



GCE MARKING SCHEME

**PSYCHOLOGY
AS/Advanced**

JANUARY 2012

INTRODUCTION

The marking schemes which follow were those used by WJEC for the January 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.

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PY1

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

Credit could be given for an outline of the following:

- Brain organisation (e.g. lobes, hemispheres)
- Brain chemistry (e.g. neurotransmitters)
- Hormones
- The CNS/ANS
- The role of genetics/evolution

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 briefly.
0	No relevant knowledge or understanding.

(b) Describe Selye's General Adaptation Syndrome. **[8]**

Credit could be given for a description of the following:

- Selye's investigative techniques with rats.
- Physiological changes occurring during the Alarm stage.
- Physiological changes occurring during the Resistance stage.
- Physiological changes occurring during the Exhaustion stage.

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, although not necessarily in equal measure. The use of language including grammar, punctuation and spelling will be 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 will be 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 behaviourist approach has been applied in either aversion therapy or systematic desensitization. **[12]**

Credit could be given for a description of the following:

- The aims/underlying assumptions of aversion therapy/systematic desensitization.
- Main features of aversion therapy/systematic desensitization.
- Role of the therapist in aversion therapy/systematic desensitization.
- Examples of the application of aversion therapy/systematic desensitization.
- Findings from identifiable research into the effectiveness of aversion therapy/systematic desensitization.
- Any other relevant material

Marks	AO1
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 will be 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. The use of language including grammar, punctuation and spelling will be accurate, logical and clear.
4-6	The therapy is described in basic detail; material is used in a relevant manner but is limited. Limited or no link is made with the approach. 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. Limited or 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 psychodynamic approach.

[6]

Credit could be given for a discussion of the following:

- Idiographic nature of the approach
- Emphasis on the importance of childhood experience/unconscious mind.
- Therapeutic applications.
- The impact the approach has had on psychology.
- Interactionist nature of the approach.
- Any other relevant material.

Marks	AO2
4-6	Two strengths are evaluated. They are clearly and thoroughly explained. <u>Or</u> 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 psychodynamic approach.

[6]

Credit could be given for a discussion of the following:

- The deterministic nature of the approach.
- Concepts are abstract and difficult to falsify (unscientific).
- Idiographic nature of the approach.
- Any other relevant material.

Marks	AO2
4-6	Two weaknesses are evaluated. They are clearly and thoroughly explained. <u>Or</u> one weakness is clearly and thoroughly explained and one lacks clarity and/or detail.
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 approach in terms of similarities and differences.

[12]

Credit could be given for a discussion of:

- 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 is displayed although 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	Analysis 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 cognitive approach.

[12]

Credit could be given for a discussion of the following:

- Use of introspection.
- Use of laboratory experimentation.
- Use of case studies, for example in memory research.
- Controlled, experimental nature of the approach.
- Issues of replicability.
- Issues of objectivity/falsifiability
- Issues of validity.

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

PY2

SECTION A

- Q.1** Summarise the aims **and** context of Bennett-Levy and Marteau's (1984) research '*Fear of Animals: what is prepared?*' [12]

Credit could be given for the following:

Aims such as:

- 'Human beings are 'biologically prepared' to fear certain stimulus configurations in animals, such as rapid/abrupt movement and discrepancies from the human form,
- If certain stimulus configurations in animals are meaningfully related to the distribution of ratings of fear and avoidance of these animals.
- Other relevant detail.

Context such as:

- Description of the diagnostic criteria of phobias.
- Evolutionary explanations regarding phobias.
- Description of relevant research such as Seligman (1971), Mineka (1980) and Marks (1969).
- Other relevant detail.

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 aims 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 Rosenhan's (1973) research '*On being Sane in Insane Places*'. [12]

Credit could be given for the following:

- Biographical data of the eight 'Pseudo-patients'.
- Description of admission procedure.
- Description of the post-admission actions of the pseudo-patients.
- Description of the follow-up research stated in the original article, i.e. challenge for staff to identify pseudo-patients.
- Other relevant details.

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 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:

In Experiment One

- Participants' estimated mph for the different verbs, including:
Smashed – 40.8 mph; Collided – 39.3 mph; Bumped – 38.1 mph;
Hit – 34.0 mph; Contacted – 31.8 mph.
- Loftus & Palmer concluded that '*These findings indicate that the form of a question (in this case, changes in a single word) can markedly and systematically affect a witness's answer to that question*'.

In Experiment Two

- The number of participants that reported seeing broken glass for each condition;
Smashed – 16; Hit – 7; Control – 6.
- Loftus & Palmer concluded that '*Leading questions (in this case a single word) can distort a witness's memory for an event and this seemingly small change had consequences for how questions are answered a week after the original event occurred*'.
- Other relevant details.

N.B. in order to attain a mark in the 10-12 mark band, candidates need to describe findings and conclusions from both Experiment One and Two.

Marks	AO1
10-12	Knowledge and understanding of findings and conclusions 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 findings and conclusions 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 findings and/or conclusions is appropriate but basic and limited in range OR knowledge and understanding of aim(s) 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.

SECTION B

Q.4 Evaluate the methodology of Gibson and Walk's (1960) research '*The Visual Cliff*'.

[12]

Credit could be given for the following:

- Methodological issues – laboratory-based, e.g. advantages such as ability to utilise the visual cliff apparatus easily; disadvantages such as problems establishing validity or interpreting the behaviour of infants.
- Validity issues (internal/external) e.g. does the visual cliff really measure depth perception?
- Reliability issues (internal/external) e.g. age of infants was inconsistent when completing the research.
- Ethical issues, e.g. distress demonstrated by some infants whilst on the cliff; depriving kittens of light for 28 days.
- Sampling issues, e.g. generalising from non-human animals to humans.
- Other methodological issues.

Marks	AO1
10-12	Evaluation of methodology is clearly structured, thorough and there is evidence of coherent elaboration. Depth and range is 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 Buss's (1989) research '*Sex differences in human mate preferences*'. **[12]**

Credit could be given for the following:

- Methodological issues – questionnaires, e.g. advantages easier/quicker to attempt large scale research than interviews; disadvantages such as social desirability bias.
- Validity issues (internal/external) e.g. use of scales to measure desirable characteristics in a mate.
- Reliability issues (internal/external) e.g. relating to the consistency of translation.
- Ethical issues, e.g. socially sensitive due to reinforcing double standard; few ethical issues.
- Sampling issues, e.g. the various techniques used in different samples: young, meanage.
- Other methodological issues.

Marks	AO1
10-12	Evaluation of methodology is clearly structured, thorough and there is evidence of coherent elaboration. Depth and range is 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 Asch's (1955) research '*Opinions and Social Pressure*'. [12]

Credit could be given for the following:

Assessment of research can be supportive or contradictory. Relevant issues and other alternative evidence might include discussions of the following:

- Explanations of conformity or independent behaviour.
- Gender bias – Neto (1995) investigated conformity using female psychology students in a Portuguese university. 59% conformed at least once and the participants reported considerable distress as a result of group pressure.
- Developments in the measurement of conformity – Sherif (1936) found that when using the autokinetic effect, groups of subjects tended to compromise, their judgements being influenced by the others in the groups, even though many of the participants denied this.
- Cultural bias – Bond & Smith (1996) conducted a meta-analysis of 133 conformity studies using an Asch-type line judgement task from 17 countries. They found that individualism-collectivism of the culture was found to be significantly related to conformity. Collectivist cultures (e.g. Africa & Asia) tended to show higher levels of conformity than individualist (e.g. Britain & United States of America) cultures.
- Historical bias – Perrin & Spencer (1980) carried out an exact replication of the original Asch experiment using engineering, mathematics and chemistry students from British Universities as participants. However, they found that in only 1 out of critical 396 trials did a naïve participant conform.
- Other relevant evidence.

Marks	AO1
10-12	Assessment is clearly structured and thorough with clear, overt reference to more than one piece of alternative evidence. Depth and range is displayed, though not necessarily in equal measure.
7-9	Assessment shows some coherence with clear reference to more than one piece alternative evidence. Depth or range is displayed.
4-6	Assessment is appropriate but limited; some reference to alternative evidence.
1-3	Assessment is superficial; reference to relevant evidence is muddled and/or incoherent.
0	No relevant assessment

SECTION C

- Q.7** A psychologist is conducting a field experiment to investigate if the presence of a police car causes motorists to slow down. The psychologist measures the speed of motorists using a hand-held speed camera. Using a systematic sample, the psychologist measures the speed of 20 motorists with a police car present, and another 20 without a police car present. The psychologist then calculated the range of speeds for both conditions.

	Range of speed in miles per hour
Police car present	8
Police car absent	17

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

Credit could be given for:

- Advantage, e.g. allows for greater validity and fewer demand characteristics because it takes place in a 'real world' situation, e.g. a road could not be replicated in a laboratory.
- Disadvantage, e.g. more difficult to establish control over confounding variables such as drivers' attention.
- Other appropriate advantage and 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 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.

- (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. road conditions when police car is present/absent.
- Way of dealing with issue, e.g. psychologist conducts research at similar times of day, weather conditions, .
- 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 clearly 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 some 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 links 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 of reliability 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. amount of traffic may affect speed.
- Way of dealing with issue, e.g. conduct research with same traffic conditions.
- Other appropriate issue of validity and way of dealing with it.

Marks	AO3
3	An appropriate issue of validity and an appropriate way of dealing with the identified issue are noted and clearly 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 some 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 of validity is not addressed.

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

Credit could be given for:

- Advantage, e.g. researcher's biases do not affect selection of motorists.
- Disadvantage, e.g. motorists selected may not be representative of all motorists driving on the road.
- Other appropriate advantage and 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 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 physical or psychological health during research as the car(s) on the side of the road may distract motorists and cause an accident.
- 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; some link to the novel situation.
1	An appropriate ethical issue is discussed; no links to the novel situation OR an appropriate ethical discussion which is linked to the novel situation but no ethical issue is clearly identified.
0	An inappropriate ethical issue is noted OR an ethical issue is not discussed.

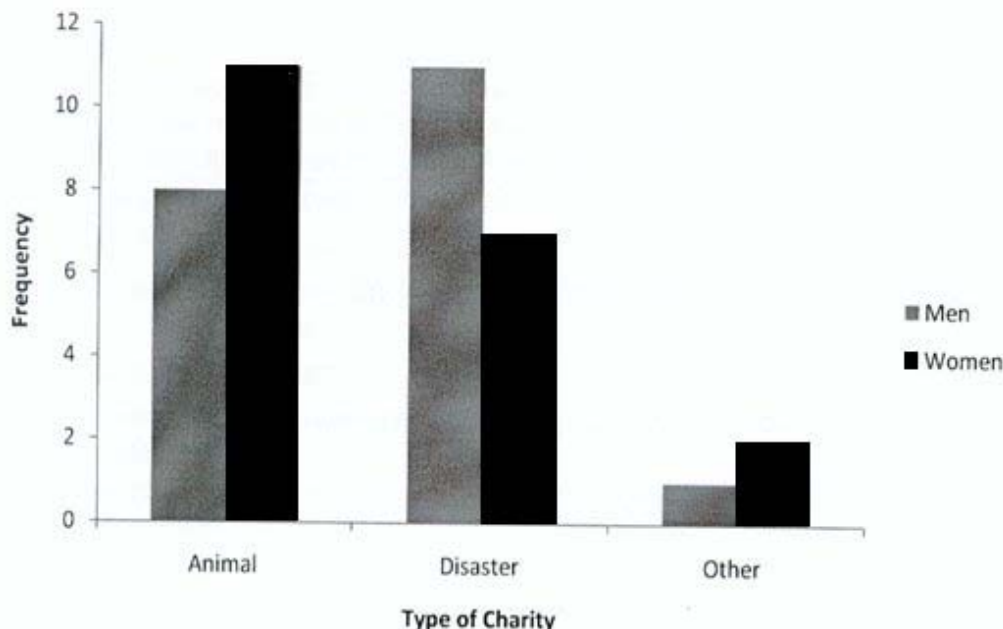
- (f) State **one** conclusion that can be drawn from the range values in this research. [3]

Credit could be given for:

- EXAMPLE – The range of speeds demonstrated by motorists when a police car is present (8 mph) was less than half that of the range of speeds demonstrated by motorists when the police car was absent (17 mph)
- Other appropriate conclusion.

Marks	AO3
3	An appropriate and accurate conclusion has been stated fully and clearly with links to the novel situation.
2	An appropriate and accurate conclusion has been stated with some 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.

Q.8 A team of psychologists conducted an investigation to see if there is a difference in the sort of charities to which women and men donate money. They randomly selected 20 women and 20 men from a workplace. They were asked to complete a questionnaire that listed various charities. One question asked them to name the charity to which they had most recently given money. The psychologists then categorised the various charities and recorded their results on a bar chart.



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

Credit could be given for:

- Advantage, e.g. allows psychologists to ask several participants about their charitable donations quickly and confidentially.
- Disadvantage, e.g. social desirability bias such as participants may not tell the truth regarding their charitable donations.
- Other appropriate advantage and 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 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 inappropriate 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:

- Issues of reliability, e.g. whether the researchers are consistent in their categorisation of charities.
- Way of dealing with issue, e.g. one psychologist assesses all charity questionnaires or make sure the psychologists are standardised before assessing charity questionnaires.
- Other appropriate issue of reliability and ways 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 clearly 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 some 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 links 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 of reliability 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. participants may not tell the truth about charitable donations.
- Way of dealing with issue, e.g. ask participants to keep a diary of charitable donations for a certain period of time.
- Other appropriate issue of validity and way of dealing with it.

Marks	AO3
3	An appropriate issue of validity and an appropriate way of dealing with the identified issue are noted and clearly 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 some 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 of validity is not addressed.

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

Credit could be given for:

- Advantage, e.g. everyone in the workplace has an equal chance of being selected to answer the charitable donation questionnaire.
- Disadvantage, e.g. sample selected to answer the charitable donation questionnaire may not donate money to charity.
- Other appropriate advantage and 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 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 the participant's privacy – participants may feel embarrassed regarding their charitable donation history.
- 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; some link to the novel situation.
1	An appropriate ethical issue is discussed; no links to the novel situation OR an appropriate ethical discussion which is linked to the novel situation but no ethical issue is clearly identified.
0	An ethical issue is not discussed.

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

Credit could be given for:

- EXAMPLE – When asked about their most recent charitable donation, more men donated money to a 'disaster charity', whereas more women donated money to an 'animal charity'.
- Other appropriate conclusion.

Marks	AO3
3	An appropriate and accurate conclusion has been stated fully and clearly with links to the novel situation.
2	An appropriate and accurate conclusion has been stated with some 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.

PY3

SECTION A

Q.1 Students attending a university wanted to study whether people will stop to help if they see someone visibly upset. Their hypothesis was: "the age of the upset person affects helping behaviour." The students carried out a field experiment to test this hypothesis. A young man, a young woman, an old man and an old woman acted as confederates. Each of the confederates stood in the local square and acted in an upset manner. This included crying, shaking their head and holding their head in their hands. The study took place over four consecutive Saturdays at ten am each time using a different confederate.

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

Marks	AO1
2	Clear and detailed definition, e.g. an experiment that takes place in a natural setting and a key variable is manipulated so that its effect can be measured.
1	Basic definition, e.g. an experiment that takes place in a natural setting.
0	No relevant information.

(ii) Explain one advantage and one disadvantage of a field experiment. **[4]**

Advantage

- Casual relationships can be established by manipulating the key variable and measuring its effects.
- Less artificial than laboratory experiments.
- Any other relevant advantage.

Disadvantage

- Less control of extraneous/confounding variables more likely in a natural environment.
- Ethical issues e.g. participants didn't agree to take part; might experience distress; can not be debriefed.
- 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) (i) Define what is meant by the term 'hypothesis' . [2]

Marks	AO1
2	Clear and detailed definition, e.g. a testable statement that a piece of research attempts to prove or disprove.
1	Basic definition, e.g. a testable statement.
0	No relevant information.

- (ii) Identify the independent variable (IV) in the above study. [1]

Marks	AO2
1	IV accurately identified, i.e. age of upset person
0	No relevant information

- (iii) Identify the dependent variable (DV) in the above study. [1]

Marks	AO2
1	DV accurately identified, i.e. helping behaviour
0	No relevant information.

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

- Defining variables in a form that can be easily measured.
- Precise definition of a variable.
- Any other relevant definition.

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

- (d) Name and explain one sampling method that could have been used in the above study. [2]

- Systematic - choosing every nth person.
- Opportunity - selecting who is available at the time.
- Any other relevant sampling method.

Marks	AO3
2	Named and clear explanation given. Must be in context.
1	Basic explanation only or name only.
0	No relevant information.

(e) Define what is meant by the term 'reliability'. [2]

- A study is carried out and produces consistent results.
- Consistency of the measuring tool.
- Any other relevant definition.

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

(f) Explain what is meant by inter-rater reliability. [2]

- Two or more researchers collect data in a consistent manner e.g. using a coding system.
- Any other relevant explanation.

Marks	AO2
2	Clear and detailed explanation given.
1	Basic explanation.
0	No relevant information

(g) 'Informed consent' and 'protection from harm' are important ethical issues. Describe what is meant by 'informed consent' and 'protection from harm'. [4]

- Informed consent means informing the participants /or participants' parents about the full purpose of specific research, being informed of participants rights and getting theirs (or parents) consent to take part.
- Physical / psychological harm could include excessive anxiety or stress. The participants should leave the study in the same state that they entered it.
- Any other relevant description.

Marks	AO1
3 - 4	Two ethical issues are fully described or one is fully described and one is partially described.
1 - 2	One fully described or two partially described or one partially described.
0	No relevant information.

- (h) A Chi squared test was used to analyse the data. Give two reasons why this test would be used. [2]

Marks	A03
2	Clear detailed explanation given, e.g. the data gained is independent and its level of measurement is nominal.
1	Explanation is limited in detail e.g. level of measurement given.
0	No relevant information.

SECTION B

Q.2 Workers in an office were interviewed by their managers who were trying to improve working relationships between managers and workers in order to improve work levels. The managers wanted to see whether types of personality could cause difficulties in working relationships. The interview comprised of ten questions which included open and closed questions. All staff were asked the same questions in the same order. An example of each type of question is given below.

2. Do you like working here?	Yes /No
10. How do you think relations between staff and management might be improved?	----- ----- -----

(a) (i) Explain one disadvantage of using 'closed questions'. **[2]**

- Brief one word answers given us little insight into a person's true feelings.
- Answers can be affected by social desirability bias.
- Any other relevant point.

Marks	AO2
2	Clear disadvantage explained in detail.
1	Disadvantage only partially explained.
0	No relevant information.

(ii) Explain one advantage of using 'open questions'. **[2]**

- Can give detailed information - 'qualitative data' - with fewer constraints on answers.
- Any other relevant point.

Marks	AO2
2	Clear disadvantage explained in detail.
1	Disadvantage only partially explained.
0	No relevant information.

(b) (i) Define what is meant by the term 'validity'. **[2]**

- The findings are accurate and the effects are caused by the I.V.
- The study is measuring what it intends to measure.
- True to life.
- Any other relevant point.
- Population validity acceptable.

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

- (ii) Explain one factor that could effect the validity of the answer given to the first question (*question 2*) in the interview above. [2]

Marks	AO3
2	Clear and detailed explanation, e.g. interviewee forced to choose between limited options; answer given may not represent truth and is an effort of social desirability bias or interviewer's effect.
1	Basic or partial explanation, e.g. answer given is affected by social desirability bias.
0	No relevant information.

- (c) The workers are interviewed by their managers. Explain one way in which this may influence the answers given. [2]

- Participant may react to behaviour (very formal not smiling) or appearance of interviewer and not answer truthfully.
- Any relevant point.

Marks	AO3
2	Clear and detailed explanation.
1	Basic or partial explanation.
0	No relevant information.

- (d) (i) Qualitative data can be analysed by using content analysis. Describe what is meant by 'content analysis'. [2]

Marks	AO1
2	Clear and detailed description. e.g. analysis of material to see what categories or themes emerge.
1	Basic description. e.g. analysing qualitative data (written).
0	No relevant information.

- (ii) Explain one advantage of using content analysis. [2]

- Can be used to reduce qualitative data into a more quantitative form.
- Can identify trend and patterns in behaviour.
- Any other relevant point.

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 using content analysis. [2]

- Qualitative data hard to analyse scientifically.
- Possibility of researcher bias.
- Time consuming.
- Any other relevant point.

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

(e) Suggest one reason why questions are asked in the same order in interviews. [2]

- To allow for easy comparison of answers from different participants.
- To improve reliability
- Any other relevant point.

Marks	AO2
2	Clear and detailed explanation given.
1	Explanation is limited in detail.
0	No relevant information.

(f) Identify and explain how one confounding variable may have affected this study. [2]

- Time of day.
- Characteristics/mood of the interviewee and the interviewer.
- Any other relevant variable.

Marks	AO3
2	Confounding variable identified and effect on study explained. Must be in context.
1	An appropriate confounding variable is identified but the effect not explained .
0	No relevant information.

(g) Describe what is meant in psychological research by:

(i) 'deception'; **[2]**

- Deception means misleading or with-holding information from participants.
- Any other relevant description

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

(ii) 'confidentiality'. **[2]**

- Confidentiality means keeping all information private, e.g.names of participants and their results.
- Any other relevant description

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

(h) Explain one advantage of collecting quantitative data in an interview. **[2]**

- Data is easier to analyse so patterns can be identified.
- Inferential statistics can be used to show if results are significant or not - prove/disprove hypothesis.
- Any other relevant point.

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

Total 26

SECTION C

Q.3 Explain the advantages of the use of the scientific method in psychology. **[15]**

Credit could be given for the following:

- Psychology as a science.
- Showing cause and effect within a laboratory experiment.
- Control of confounding variables.
- Validity/reliability.
- Use of animals to compare to human behaviour.
- Support from biological and behavioural perspectives.
- Historically well established method.
- Any other relevant material.

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 are 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 are incorrect.
0	No relevant knowledge or understanding of relevant material is demonstrated.

Q.4 Comment on ethical issues in the use of human participants in research in psychology.

[15]

Credit could be given for the following:

- Discussion of BPS guidelines; strengths of guidelines, e.g. increase in participant welfare. Limitations of guidelines, e.g. 'loop holes' in deception/consent guidance; not all psychologists are BPS members; not legally binding; participant awareness of guidelines as law.
- 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; failure to protect his participants. Zimbardo's lack of fully informed consent; failure to release participants on request.
- Involuntary participants, e.g. the use of naïve participants in Piliavin, Rodin and Piliavin (1969) and Langer and Rodin (1973).
- Intervention studies and the ethical issues they produce, e.g. Klein (1991) and Leyens *et al* (1975).
- Any other relevant material.

Marks	AO1
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 are 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 are incorrect.
0	No relevant knowledge or understanding of relevant material is demonstrated.

Q.5 Discuss ways of dealing with ethical issues when using human participants in research in psychology. **[15]**

- Use of presumptive consent and prior general consent as a means of dealing with lack of informed consent.
- Use of role play as a means of dealing with deception.
- Use of ethical guidelines.
- Use of ethical committees.
- Any other relevant material

Marks	AO1
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 are 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 are incorrect.
0	No relevant knowledge or understanding of relevant material is demonstrated.

PY4

Q.1 (a) Describe what is meant by the term 'science'.

[3]

Credit could be given for:

- A set of historically agreed procedures for investigating events, formulating valid and reliable explanations and providing reliable predications of future events
- Empirical research
- Any other appropriate description

Marks	AO1
3	A clear and accurate description is given.
2	Description is accurate but limited.
1	A basic description is given.
0	No relevant knowledge or understanding.

(b) Discuss the status of psychology as a science.

[22]

Credit could be given for discussion of:

AO2	AO3
<ul style="list-style-type: none"> • Evaluation of the psychological research referred to in argument • Compare and contrast aspects of psychology to present argument structure about scientific nature • Overall evaluation of status • Any other relevant material 	<ul style="list-style-type: none"> • Nature of science as an activity, with appropriate examples • Principles or criteria for distinguishing a science (e.g. predictive validity) • Examples of psychological research to meet criteria or not (e.g. cognitive neuroscience and psychodynamic approach converging) • Any other relevant material

Marks	AO2	Marks	AO3
6 - 7	Evaluation is relevant, clearly structured and thorough. There is evidence of coherent elaboration in the material presented. Depth and breadth of evaluation are displayed though not necessarily in equal measure.	12 - 15	Evidence is clearly interpreted and clearly analysed. Arguments are presented in a structured manner that clearly and accurately addresses the question and reaches a reasoned conclusion. Range and depth of evidence are displayed though not in equal measure. Appropriate terminology is used throughout.
4 - 5	Evaluation is relevant, structured and shows some coherence in the material presented. Depth or breadth of evaluation is displayed.	8 - 11	Evidence is interpreted and analysed. 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.
2 - 3	Evaluation shows some relevance but is basic and limited in detail.	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	Some very limited, relevant, evaluation is present.	1 - 3	There is little evidence relating to the question. The answer is confused and/or severely limited in scope.
0	No relevant evaluation.	0	No material relevant to the question.

Q.2 (a) Describe what is meant by the term 'gender bias' in psychology.

[3]

Credit could be given for:

- The practice of psychology is routinely and persistently operated to the benefit of one gender in relation to the other
- Any other relevant description

Marks	AO1
3	A clear and accurate description is given.
2	Description is accurate but limited.
1	A basic description is given.
0	No relevant knowledge or understanding.

(b) Discuss issues of gender bias in psychology.

[22]

Credit could be given for discussion of:

AO2	AO3
<ul style="list-style-type: none"> • Standard of evidence used in the argument presented • Evaluation of specific studies and theories • Ways of overcoming these types of gender bias (e.g. redefinition of psychological disorders, feminist perspective in research) • Any other relevant material 	<ul style="list-style-type: none"> • Types of gender bias (e.g. alpha, beta, androcentrism) • The historical invisibility of female psychologists (e.g. Loftus, Gibson) • The assumption of gender differences in theory and research (e.g. biological determinism) • Examples of appropriate psychological evidence (theories and/or studies) which display gender bias (e.g. psychoanalytic, aggression) • Any other relevant material

Marks	AO2	Marks	AO3
6 - 7	Evaluation is relevant, clearly structured and thorough. There is evidence of coherent elaboration in the material presented. Depth and breadth of evaluation are displayed though not necessarily in equal measure.	12 - 15	Evidence is clearly interpreted and clearly analysed. Arguments are presented in a structured manner that clearly and accurately addresses the question and reaches a reasoned conclusion. Range and depth of evidence are displayed though not in equal measure. Appropriate terminology is used throughout.
4 - 5	Evaluation is relevant, structured and shows some coherence in the material presented. Depth or breadth of evaluation is displayed.	8 - 11	Evidence is interpreted and analysed. 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.
2 - 3	Evaluation shows some relevance but is basic and limited in detail.	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	Some very limited, relevant, evaluation is present.	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 used incorrectly.
0	No relevant evaluation.	0	No material relevant to the question.

Q.3 Describe and evaluate explanations for disorders of memory

[26]

Credit could be given to the following:

AO1	AO2
<ul style="list-style-type: none"> • Statistical abnormalities (e.g. tip-of-the-tongue, strong habit intrusion, onomastic aphasia, deja vu) • Psychological disorders (e.g. repression, PTSD flashbacks, fugue) • Pathological states where memory disorder is a symptom (e.g. agnosias, Alzheimers, Korsakoffs) • Any other relevant material 	<ul style="list-style-type: none"> • Evaluation of explanations for statistical abnormalities • Evaluate evidence for existence of and explanations of psychological disorders • Discuss what is meant by a disorder of memory and what are true disorders rather than normal processes or global organic illnesses. • Any other relevant material.

Marks	AO1	Marks	AO2
8 - 10	<p>Knowledge and understanding of evidence and well detailed. Depth and breadth of knowledge 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.</p>	12 - 15	<p>Evaluation is relevant, clearly structured and thorough. There is evidence of coherent elaboration in the material presented. Depth and breadth of evaluation is displayed though not necessarily in equal measure.</p>
6 - 7	<p>Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth and breadth of knowledge are displayed though not necessarily in equal measure. The use of language including grammar, punctuation and spelling will be accurate, structured and clear.</p>	8 - 11	<p>Evaluation is relevant, structured and shows some coherence in the material presented. Depth or breadth of evaluation is displayed.</p>
4 - 5	<p>Knowledge and understanding of evidence is appropriate, but basic in detail. The use of language may show some inaccuracies in grammar, punctuation and spelling.</p>	4 - 7	<p>Evaluation shows some relevance but is basic and limited in detail.</p>
1 - 3	<p>Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.</p>	1 - 3	<p>Some very limited, relevant, evaluation is present.</p>
0	<p>No relevant knowledge or understanding displayed.</p>	0	<p>No relevant evaluation.</p>

Q.4 Discuss cultural variations in relationships.

[25]

Credit could be given for the following:

AO1	AO2
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	AO1	Marks	AO2
8 - 10	Knowledge and understanding of evidence is accurate and well detailed. Depth and breadth of knowledge 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.	12 - 15	Evaluation is relevant, clearly structured and thorough. There is evidence of coherent elaboration in the material presented. Depth and breadth of evaluation is displayed though not necessarily in equal measure.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth and breadth of knowledge are displayed though not necessarily in equal measure. The use of language including grammar, punctuation and spelling will be accurate, structured and clear.	8 - 11	Evaluation is relevant, structured and shows some coherence in the material presented. Depth or breadth of evaluation is displayed.
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.	4 - 7	Evaluation shows some relevance but is basic and limited in detail.
1 - 3	Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.	1 - 3	Some very limited, relevant, evaluation is present.
0	No relevant knowledge or understanding displayed.	0	No relevant evaluation.

Q.5 Discuss issue relating to the measurement of intelligence.

[25]

Credit could be given for the following:

AO1	AO2
<ul style="list-style-type: none"> • Variations in the definition of intelligence • General intelligence measurement (e.g. Stanford Binet, Weschler, BAS) • Multiple intelligence theories and measurement (e.g. Gardner, Sternberg) • Any other relevant material 	<ul style="list-style-type: none"> • Questions relating to definitions of intelligence • Use of further evidence to support or contradict explanations • Specific methodological issue such as the measurement of intelligence • Historical, cultural and political issues • Any other relevant material

Marks	AO1	Marks	AO2
8 - 10	Knowledge and understanding of evidence is accurate and well detailed. Depth and breadth of knowledge 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.	12 - 15	Evaluation is relevant, clearly structured and thorough. There is evidence of coherent elaboration in the material presented. Depth and breadth of evaluation is displayed though not necessarily in equal measure.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth and breadth of knowledge are displayed though not necessarily in equal measure. The use of language including grammar, punctuation and spelling will be accurate, structured and clear.	8 - 11	Evidence is relevant, structured and shows some coherence in the material presented. Depth and breadth of evaluation is displayed.
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.	4 - 7	Evaluation shows some relevance but is basic and limited in detail.
1 - 3	Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.	1 - 3	Some very limited, relevant, evaluation is present.
0	No relevant knowledge or understanding displayed.	0	No relevant evaluation.

Q.6 Discuss the effect of events during Middle adulthood

[25]

Reference to the following will be credited:

AO1	AO2
<ul style="list-style-type: none"> • Definition of 'Middle adulthood'. • Stage theories relating to events in Middle adulthood and the effects on the person (e.g. Erikson, Levinson, Gould). • Any other relevant material 	<ul style="list-style-type: none"> • Issues in Middle adulthood and the effects on the person (e.g. partnerships, parenting, separations) • Criticisms of stage theories, cultural differences • Critical research material on middle adulthood • Any other relevant material

Marks	AO1	Marks	AO2
8 - 10	<p>Knowledge and understanding of evidence is accurate and well detailed. Depth and breadth of knowledge 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.</p>	12 - 15	<p>Evaluation is relevant, clearly structured and thorough. There is evidence of coherent elaboration in the material presented. Depth and breadth of evaluation is displayed though not necessarily in equal measure.</p>
6 - 7	<p>Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth and breadth of knowledge are displayed though not necessarily in equal measure. The use of language including grammar, punctuation and spelling will be accurate, structured and clear.</p>	8 - 11	<p>Evaluation is relevant, structured and shows some coherence in the material presented. Depth or breadth of evaluation is displayed.</p>
4 - 5	<p>Knowledge and understanding of evidence is appropriate, but basic in detail. The use of language may show some inaccuracies in grammar, punctuation and spelling.</p>	4 - 7	<p>Evaluation shows some relevance but is basic and limited in detail.</p>
1 - 3	<p>Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.</p>	1 - 3	<p>Some very limited, relevant, evaluation is present.</p>
0	<p>No relevant knowledge or understanding displayed.</p>	0	<p>No relevant evaluation.</p>

Q.7 Describe and evaluate explanations for disorders of sleep.

[25]

Reference to the following will be credited:

AO1	AO2
<ul style="list-style-type: none"> • Disorders of sleep (e.g. insomnia, disturbed sleep, apnoea) • Insomnias (e.g. stress, individual differences, fatal familial insomnia) • Parasomnias (e.g. night terrors, periodic limb movement) • Hypersomnias (e.g. narcolepsy, recurrent, normal) • Any other relevant material 	<ul style="list-style-type: none"> • Wide range of normality, definition of disorder • Cultural patterns of sleep, impact of 24/7 society • Research relating to sleep disorders • Any other relevant material

Marks	AO1	Marks	AO2
8 - 10	Knowledge and understanding of evidence is accurate and well detailed. Depth and breadth of knowledge 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.	12 - 15	Evaluation is relevant, clearly structured and thorough. There is evidence of coherent elaboration in the material presented. Depth and breadth of evaluation is displayed though not necessarily in equal measure.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth and breadth of knowledge are displayed though not necessarily in equal measure. The use of language including grammar, punctuation and spelling will be accurate, structured and clear.	8 - 11	Evaluation is relevant, structured and shows some coherence in the material presented. Depth or breadth of evaluation is displayed.
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.	4 - 7	Evaluation shows some relevance but is basic and limited in detail.
1 - 3	Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.	1 - 3	Some very limited, relevant, evaluation is present.
0	No relevant knowledge or understanding displayed.	0	No relevant evaluation.

Q.8 Discuss the treatment of addiction.

[25]

Reference to the following will be credited:

AO1	AO2
<ul style="list-style-type: none"> • Discussion of the nature of addiction as reflected in treatments (e.g. physical dependency) • Biological treatments (e.g. drug substitution, aversive substances) • Psychological treatments (e.g. aversive conditioning, cognitive behavioural therapy) • Social treatments (e.g. support groups) • Any other relevant material. 	<ul style="list-style-type: none"> • Criticism of addiction as a unitary phenomenon • Critical research relating to biological treatments • Critical research relating to psychological treatments • Critical research relating to social treatments (e.g. alteration of law to enable treatments without punishment in some countries) • Any other relevant material

Marks	AO1	Marks	AO2
8 - 10	Knowledge and understanding of evidence is accurate and well detailed. Depth and breadth of knowledge 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.	12 - 15	Evaluation is relevant, clearly structured and thorough. There is evidence of coherent elaboration in the material presented. Depth and breadth of evaluation is displayed though not necessarily in equal measure.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth and breadth of knowledge are displayed though not necessarily in equal measure. The use of language including grammar, punctuation and spelling will be accurate, structured and clear.	8 - 11	Evaluation is relevant, structured and shows some coherence in the material presented. Depth or breadth of evaluation is displayed.
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.	4 - 7	Evaluation shows some relevance but is basic and limited in detail.
1 - 3	Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.	1 - 3	Some very limited, relevant, evaluation is present.
0	No relevant knowledge or understanding displayed.	0	No relevant evaluation.

Q.9 Describe and evaluate individual differences in learning styles.

[25]

Reference to the following will be credited:

AO1	AO2
<ul style="list-style-type: none"> • Historical context • Models and theories of learning styles (e.g. Curry, Grasha, Visual Auditory Kinaesthetic) • Any other relevant material 	<ul style="list-style-type: none"> • Investigative evidence (e.g. Riding & Watts) • Modern brain research critical of sensory separation • Gender and cultural differences - are they valid? • Self-perpetuating beliefs in education • Any other relevant material

Marks	AO1	Marks	AO2
8 - 10	<p>Knowledge and understanding is accurate and well detailed. Depth and breadth of knowledge 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.</p>	12 - 15	<p>Evaluation is relevant, clearly structured and thorough. There is evidence of coherent elaboration in the material presented. Depth and breadth of evaluation is displayed though not necessarily in equal measure.</p>
6 - 7	<p>Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth and breadth of knowledge are displayed though not necessarily in equal measure. The use of language including grammar, punctuation and spelling will be accurate, structured and clear.</p>	8 - 11	<p>Evaluation is relevant, structured and shows some coherence in the material presented. Depth or breadth of evaluation is displayed.</p>
4 - 5	<p>Knowledge and understanding of evidence is appropriate, but basic in detail. The use of language may show some inaccuracies in grammar, punctuation and spelling.</p>	4 - 7	<p>Evaluation shows some relevance but is basic and limited in detail.</p>
1 - 3	<p>Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.</p>	1 - 3	<p>Some very limited, relevant, evaluation is present.</p>
0	<p>No relevant knowledge or understanding displayed.</p>	0	<p>No relevant evaluation.</p>

Q.10 Discuss the decision-making of juries.

[25]

Reference to the following will be credited:

AO1	AO2
<ul style="list-style-type: none"> • Individual processes (e.g. characteristics of defendant, pre-trial publicity) • Group processes (e.g. groupthink, polarization, majority/minority influences) • Story models (e.g. Pennington & Hastie) • Any other relevant material 	<ul style="list-style-type: none"> • Methodological inadequacies of research (e.g. very low ecological validity) • Criticism of research assumption (e.g. assumption of logical decision making, incomplete and misleading evidence, thinking biases) • Mundane realism issues (e.g. magistrates in UK as jury of three) • Any other relevant material

Marks	AO1	Marks	AO2
8 - 10	Knowledge and understanding of evidence is accurate and well detailed. Depth and breadth of knowledge 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.	12 - 15	Evaluation is relevant, clearly structured and thorough. There is evidence of coherent elaboration in the material presented. Depth and breadth of evaluation is displayed though not necessarily in equal measure.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth and breadth of knowledge are displayed though not necessarily in equal measure. The use of language including grammar, punctuation and spelling will be accurate, structured and clear.	8 - 11	Evaluation is relevant, structured and shows some coherence in the material presented. Depth or breadth of evaluation is displayed.
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.	4 - 7	Evaluation shows some relevance but is basic and limited in detail.
1 - 3	Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.	1 - 3	Some very limited, relevant, evaluation is present.
0	No relevant knowledge or understanding displayed.	0	No relevant evaluation.

Q.11 Describe and evaluate internal factors affecting sporting performance.

[25]

Reference to the following will be credited:

AO1	AO2
<ul style="list-style-type: none"> • Motivational factors (e.g. need for achievement, competence motivation) • Cognitive factors (e.g. attentional focus, use of imagery) • Emotional factors (e.g. state/trait anxiety, mood states) • Biological factors (e.g. hormone cycles, performance enhancing drugs) • Abnormal factors (e.g. anger management, ultra-endurance athletes and mental health status) • Any other relevant material. 	<ul style="list-style-type: none"> • Measurement issues with many factors • Clear identification of factors • Difficulty of establishing casual relations under controlled conditions • Status of anecdotal evidence • Difficulty of generalizing results • Any other relevant material

Marks	AO1	Marks	AO2
8 - 10	Knowledge and understanding of evidence is accurate and well detailed. Depth and breadth of knowledge 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.	12 - 15	Evaluation is relevant, clearly structured and thorough. There is evidence of coherent elaboration in the material presented. Depth and breadth of evaluation is displayed though not necessarily in equal measure.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth and breadth of knowledge are displayed though not necessarily in equal measure. The use of language including grammar, punctuation and spelling will be accurate, structured and clear.	8 - 11	Evaluation is relevant, structured and shows some coherence in the material presented. Depth and breadth of evaluation is displayed.
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.	4 - 7	Evaluation shows some relevance but is basic and limited in detail.
1 - 3	Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.	1 - 3	Some very limited, relevant, evaluation is present.
0	No relevant knowledge or understanding displayed.	0	No relevant evaluation.

Q.12 Describe and evaluate aetiologies of schizophrenia including psychological and physiological explanations.

[25]

Credit could be given for the following:

AO1	AO2
<ul style="list-style-type: none"> • Truly physiological or biological explanations (e.g. genetic, neurotransmitter, structural variations in brain) • Psychological explanations (intrapersonal regression, interpersonal withdrawal) • Social explanations (e.g. double-bind, expressed emotion, family, culture) • Any other relevant material 	<ul style="list-style-type: none"> • Evidence relating to specific explanations • Use of further evidence to support or contradict explanations • Diathesis-stress theory • Historical and cultural evaluative issues • Any other relevant material

Marks	AO1	Marks	AO2
8 - 10	Knowledge and understanding of evidence is accurate and well detailed. Depth and breadth of knowledge are displaying though not necessarily in equal measure. The use of language including grammar punctuation and spelling will be relevant, well structured, coherent and accurate.	12 - 15	Evaluation is relevant, clearly structured and thorough. There is evidence of coherent elaboration in the material presented. Depth and breadth of evaluation is displayed though not necessarily in equal measure.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth and breadth of knowledge are displayed though not necessarily in equal measure. The use of language including grammar, punctuation and spelling will be accurate, structured and clear.	8 - 11	Evaluation is relevant, structured and shows some coherence in the material presented. Depth or breadth of evaluation is displayed.
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.	4 - 7	Evaluation shows some relevance but is basic and limited in detail.
1 - 3	Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.	1 - 3	Some very limited, relevant, evaluation is present.
0	No relevant knowledge or understanding displayed.	0	No relevant evaluation.



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