarily in equal measure.
8 - 11	Evaluation is relevant, structured and shows some coherence in the material presented. Depth or range of evaluation displayed.
4 - 7	Evaluation shows some relevance but is basic and limited in detail.
1 - 3	Some very limited, relevant, evaluation is present.
0	No relevant evaluation

Q.8 Discuss factors affecting health behaviour.**[25]**Credit **could** be given for:

- Personality type, age, social class.
- Rationality in decision-making.
- Attribution style.
- Reference to real life studies of health behaviour.
- Any other relevant material.

Marks	AO1
8 - 10	Knowledge and understanding of evidence is accurate and well detailed. Depth and range of knowledge are displayed though not necessarily in equal measure. The use of language including grammar punctuation and spelling is relevant, well structured, coherent and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. The use of language including grammar, punctuation and spelling is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate, but basic in detail. The use of language may show some inaccuracies in grammar, punctuation and spelling.
1-3	Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.
0	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- Changes in the concept of health and health behaviour.
- Cultural and class differences (e.g. relative affluence, meaning of concept in non-Western societies).
- Critical research relating to major factors (e.g. rationality in decision-making).
- Inadequacy of model-based research in dealing with complex behaviour.
- Any other relevant material.

Marks	AO2
12 -15	Evaluation is relevant, clearly structured and thorough. There is evidence of coherent elaboration in the material presented. Depth and range of evaluation is displayed though not necessarily in equal measure.
8 - 11	Evaluation is relevant, structured and shows some coherence in the material presented. Depth and range of evaluation is displayed.
4 - 7	Evaluation shows some relevance but is basic and limited in detail.
1 - 3	Some very limited, relevant, evaluation is present.
0	No relevant evaluation.

Q.9 Describe and evaluate cognitive developmental theories applied to education. **[25]**

Credit **could** be given for:

- Piaget's theories and concepts.
- Vygotsky's theories and concepts.
- Theories of infant cognition (e.g. Kagan, Bruner).
- Development of social awareness (e.g. Dunn).
- Any other relevant material.

Marks	AO1
8 - 10	Knowledge and understanding of evidence is accurate and well detailed. Depth and range of knowledge are displayed though not necessarily in equal measure. The use of language including grammar punctuation and spelling is relevant, well structured, coherent and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. The use of language including grammar, punctuation and spelling is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate, but basic in detail. The use of language may show some inaccuracies in grammar, punctuation and spelling.
1-3	Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.
0	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- Implications for education (e.g. nature of teaching).
- Methodological and substantial criticisms of Piagetian theory.
- Critical research relating to Piaget, Vygotsky, Bruner.
- Modern emphasis on the social context of abilities.
- Increased knowledge of the innate abilities of infants.
- Any other relevant material.

Marks	AO2
12 -15	Evaluation is relevant, clearly structured and thorough. There is evidence of coherent elaboration in the material presented. Depth and range of evaluation is displayed though not necessarily in equal measure.
8 - 11	Evaluation is relevant, structured and shows some coherence in the material presented. Depth and range of evaluation is displayed.
4 - 7	Evaluation shows some relevance but is basic and limited in detail.
1 - 3	Some very limited, relevant, evaluation present.
0	No relevant evaluation.

Q.10 Discuss the treatment and punishment of crime.

[25]

Credit **could** be given for:

- Historical developments in punishment and treatment (e.g. Lombroso's humane approach).
- Psychological aspects of punishment (e.g. Skinner).
- Psychological basis for treatments of offenders.
- Specific treatment for offenders (e.g. anger management, social skills training).
- Any other relevant material.

Marks	AO1
8 - 10	Knowledge and understanding of evidence is accurate and well detailed. Depth and range of knowledge are displayed though not necessarily in equal measure. The use of language including grammar punctuation and spelling is relevant, well structured, coherent and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. The use of language including grammar, punctuation and spelling is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate, but basic in detail. The use of language may show some inaccuracies in grammar, punctuation and spelling.
1-3	Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.
0	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- Criticism of the concept of punishment (e.g. Zimbardo and 'torture').
- Critical research relating to efficacy of treatments.
- Assumptions relating to the nature of criminality.
- Any other relevant material.

Marks	AO2
12 -15	Evaluation is relevant, clearly structured and thorough. There is evidence of coherent elaboration in the material presented. Depth and range of evaluation is displayed though not necessarily in equal measure
8 - 11	Evaluation is relevant, structured and shows some coherence in the materials presented. Depth and range of evaluation is displayed.
4 - 7	Evaluation shows some relevance but is basic and limited in detail.
1 - 3	Some very limited, relevant, evaluation is present.
0	No relevant evaluation.

Q.11 Describe and evaluate theories of aggression in sport.

[25]

Credit **could** be given for:

- Definitions of aggression in sport.
- Ethological explanations (e.g. Lorenz).
- Psychodynamic explanations (e.g. sublimation).
- Frustration-aggression hypothesis.
- Social learning approach (e.g. instrumental aggression).
- Any other relevant material.

Marks	AO1
8 - 10	Knowledge and understanding of evidence is accurate and well detailed. Depth and range of knowledge are displayed though not necessarily in equal measure. The use of language including grammar punctuation and spelling is relevant, well structured, coherent and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. The use of language including grammar, punctuation and spelling is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate, but basic in detail. The use of language may show some inaccuracies, including grammar, punctuation and spelling.
1-3	Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.
0	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- Problems of measurement in sports research (e.g. lack of internationally agreed standards for measurement of aggression).
- Critical research evidence relating to major theories.
- Problems with falsification (e.g. Freudian concepts).
- Status of anecdotal evidence in research.
- Centrality of social context (e.g. norms, rules, meaning of sport as an activity).
- Any other relevant material.

Marks	AO2
12 -15	Evaluation is relevant, clearly structured and thorough. There is evidence of coherent elaboration in the material presented. Depth and range of evaluation is displayed though not necessarily in equal measure.
8 - 11	Evaluation is relevant, structured and shows some coherence in the material presented. Depth or range of evaluation is displayed.
4 - 7	Evaluation shows some relevance but is basic and limited in detail.
1 - 3	Some very limited, relevant, evaluation is present.
0	No relevant evaluation.

Q.12 Discuss issues of bias in diagnostic systems

[25]

Credit **could** be given for:

- Types of diagnostic system (e.g. ICD, DSM, CCMD).
- Ideals of diagnostic systems (e.g. validity, reliability).
- Known cultural and gender differences recognised in diagnostic systems.
- Any other relevant material.

Marks	AO1
8 - 10	Knowledge and understanding of evidence is accurate and well detailed. Depth and range of knowledge are displayed though not necessarily in equal measure. The use of language including grammar punctuation and spelling is relevant, well structured, coherent and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. The use of language including grammar, punctuation and spelling is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate, but basic in detail. The use of language may show some inaccuracies in grammar, punctuation and spelling.
1-3	Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.
0	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- Questions of validity and reliability in diagnostic systems (e.g. Rosenhan).
- Psychiatry as a source of bias (e.g. medicalisation of misery).
- Gender, culture, ethnicity as factors in bias.
- Any other relevant material.

Marks	AO2
12 -15	Evaluation is relevant, clearly structured and thorough. There is evidence of coherent elaboration in the material presented. Depth and range of evaluation is displayed though not necessarily in equal measure.
8 - 11	Evaluation is relevant, structured and shows some coherence in the material presented. Depth or range of evaluation is displayed.
4 - 7	Evaluation shows some relevance but is basic and limited in detail.
1 - 3	Some very limited, relevant, evaluation is present.
0	No relevant evaluation.



WJEC
245 Western Avenue
Cardiff CF5 2YX
Tel No 029 2026 5000
Fax 029 2057 5994
E-mail: exams@wjec.co.uk
website: www.wjec.co.uk