



# **GCE MARKING SCHEME**

**PSYCHOLOGY  
AS/Advanced**

**JANUARY 2013**

## INTRODUCTION

The marking schemes which follow were those used by WJEC for the January 2013 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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## GCE PSYCHOLOGY

### PY1 Mark Scheme - January 2013

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

Credit **could** be given for an outline of the following:

- All behaviour is learned from the environment.
- Behaviour learned through classical and operant conditioning.
- Only quantitative differences between animals and humans.
- Any other relevant material.

Marks	AO1
4	Two assumptions are outlined and explained with clear reference to psychology.
3	Two assumptions are outlined but only one is explained with clear reference to psychology <b>OR</b> Two assumptions are outlined and explained with some reference to psychology.
2	One assumption is outlined and explained with clear reference to psychology <b>OR</b> Two assumptions are outlined only.
1	One assumption is outlined only <b>OR</b> Two assumptions are identified only.
0	No relevant knowledge or understanding.

**(b)** Describe the Social Learning Theory of aggression. **[8]**

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

- Importance of learning indirectly (observational learning).
- Vicarious reinforcement.
- Modelling.
- Research into SLT (e.g. Bandura's bobo doll studies).
- 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, although not necessarily in equal measure. Language (including grammar, punctuation and spelling) is 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. 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. Language shows some inaccuracies in grammar, punctuation and spelling.
1-2	Content is superficial; material is muddled and/or incoherent. Language (including grammar, punctuation and spelling) has errors.
0	No relevant knowledge or understanding.

**Q.2** Describe how the cognitive approach has been applied in either cognitive behavioural therapy (CBT) or rational emotive therapy (RET).

**[12]**

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

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

Marks	AO1
<b>10-12</b>	The assumption(s) of the approach is/are outlined and clearly linked to the aim(s) / main feature(s) of the therapy. Description of the therapy is well detailed and accurate. Language (including grammar, punctuation and spelling) is well structured, coherent and accurate.
<b>7-9</b>	The assumption(s) of the approach is/are outlined, with some link to the aim(s) / main feature(s) of the therapy. Description of the therapy is well detailed and accurate. <b>OR</b> The assumption(s) of the approach is/are outlined and clearly linked to the aim(s) / main feature(s) of the therapy. Description of the therapy is less detailed. Language (including grammar, punctuation and spelling) is accurate, logical and clear.
<b>4-6</b>	Description of the therapy is well detailed and accurate but no link to the approach. <b>OR</b> Description of the therapy is basic in detail with some link to the approach. Language (including grammar, punctuation and spelling) shows some inaccuracies.
<b>1-3</b>	Description of the therapy is superficial and/or muddled. Language (including grammar, punctuation and spelling) has errors.
<b>0</b>	No appropriate description

**Q.3** (a) Evaluate two strengths of the psychodynamic approach. **[2x3]**

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.
- Impact on psychology.
- Interactionist nature of the approach.
- Any other relevant strength.

<b>Marks (per strength)</b>	<b>AO2</b>
<b>3</b>	Strength is outlined, explained and has detailed reference to the approach.
<b>2</b>	Strength is outlined, explained and there is some reference to the approach. <b>OR</b> Strength is outlined, briefly explained and has detailed reference to the approach.
<b>1</b>	Strength is outlined and briefly explained, with no reference to the approach. <b>OR</b> Strength is outlined with some reference but no explanation.
<b>0</b>	Strength identified only. <b>OR</b> No relevant evaluation.

(b) Evaluate two weaknesses of the psychodynamic approach. **[2x3]**

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

- The deterministic nature of the approach.
- Lack of falsifiability/unscientific.
- Idiographic nature of the approach.
- Any other relevant weakness.

<b>Marks (per weakness)</b>	<b>AO2</b>
<b>3</b>	Weakness is outlined, explained and has detailed reference to the approach.
<b>2</b>	Weakness is outlined, explained and there is some reference to the approach. <b>OR</b> Weakness is outlined, briefly explained and has detailed reference to the approach.
<b>1</b>	Weakness is outlined and briefly explained, with no reference to the approach. <b>OR</b> Weakness is outlined with some reference but no explanation.
<b>0</b>	Weakness identified only. <b>OR</b> No relevant evaluation.

**Q.4** Compare and contrast the biological and cognitive approaches in terms of similarities and 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.

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

**Q.5** Explain and evaluate the methodology used by the biological approach.

**[12]**

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

- Use of laboratory experimentation/controlled observation.
- Use of non-human animals.
- Use of brain scanning techniques.
- Controlled, experimental nature of the approach.
- Reductionism.
- Issues of replicability.
- Issues of objectivity.
- Ethical issues surrounding non-human animal research.
- Issue of generalisability from animal to human learning.
- Any other relevant material.

<b>Marks</b>	<b>AO3</b>
<b>10-12</b>	Method(s) is/are clearly explained and have clear relevance to the approach. Evaluation is thorough and clearly structured, with coherent elaboration of relevant strength and weaknesses. Depth and range of discussion are displayed.
<b>7-9</b>	Method(s) is/are clearly stated and relevant. Evaluation is reasonably thorough and coherent, with both strengths and weaknesses given. Depth or range of discussion is displayed.
<b>4-6</b>	Appropriate method(s) is explained in a limited manner. Evaluation of method(s) is limited with evidence of strengths and/or weaknesses.
<b>1-3</b>	Statement of method(s) is explained in a limited manner. Evaluation of method(s) is limited with evidence of strengths and/or weaknesses. Evaluation of method(s) is superficial and very limited.
<b>0</b>	No relevant explanation or evaluation.





## PSYCHOLOGY PY2

### SECTION A

- Q.1** Summarise the aims **and** context of Buss's (1989) research '*Sex differences in human mate preferences*'. [12]

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

**Aims such as:**

- Buss aimed to investigate if evolutionary explanations for sex differences in human mate preferences are found in cultures which vary in ecologies, locations, ethnic compositions, religious orientations and political inclinations.
- Other relevant details.

**Context (evidence prior to research) such as:**

- Description of evolutionary explanations for relationships.
- Description of relevant research such as Thornhill & Thornhill (1983), Trivers (1978) Alexander & Noonan (1979).
- 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, although not necessarily in equal measure. Language (including grammar, punctuation and spelling) is 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. Language (including grammar, punctuation and spelling) is accurate, structured and clear.
4 - 6	Knowledge and understanding of aim(s) and/or context is appropriate but basic and limited in range <b>OR</b> Knowledge and understanding of aim(s) or context is accurate and detailed. The use of language (including grammar, punctuation and spelling) shows some inaccuracies.
1 - 3	Knowledge and understanding of aim(s) and/or context is superficial and muddled <b>OR</b> Knowledge and understanding of aims or context is appropriate but basic in detail and limited in range. Language including grammar, punctuation and spelling has errors.
0	No relevant knowledge or understanding.

**Q.2** Outline the procedures of Gardner & Gardner's (1969) research '*Teaching Sign Language to a Chimpanzee*'. **[12]**

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

- Biographical data of Washoe.
- Description of Washoe's routine.
- Description of techniques used to teach Washoe ASL.
- Description of the observation strategies used by the researchers.
- Other relevant details.

<b>Marks</b>	<b>AO1</b>
<b>10 - 12</b>	Knowledge and understanding of procedures is accurate and well detailed. Language (including grammar, punctuation and spelling) is relevant, well structured, coherent and accurate.
<b>7 - 9</b>	Knowledge and understanding of procedures is reasonably accurate and less detailed. Language (including grammar, punctuation and spelling) is accurate, structured and clear.
<b>4 - 6</b>	Knowledge and understanding of procedures is accurate but basic and limited in range. Language (including grammar, punctuation and spelling) shows some inaccuracies.
<b>1 - 3</b>	Knowledge and understanding of procedures is superficial and muddled. Language (including grammar, punctuation and spelling) has errors.
<b>0</b>	No relevant knowledge or understanding.

**Q.3** Describe the findings **and** conclusions of Gibson & Walk's (1960) research '*The visual Cliff*'. **[12]**

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

- All of the 27 infants who moved off the centre board crawled on the shallow side at least once. Whereas, only 3 attempted to crawl on to the 'deep' side (cliff side).
- Chicks, at an age of less than 24 hours, would always hop off the centre board on to the shallow side, rather than the 'deep' side.
- Kids and lambs never stepped on to the 'deep' side, even at 1 day old.
- Rats showed little preference for the shallow side, as long as they could feel the glass with their whiskers. When the centre board was placed higher than their whiskers, they nearly always descended onto the shallow side.
- Kittens, at 4 weeks old, showed preference for the shallow side and 'froze' when placed onto the 'deep' side or circled back to the centre board. Kittens who had been reared in darkness for their first 27 days of life, crawled onto the shallow and deep side equally. After these kittens were kept in 'normal' lighting conditions, by the end of one week the 'dark-reared' kittens demonstrated similar behaviours to kittens who had been reared in the light.
- Gibson & Walk concluded that most human infants can discriminate depth as soon as they can crawl.
- Gibson & Walk concluded that 'The survival of a species requires that its members develop discrimination of depth by the time they take up independent locomotion' ... 'that such a vital capacity does not depend on possibly fatal accidents of learning in the lives of individuals is consistent with Evolutionary Theory'.
- Other relevant details.

Marks	AO1
<b>10 - 12</b>	Knowledge and understanding of findings and conclusions are accurate and well detailed. Depth and range are displayed, though not necessarily in equal measure. Language (including grammar, punctuation and spelling) is relevant, well structured and accurate.
<b>7 - 9</b>	Knowledge and understanding of findings and conclusions are reasonably accurate and less detailed. Depth or range is displayed. Language (including grammar, punctuation and spelling) is accurate, structured and clear.
<b>4 - 6</b>	Knowledge and understanding of findings and/or conclusions is appropriate but basic and limited in range <b>OR</b> Knowledge and understanding of findings or conclusions is accurate and detailed. Language (including grammar, punctuation and spelling) shows some inaccuracies.
<b>1 - 3</b>	Knowledge and understanding of findings and/or conclusions is superficial and muddled <b>OR</b> Knowledge and understanding of findings or conclusions is appropriate but basic in detail and limited in range. Language (including grammar, punctuation and spelling) has errors.
<b>0</b>	No relevant knowledge or understanding.

## SECTION B

- Q.4** Evaluate the methodology of Langer & 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:

- Methodological issues – field based, e.g. advantages such as the ability to utilise the 'real-life' environment of the nursing home; disadvantages such as problems establishing control over the individual characteristics of the residents in the RIG and CG.
- Validity issues (internal/external) e.g. does giving the elderly a plant to look after really induce a sense of control/responsibility.
- Reliability issues (internal/external) e.g. age of residents was inconsistent when completing the research.
- Ethical issues, e.g. lack of informed consent by the nursing home residents; use of intervention study; protection of the residents' physical and psychological well-being.
- Sampling issues, e.g. generalising from residents in one nursing home to other elderly individuals.
- 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, although 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 Rahe, Mahan & Arthur's (1970) research '*Prediction of near-future health change from subjects' preceding life changes*'. **[12]**

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

- Methodological issues – questionnaires, e.g. advantages such as easier/quicker to attempt large-scale research than interviews; disadvantages such as social desirability bias.
- Validity issues (internal/external) e.g. use of SRE to assess the 'stress' levels of naval personnel.
- Reliability issues (internal/external) e.g. issues relating to the consistency of interpretation of the inventory of life changes with over 2,664 men.
- Ethical issues, e.g. lack of consent – naval personnel unaware that medical records were being correlated with SRE data (but is this necessarily appropriate? naval personnel not civilians).
- Sampling issues, e.g. sample potentially biased in terms of gender, age and physical fitness.
- Other methodological issues.

<b>Marks</b>	<b>AO2</b>
<b>10 - 12</b>	Evaluation of methodology is clearly structured, thorough and there is evidence of coherent elaboration. Depth and range are displayed, although not necessarily in equal measure.
<b>7 - 9</b>	Evaluation of methodology shows some coherence; depth or range is displayed in an effective manner.
<b>4 - 6</b>	Evaluation of methodology is appropriate but limited.
<b>1 - 3</b>	Evaluation of methodology is superficial. Material is muddled.
<b>0</b>	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:

Alternative evidence can be supportive or contradictory and could be published before **or** after the core study. Relevant issues and alternative evidence might include discussion 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 participant denied the influence.
- 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 cultures (e.g. Britain and United States of America).
- 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 on only 1 out of 396 critical trials did a naïve participant conform.
- Other relevant evidence.

Marks	AO2
10 - 12	Evaluation of the core study is clearly structured and thorough with clear, overt 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 some coherence and is reasonably thorough with clear reference 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 is superficial. Reference to alternative evidence is muddled and/or incoherent <b>OR</b> Makes minimal evaluative comments only (e.g. this 'supports'/'contradicts' the core study).
0	No relevant evaluation of the core study <b>OR</b> Describes alternative evidence but makes no evaluative connection to the core study.

## SECTION C

**Q.7** A team of psychologists conducted an observation to investigate whether boys or girls at a local school are more likely to disobey uniform rules. They observed an opportunity sample of school students during lunchtime and recorded the number of rules broken with their uniform (e.g. shirt un-tucked, tie not done up properly). After observing 10 boys and 10 girls the psychologists then presented the modal scores of the number of uniform rules broken in the table below.

	Modal number of uniform rules broken
Boys	2
Girls	5

- (a) Outline **one** advantage and **one** disadvantage of using an observation 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 school could not be replicated in a laboratory.
- Disadvantage e.g. does not establish cause and effect between gender and obedience.
- Other appropriate advantage and disadvantage.

Marks	AO3
<b>3</b>	An appropriate advantage and disadvantage are identified and both are clearly linked to the novel situation.
<b>2</b>	An appropriate advantage and disadvantage are identified and there are weak links to the novel situation <b>OR</b> An appropriate advantage and disadvantage are noted but only one of these is clearly linked to the novel situation.
<b>1</b>	An appropriate advantage and disadvantage are identified and there are no links to the novel situation <b>OR</b> An appropriate advantage or disadvantage is noted with a weak link to the novel situation.
<b>0</b>	An appropriate advantage or disadvantage is noted but there is no link to the novel situation <b>OR</b> 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. more than one psychologist is observing the uniform of the students and may interpret broken rules differently.
- Way of dealing with issue e.g. psychologists are standardised about how to assess uniform.
- 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 identified and linked to the novel situation.
2	An appropriate issue of reliability and an appropriate way of dealing with the identified issue are identified with a weak link to the novel situation.
1	An appropriate issue of reliability and an appropriate way of dealing with the identified issue are identified but with no link to the novel situation <b>OR</b> An appropriate issue of reliability is identified only and linked to the novel situation.
0	The issue of reliability and way of dealing with it are inaccurate <b>OR</b> 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. is it measuring disobedience to uniform rules or conformity to peer pressure?
- Way of dealing with issue, e.g. conduct a follow-up interview asking the school students about why they have broken uniform rules.
- 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 identified and linked to the novel situation.
2	An appropriate issue of validity and an appropriate way of dealing with the identified issue are identified and with a weak link to the novel situation.
1	An appropriate issue of validity and an appropriate way of dealing with the identified issue are identified but with no links to the novel situation <b>OR</b> An appropriate issue of validity is identified only and linked to the novel situation.
0	The issue of validity and way of dealing with it are inaccurate <b>OR</b> The issue of validity 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. researchers save time and expense by using local school students compared to other sampling techniques.
- Disadvantage e.g. the students at the local school may not be representative of all school children and, therefore, issue of generalisability with results.
- Other appropriate advantage and disadvantage.

Marks	AO3
<b>3</b>	An appropriate advantage and disadvantage are outlined and, both are linked to the novel situation.
<b>2</b>	An appropriate advantage and disadvantage are outlined; there are weak links to the novel situation <b>OR</b> An appropriate advantage and disadvantage are noted but only one of these is clearly linked to the novel situation.
<b>1</b>	An appropriate advantage and disadvantage are outlined but there are no links to the novel situation <b>OR</b> An appropriate advantage or disadvantage is noted with some link to the novel situation.
<b>0</b>	An appropriate advantage or disadvantage is noted but there is no link to the novel situation <b>OR</b> 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 school children as the school children may feel uncomfortable being observed by strangers.
- Other appropriate ethical issue.

Marks	AO3
<b>3</b>	An appropriate ethical issue is identified and thoroughly discussed with clear links to the novel situation.
<b>2</b>	An appropriate ethical issue is identified and reasonably discussed with some link to the novel situation.
<b>1</b>	An appropriate ethical issue is discussed but with no links to the novel situation <b>OR</b> A reasonable ethical discussion which is clearly linked to the scenario but the issue is not clearly identified.
<b>0</b>	An ethical issue is not discussed.

- (f) State **one** conclusion that can be drawn from the modal values in this research.

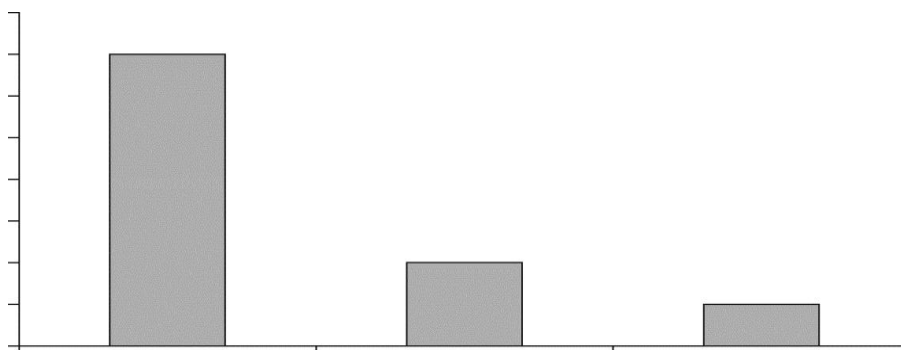
[3]

Credit **could** be given for:

- Example - The modal number of uniform rules broken for the girls (5) was higher than the modal number of uniform errors for the boys (2).
- Other appropriate conclusion.

Marks	AO3
3	An appropriate and accurate conclusion has been stated fully and clearly with a link to the data in the novel situation.
2	An appropriate and accurate conclusion has been stated with a weak link to the novel situation <b>OR</b> An inferential conclusion has been given which has been clearly linked to the data in the novel situation.
1	An appropriate and accurate conclusion has been stated but there is no link to the novel situation <b>OR</b> An inferential conclusion has been noted.
0	An inappropriate or inaccurate conclusion has been stated <b>OR</b> the issue is not addressed.

**Q.8** A team of psychologists conducted a laboratory experiment to investigate if dancing for 5 minutes changes happiness ratings. They chose a stratified sample of various age ranges. The researchers asked the participants to rate how happy they were on a 6 point scale (0 not happy, to 5 very happy). They then asked the participants to dance for 5 minutes and rate their happiness again, using the same 6 point scale. The results were presented in the bar chart below.



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

Credit **could** be given for:

- Advantage, e.g. allows psychologists to draw cause and effect conclusions between dancing for 5 minutes and changes in happiness.
- Disadvantage, e.g. higher risk of demand characteristics as participants are asked to rate happiness in a laboratory environment.
- Other appropriate advantage and disadvantage.

Marks	AO3
<b>3</b>	An appropriate advantage and disadvantage are identified and both are linked to the novel situation.
<b>2</b>	An appropriate advantage and disadvantage are identified and; there are some links to the novel situation <b>OR</b> An appropriate advantage and disadvantage are noted but only one of these is clearly linked to the novel situation.
<b>1</b>	An appropriate advantage and disadvantage are noted but there is no link to the novel situation <b>OR</b> An appropriate advantage or disadvantage is noted with a weak link to the novel situation.
<b>0</b>	An appropriate advantage or disadvantage is noted but there is no link to the novel situation <b>OR</b> 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 the researchers are all consistent in their instructions to participants about how to rate their happiness.
- Way of dealing with issue e.g. make sure all the psychologists use standardised instructions with participants to assess their happiness.
- 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 identified and linked to the novel situation.
2	An appropriate issue of reliability and an appropriate way of dealing with the identified issue are identified and with a weak link to the novel situation.
1	An appropriate issue of reliability and an appropriate way of dealing with the identified issue are identified but with no link to the novel situation <b>OR</b> An appropriate issue of reliability is identified only and linked to the novel situation.
0	The issue of reliability and way of dealing with it are inaccurate <b>OR</b> 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. participants may not tell the truth about their happiness levels.
- Way of dealing with issue, e.g. remind the participants they need to be truthful when reporting their happiness levels.
- 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 identified and linked to the novel situation.
2	An appropriate issue of validity and an appropriate way of dealing with the identified issue are identified with a weak link to the novel situation.
1	An appropriate issue of validity and an appropriate way of dealing with the identified issue are identified but with no links to the novel situation <b>OR</b> An appropriate issue of validity is identified only and linked to the novel situation.
0	The issue of validity and way of dealing with it are inaccurate <b>OR</b> The issue of validity is not addressed.

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

Credit **could** be given for:

- Advantage, e.g. the sample group of dancing participants is more representative than random sampling alone, leading to greater generalisability of the results.
- Disadvantage, e.g. time and expense needs to be used in identifying which strata (age range) the participant goes in.
- Other appropriate advantage and disadvantage.

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

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

Credit **could** be given for:

- Informed consent most likely received as it is a laboratory experiment, therefore, awareness of participation.
- Failure to protect participant from psychological harm as they may be embarrassed dancing in front of strangers.
- Other appropriate ethical issue.

Marks	AO3
<b>3</b>	An appropriate ethical issue is identified and thoroughly discussed with clear links to the novel situation.
<b>2</b>	An appropriate ethical issue is identified and reasonably discussed with some link to the novel situation.
<b>1</b>	An appropriate ethical issue is discussed but with no links to the novel situation <b>OR</b> A reasonable ethical discussion which is clearly linked to the scenario but the issue is not clearly identified.
<b>0</b>	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 - Most participants (70) demonstrated an increase in their happiness rating after dancing for 5 minutes.
- Other appropriate conclusion.

<b>Marks</b>	<b>A03</b>
<b>3</b>	An appropriate and accurate conclusion has been stated fully and clearly with a link to the data in the novel situation.
<b>2</b>	An appropriate and accurate conclusion has been stated with a weak link to the novel situation <b>OR</b> An inferential conclusion has been given which has been clearly linked to the data in the novel situation.
<b>1</b>	An appropriate and accurate conclusion has been stated but there is no link to the novel situation <b>OR</b> An inferential conclusion has been noted.
<b>0</b>	An inappropriate or inaccurate conclusion has been stated <b>OR</b> The issue is not addressed.

## GCE Psychology - PY3

### SECTION A

**Q.1** A feral child is a human child who has lived isolated from human contact from a very young age. Feral children have little experience of human care, social behaviour and human language. In some cases feral children have been raised by animals.

A case study was carried out on a feral child who had been rescued by aid workers. The child was malnourished but otherwise in good health. The child appeared to have been raised by wild dogs.

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

Marks	AO1
2	Clear and detailed definition. E.g. a detailed description and interpretation of one person's behaviour (data tends to be qualitative).
1	Basic definition. E.g. a detailed description of one person or a group of people.
0	No relevant information.

(ii) Explain one advantage and one disadvantage of a case study. **[4]**

**Advantage:**

- They provide a richer account of behaviour than could be achieved by using more quantitative methods.
- They emphasise the uniqueness of each individual.
- Any other relevant advantage.

**Disadvantage:**

- Findings cannot be generalised to other people.
- Very subjective and the behaviour is interpreted in the way the researcher wants.
- 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 '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 definition only.
0	No relevant information.

(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 (ecological validity).
- Any other relevant definition.

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

(c) Explain one issue of validity that may have arisen in the above study. [2]

- Case studies are very subjective and the interpretation of the findings may be biased.
- The results of the case study cannot be generalised as the sample tends to be small.
- Any other relevant issue.

Marks	AO3
2	Issue of validity clearly explained and in context.
1	An appropriate issue of validity is identified but not explained.
0	No relevant information.



- (d) (i) A case study can produce qualitative data. Define what is meant by the term 'qualitative data.' [2]

- Data that is non-numerical and is descriptive..
- Any other relevant definition.

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

- (ii) Explain one advantage of qualitative data. [2]

- Can produce a lot of in depth information.
- Specific themes and patterns can be identified.
- Any other relevant advantage.

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

- (iii) Explain one disadvantage of qualitative data. [2]

- Data is very hard to analyse.
- Lacks objectivity, analysis is affected by researcher's viewpoint.
- Any other relevant disadvantage.

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

- (e) Several researchers believed that if enough feral children could be found then they could carry out a natural experiment to see the effect on the children of being raised by animals. The language skills of the children raised by animals were compared with the language skills of children who had not been raised by animals.

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

Marks	AO1
2	Clear and detailed definition, e.g. this is when the IV is not under the direct control of the experimenter.
1	Definition is limited in detail, e.g. variables are not under control.
0	No relevant information.

- (ii) Explain one advantage of a natural experiment. **[2]**

- More natural behaviour/mundane realism/ecological validity.
- Lack of demand characteristics.
- Any other relevant advantage.

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

- (iii) Explain one disadvantage of a natural experiment. **[2]**

- No control over confounding variables.
- Lack of objectivity when measuring abstract terms.
- Any other relevant disadvantage.

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

- (f) Write an appropriate directional hypothesis for the experiment described in (e). **[2]**

Marks	AO3
2	Appropriate directional hypothesis stated e.g. the language skills (DV) of children brought up by animals (IV) will not be as developed.
1	Directional hypothesis given but IV or DV missing. Basic or muddled statement.
0	No relevant information.

**TOTAL 26**

## SECTION B

**Q.2** Research has shown that there is a correlation between how long people have been married and their level of happiness. Twenty married people were chosen by systematic sampling and were asked to fill in a questionnaire. The first question asked “How many years have you been married?” The second question asked them to rate how happy they were on a scale of 1 to 10, with 1 being ‘not happy’ and 10 being ‘happy.’ A correlation coefficient of +0.85 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 information.

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

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

**Advantage:**

- Can be used when topic being studied cannot be examined directly.
- Correlational research can produce reasonable information about causal relationships.
- Any other relevant advantage.

**Disadvantage:**

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

Marks	AO1
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) What is meant by 'correlation coefficient of +0.85' in the above study? [2]

Marks	AO3
2	Full 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 the above study. [2]

Marks	AO3
2	Appropriate null hypothesis stated. E.g. there is no relationship between marriage and level of happiness.
1	Null hypothesis given. Basic or muddled statement.
0	No relevant information.

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

- Giving a precise definition of the behaviour to be observed.
- Any other relevant definition.

Marks	AO1
2	Clear and detailed definition given.
1	Definition is limited.
0	No relevant information.

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

Marks	AO1
2	Spearman's rank order correlation coefficient; because it is looking at a relationship or the level of measurement of the data is at least ordinal.
1	Correct test is given.
0	No relevant information.

- (e) (i) Define what is meant by the term 'systematic sampling.' [2]

Marks	AO1
2	Clear and detailed definition given, e.g. names of all target population put on a list and every <i>n</i> th name chosen.
1	Basic definition, e.g. every <i>n</i> th name chosen.
0	No relevant information.

- (ii) Explain one disadvantage of 'systematic sampling.' [2]

- The sample chosen may be a biased sample e.g. every *n*th may be a male.
- The sample chosen may include participants who do not want to take part in the study.
- Any other relevant disadvantage.

Marks	AO1
2	Clear disadvantage identified and explained in detail.
1	Disadvantage only partially explained or only identified.
0	No relevant information.

- (f) Explain how content validity could be used to ensure validity in psychological research. [2]

- Content validity looks at the test to see that it is a fair representation of the area of interest.
- The content of the test actually measures what it sets out to measure.

Marks	AO1
2	Clear explanation of how content validity ensures validity.
1	Partial explanation of how content validity ensures validity.
0	No relevant information.

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

- (i) 'Use of deception'; [2]
- Misleading or withholding information from participants.

- (ii) 'Lack of confidentiality'. [2]
- Not keeping all information private e.g. names of participants and their results.

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

**TOTAL 24**

## SECTION C

**Q.3** Discuss the disadvantages of the use of the scientific method in psychology.

[15]

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

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

<b>Marks</b>	<b>AO3</b>
<b>12-15</b>	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.
<b>8-11</b>	Discussion is reasonably appropriate but less detailed. Material is used in an effective manner. Depth or range of knowledge is displayed. Some specialist terms.
<b>4-7</b>	Discussion is basic; material is used in a relevant manner but is limited. Few specialist terms.
<b>1-3</b>	Discussion is superficial; material is muddled and/or incoherent. Specialist terms are either absent or are incorrect.
<b>0</b>	No relevant knowledge or understanding of relevant material is demonstrated.

**Q.4** Comment on ethical issues in the use of non-human animals in research in psychology.

**[15]**

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

- Arguments for and against less ethical issues than using humans.
- Ethical issues relevant to specific research e.g. Brady (1958) - pain, suffering and eventual death of monkeys.
- Non human animals regarded as having less inherent value e.g. Singer's proposition of the principle of quality and speciesism.
- Relevant legislation and guidelines e.g. Animals (Scientific Procedures) Act (1986), BPS Guidelines, Bateson's cube.
- Discussion of decreasing number of non-human animals being used in psychological research e.g. Thomas & Blackman (1991) research.
- Any other relevant material.

<b>Marks</b>	<b>AO3</b>
<b>12-15</b>	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.
<b>8-11</b>	Discussion is reasonably appropriate but less detailed. Material is used in an effective manner. Depth or range of knowledge is displayed. Some specialist terms.
<b>4-7</b>	Discussion is basic; material is used in a relevant manner but is limited. Few specialist terms.
<b>1-3</b>	Discussion is superficial; material is muddled and/or incoherent. Specialist terms are either absent or are incorrect.
<b>0</b>	No relevant knowledge or understanding of relevant material is demonstrated.

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

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

- 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.

<b>Marks</b>	<b>AO3</b>
<b>12-15</b>	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.
<b>8-11</b>	Discussion is reasonably appropriate but less detailed. Material is used in an effective manner. Depth or range of knowledge is displayed. Some specialist terms.
<b>4-7</b>	Discussion is basic; material is used in a relevant manner but is limited. Few specialist terms.
<b>1-3</b>	Discussion is superficial; material is muddled and/or incoherent. Specialist terms are either absent or are incorrect.
<b>0</b>	No relevant knowledge or understanding of relevant material is demonstrated.



## GCE Psychology - PY4

**Q.1** (a) Describe what is meant by the term 'cultural bias' in psychology. **[3]**

Credit **could** be given for:

- The researcher distorts hypotheses, research instruments, data or conclusions in ways consistent with their own cultural attitudes and practices.
- Any other appropriate definition.

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

(b) Discuss issues of cultural bias in psychology.

[22]

Credit **could** be given for:

- Evaluation of specific studies and theories.
- Identification of biases (e.g. historical, imposed etc, ethnocentric, implicit).
- Overall evaluation of strength of argument and conclusions.
- 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:

- Bias towards Western cultures (e.g. exclusion of non-Western psychology in academic work, US publication domination, implicit Western norms).
- Assumptions of Western psychology (e.g. universality of concepts, behaviour and social relationships).
- Ethnocentrism in action (e.g. in diagnosis of mental disorder, theories of moral behaviour).
- 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 concept 'ethical cost' in psychology. **[3]**

Credit **could** be given for:

- Some outcome of the process, conclusions or application of research has caused detriment to the participants or the population at large.
- A moral threshold has been breached in some way by this research or its application.
- Any other relevant definition.

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

- (b) Discuss the balance of scientific benefits against ethical costs in psychology. [22]

Credit **could** be given for:

- Evaluation of items of research used in the argument.
- Evaluation of the quality of the argument used in the answer.
- Evaluation of the importance of the issues raised in the question and the answer.
- 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:

- What constitutes a scientific benefit/ethical cost?
- Descriptions of scientific benefits (e.g. understanding and predicting behaviour, therapies) and types of ethical cost (e.g. discrimination, psychological harm).
- Balances between scientific advances, social advancement, social morality (e.g. can science be value-free, use of knowledge to oppress).
- 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 alternatives to the multi-store model of memory.

**[25]**

Credit **could** be given for:

- Levels of processing approach.
- Working memory hypothesis (initial idea and elaborations).
- Multiple forms of LTM (e.g. semantic/episodic/autobiographical/procedural).
- Reconstructive memory (e.g. existence of 'top-down' filters).
- 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:

- Evaluation of the levels of processing approach (e.g. Morris 1977, Eysenck & Keane 1995).
- Evaluation of working memory hypothesis (e.g. Baddeley 1997, Hampson & Morris 1996).
- Research relating to multiple forms of LTM (e.g. Baddeley 1995, Cohen & Squire 1980).
- Discussion of the shortcomings of all models.
- 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** Discuss explanations relating to the dissolution of relationships.

[25]

Credit **could** be given for:

- Official vs real reasons for break-up (e.g. Duck 2011).
- Other factors in dissolution (e.g. gender differences, duration of relationships).
- Models of dissolution (e.g. Rollie & Duck 2006, Lee 1984).
- Other types of dissolution (e.g. bereavement).
- 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:

- Evaluation of Duck's precipitating factors (e.g. supporting evidence, over-generalisation)
- Evidence relating to other factors in dissolution (e.g. Akert 1998 on post-break up behaviours, Fincham 2004 on attributional styles).
- Evaluation of models of dissolution (e.g. sample bias in most research, over-generalisation).
- General evaluation (e.g. ethnocentrism, comparison of models) applied to dissolution of relationships).
- 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 cognitive development.

**[25]**

Credit **could** be given for:

- Piagetian theory.
- Other theories (e.g. Vygotsky, Bruner).
- Information processing approach (e.g. metacognition).
- Any other relevant material.

<b>Marks</b>	<b>AO1</b>
<b>8 - 10</b>	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.
<b>6 - 7</b>	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.
<b>4 - 5</b>	Knowledge and understanding of evidence is appropriate, but basic in detail. The use of language may show some inaccuracies in grammar, punctuation and spelling.
<b>1 - 3</b>	Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.
<b>0</b>	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- Criticism and modification of Piagetian framework.
- Evidence relating to other theories (e.g. evaluation and application of Vygotskian ideas in education).
- Evaluation of information processing approach (e.g. Case 1985, Bee 2000)
- Any other relevant material.

<b>Marks</b>	<b>AO2</b>
<b>12 - 15</b>	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.
<b>8 - 11</b>	Evaluation is relevant, structured and shows some coherence in material presented. Depth or range of evaluation is displayed.
<b>4 - 7</b>	Evaluation shows some relevance but is basic and limited in detail.
<b>1 - 3</b>	Some very limited, relevant evaluation is present.
<b>0</b>	No relevant evaluation

**Q.6** Describe and evaluate explanations of adolescent identity.

[25]

Credit **could** be given for:

- Blos's psychoanalytic theory.
- Erikson's stage theory of identity.
- Marcia's identity status theory.
- Negotiating relationship change, roles and identities (e.g. Coleman 1995)
- 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:

- Adolescence as a social construct.
- Evaluative material (e.g. support for major theories, weaknesses in concept and method).
- Biases in research (e.g. ethnocentrism, differences within cultures, gender bias, historical changes).
- 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 theories of hypnosis.

**[25]**

Credit **could** be given for:

- State theories (e.g. Hilgard, Oakley).
- Non-state theories (e.g. Wagstaff, Spanos).
- Any other relevant material.

<b>Marks</b>	<b>AO1</b>
<b>8 - 10</b>	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.
<b>6 - 7</b>	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.
<b>4 - 5</b>	Knowledge and understanding of evidence is appropriate, but basic in detail. The use of language may show some inaccuracies in grammar, punctuation and spelling.
<b>1-3</b>	Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.
<b>0</b>	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- Evaluation of state theories.
- Evaluation of non-state theories.
- Discussion of current scientific position (i.e. balance of evidence).
- Relevance of theory in relation to actual usage of hypnosis (e.g. clinical use, entertainment).
- Any other relevant material.

<b>Marks</b>	<b>AO2</b>
<b>12 -15</b>	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.
<b>8 - 11</b>	Evaluation is relevant, structured and shows some coherence in the material presented. Depth or range of evaluation displayed.
<b>4 - 7</b>	Evaluation shows some relevance but is basic and limited in detail.
<b>1 - 3</b>	Some very limited, relevant evaluation is present.
<b>0</b>	No relevant evaluation

**Q.8** Discuss issues in health promotion.**[25]**Credit **could** be given for:

- Nature of health promotion (e.g. public sector belief and/or behaviour modification).
- Behaviour change models (e.g. Health Belief Model, Theory of Reasoned Action).
- Self-empowerment approaches (e.g. participatory learning, increasing self-efficacy).
- Any other relevant material.

<b>Marks</b>	<b>AO1</b>
<b>8 - 10</b>	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.
<b>6 - 7</b>	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.
<b>4 - 5</b>	Knowledge and understanding of evidence is appropriate, but basic in detail. The use of language may show some inaccuracies in grammar, punctuation and spelling.
<b>1-3</b>	Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.
<b>0</b>	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- Evaluation of specific issues (e.g. support for HBM, TRA).
- Psychological issues (e.g. rationality in decision-making, heuristics).
- Effectiveness of health promotion campaigns (e.g. anti-obesity).
- Ideological and ethical issues (e.g. freedom of individual, mandate for change efforts by government).
- Any other relevant material.

<b>Marks</b>	<b>AO2</b>
<b>12 -15</b>	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.
<b>8 - 11</b>	Evaluation is relevant, structured and shows some coherence in the material presented. Depth and range of evaluation is displayed.
<b>4 - 7</b>	Evaluation shows some relevance but is basic and limited in detail.
<b>1 - 3</b>	Some very limited, relevant evaluation is present.
<b>0</b>	No relevant evaluation.

**Q.9** Describe and evaluate motivating factors in the classroom.

[25]

Credit **could** be given for:

- Attribution theory as applied to education (e.g. self-attributions).
- Behavioural concepts as applied to education (e.g. learned helplessness).
- Teaching/learning styles and their effect on motivation (e.g. mismatch of preferred style and teaching mode).
- The effects of labelling and stereo-typing on motivation (e.g. self-fulfilling prophecy).
- 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.
- Classroom management and use of motivating factors.
- Individual differences and demotivating factors (e.g. psychological disturbances, gender and cultural differences).
- External influences (e.g. family, media, drugs).
- 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** Describe and evaluate theories of crime.**[25]**Credit **could** be given for:

- Biological explanations of crime (e.g. genetic, physiological).
- Psychological explanations of crime (e.g. psychoanalytic theory, SLT, cognitive).
- Social theories (e.g. familial influences, peer group subculture, differential association, gender).
- Any other relevant material.

<b>Marks</b>	<b>AO1</b>
<b>8 - 10</b>	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.
<b>6 - 7</b>	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.
<b>4 - 5</b>	Knowledge and understanding of evidence is appropriate, but basic in detail. The use of language may show some inaccuracies in grammar, punctuation and spelling.
<b>1-3</b>	Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.
<b>0</b>	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- Evidence relating to specific theories.
- Methodological issues relating to specific theories.
- Historical, cultural and political evaluative issues.
- Crime and the notion of criminality as a social construct.
- Any other relevant material.

<b>Marks</b>	<b>AO2</b>
<b>12 -15</b>	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
<b>8 - 11</b>	Evaluation is relevant, structured and shows some coherence in the materials presented. Depth and range of evaluation is displayed.
<b>4 - 7</b>	Evaluation shows some relevance but is basic and limited in detail.
<b>1 - 3</b>	Some very limited, relevant evaluation is present.
<b>0</b>	No relevant evaluation.

**Q.11** Discuss external factors affecting sporting performance.

**[25]**

Credit **could** be given for:

- Social facilitation (e.g. Zajonc).
- Interactive audiences and home court/away court effects (e.g. Varca 1980)
- Audience characteristics (e.g. size, density, hostility).
- Team cohesion (e.g. group effects, self-efficacy)
- Coaching factors (e.g. compatibility, stereotypes in selection).
- Any other relevant material.

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

Credit **could** be given for:

- Evaluation of audience and crowd effects.
- Evaluation of team and coaching factors.
- Problems for scientific research (e.g. subjectivity, difficulty of operationalising and measuring variables).
- Any other relevant material.

<b>Marks</b>	<b>AO2</b>
<b>12 -15</b>	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.
<b>8 - 11</b>	Evaluation is relevant, structured and shows some coherence in the material presented. Depth or range of evaluation is displayed.
<b>4 - 7</b>	Evaluation shows some relevance but is basic and limited in detail.
<b>1 - 3</b>	Some very limited, relevant evaluation is present.
<b>0</b>	No relevant evaluation.

**Q.12** Describe and evaluate aetiologies of unipolar depression including psychological and physiological explanations. **[25]**

Credit **could** be given for:

- Genetic factors (e.g. evidence from twin, family and adoption studies).
- Biochemical factors (e.g. hormones).
- Psychological explanations (e.g. learned helplessness, cognitive factors, negative cognitive triad).
- Social and developmental explanations (e.g. unresolved childhood conflicts).
- Any other relevant material.

Marks	AO1
<b>8 - 10</b>	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.
<b>6 - 7</b>	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.
<b>4 - 5</b>	Knowledge and understanding of evidence is appropriate, but basic in detail. The use of language may show some inaccuracies in grammar, punctuation and spelling.
<b>1-3</b>	Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.
<b>0</b>	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- Issues with the definition of depression.
- Critical examination of empirical evidence (e.g. problems with serotonin theories).
- Problems with generalisation (e.g. individual differences, cross-cultural differences).
- Socio-cultural context and depression (e.g. lack of threats to existence).
- Any other relevant material.

Marks	AO2
<b>12 -15</b>	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.
<b>8 - 11</b>	Evaluation is relevant, structured and shows some coherence in the material presented. Depth or range of evaluation is displayed.
<b>4 - 7</b>	Evaluation shows some relevance but is basic and limited in detail.
<b>1 - 3</b>	Some very limited, relevant evaluation is present.
<b>0</b>	No relevant evaluation.



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