



GCE MARKING SCHEME

**PSYCHOLOGY
AS/Advanced**

SUMMER 2015

INTRODUCTION

The marking schemes which follow were those used by WJEC for the SUMMER 2015 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 – Summer 2015

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

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

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

- 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 OR Two assumptions are outlined and explained with some reference to psychology.
2	One assumption is outlined and explained with clear reference to psychology OR Two assumptions are outlined only.
1	One assumption is outlined only OR Two assumptions are identified only.
0	No relevant knowledge or understanding.

(b) Explain the main features of Selye's General Adaptation Syndrome. **[8]**

Credit **could** be given for an explanation 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.

- 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 Explain how the psychodynamic approach has been applied in **either** dream analysis **or** free association. **[12]**

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

- The aims/underlying assumptions of dream analysis **or** free association.
- Main features of dream analysis **or** free association.
- Role of the therapist
- Examples of the application of dream analysis **or** free association.
- Findings from identifiable research into the effectiveness of dream analysis **or** free association.

- Any other relevant material.

Marks	AO1
10-12	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.
7-9	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. OR 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.
4-6	Description of the therapy is well detailed and accurate but no link to the approach. OR Description of the therapy is basic in detail with some link to the approach. Language (including grammar, punctuation and spelling) shows some inaccuracies.
1-3	Description of the therapy is superficial and/or muddled. Language (including grammar, punctuation and spelling) has errors.
0	No appropriate description

Q.3 (a) Analyse **two** strengths of the behaviourist approach.

[6]

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

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

- Any other relevant material.

Can only receive credit for one methodology/therapy.

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

(b) Analyse **two** weaknesses of the behaviourist approach.

[6]

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

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

- Any other relevant material.

Can only receive credit for one methodology/therapy.

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

Q.4 Discuss the similarities and differences of the biological and cognitive approaches **[12]**

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

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

- Any other relevant material.

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

Q.5 Apply and discuss the methodology used by the cognitive approach.

[12]

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

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

- Any other relevant material.

Marks	AO3
10-12	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.
7-9	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.
4-6	Appropriate method(s) is explained in a limited manner. Evaluation of method(s) is limited with evidence of strengths and/or weaknesses.
1-3	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.
0	No relevant explanation or evaluation.

GCE PSYCHOLOGY
PY2 Mark Scheme - Summer 2015

SECTION A

Q.1 In 1960, Gibson & Walk published their research, The Visual Cliff. Outline **both** the aims **and** the context of this particular research. **[12]**

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

Aims such as:

- Gibson & Walk aimed 'to investigate if infants could discriminate depth by the time they were able to move independently' or 'they wanted to assess whether an infant's perception and cliff avoidance behaviours were an innate characteristic.'

Context (evidence prior to research) such as:

- Description of what depth perception is, including examples of monocular and binocular cues.
- The views of Nativists (e.g. Gibson, 1950) Empiricists and Interactionists.
- Description of visual system.
- 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 but 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 OR Knowledge and understanding of aim(s) or context is accurate and detailed. Language (including grammar, punctuation and spelling) shows some inaccuracies.
1 - 3	Knowledge and understanding of aim(s) and/or context is superficial and muddled OR Knowledge and understanding of aims or context is appropriate but basic in detail and limited in range. Language (including grammar, punctuation and spelling) shows many inaccuracies.
0	No relevant knowledge or understanding.

Q.2 In 1955, Asch produced his research, Opinions and Social Pressure. Describe the procedures used by Asch in this research. **[12]**

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

- Sample details - 123 male college students divided into groups of between 7-9 participants.
- Nature of 'visual judgement test' - match vertical line length; 12/18 were 'critical'; verbal reporting.
- Seating order of confederates and naïve participants.
- Description of post-research interview.
- Description of modifications cited by Asch in the 1955 article such as truthful partner, deserting partner (no reason and good reason).

- Other relevant details.

Marks	AO1
10 - 12	Knowledge and understanding of procedures 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 procedures is reasonably accurate but less detailed. Depth or range is displayed. Language (including grammar, punctuation and spelling) is accurate, structured and clear.
4 - 6	Knowledge and understanding of procedures is appropriate but basic and limited in range OR Knowledge and understanding of aim(s) or context is accurate and detailed. Language (including grammar, punctuation and spelling) shows some inaccuracies.
1 - 3	Knowledge and understanding of procedures is superficial and muddled. Language (including grammar, punctuation and spelling) has errors.
0	No relevant knowledge or understanding.

Q.3 In 1984, Bennett-Levy and Marteau published their research 'Fear of Animals: what is prepared?' Outline **both** the findings **and** the conclusions of this particular research.

[12]

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

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

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

SECTION B

Q.4 Assess the methodology used by Buss in his 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. issues relating to the consistency of translation.
- Ethical issues, e.g. socially sensitive due to reinforcing double standard; few ethical issues.
- Sampling issues, e.g. issues with the various techniques used in different samples, young mean age.
- Other relevant methodological issues.

Marks	AO2
10 - 12	Assessment 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	Assessment of methodology shows some coherence; depth or range is displayed in an effective manner.
4 - 6	Assessment of methodology is appropriate but limited.
1 - 3	Assessment of methodology is superficial. Material is muddled.
0	No relevant evaluation.

Q.5 Assess the methodology used by Rosenhan in his 1973 research, 'On Being Sane in Insane Places'. **[12]**

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

- Methodological issues - participant observation, e.g. advantages such as researcher gained first-hand insight into actual behaviour.
- Validity issues (internal, external) e.g. pseudo patients may have demonstrated observer bias.
- Reliability issues (internal, external) e.g. consistency of pseudo patient's observations.
- Ethical issues, e.g. discussion of invasion of privacy; deception of hospital staff and patients.
- Sampling issues, e.g. limited application to other cultures as all hospitals in USA.
- Other relevant methodological issues.

Marks	AO2
10 - 12	Assessment 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	Assessment of methodology shows some coherence; depth or range is displayed in an effective manner.
4 - 6	Assessment of methodology is appropriate but limited.
1 - 3	Assessment of methodology is superficial. Material is muddled.
0	No relevant evaluation.

- Q.6** Critically analyse and evaluate Gardner and Gardner's (1969) research, 'Teaching Sign Language to a Chimpanzee'. In your answer you should make reference to appropriate alternative evidence. **[12]**

Alternative evidence can be supportive or contradictory and could be published before **or** after the core study.

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

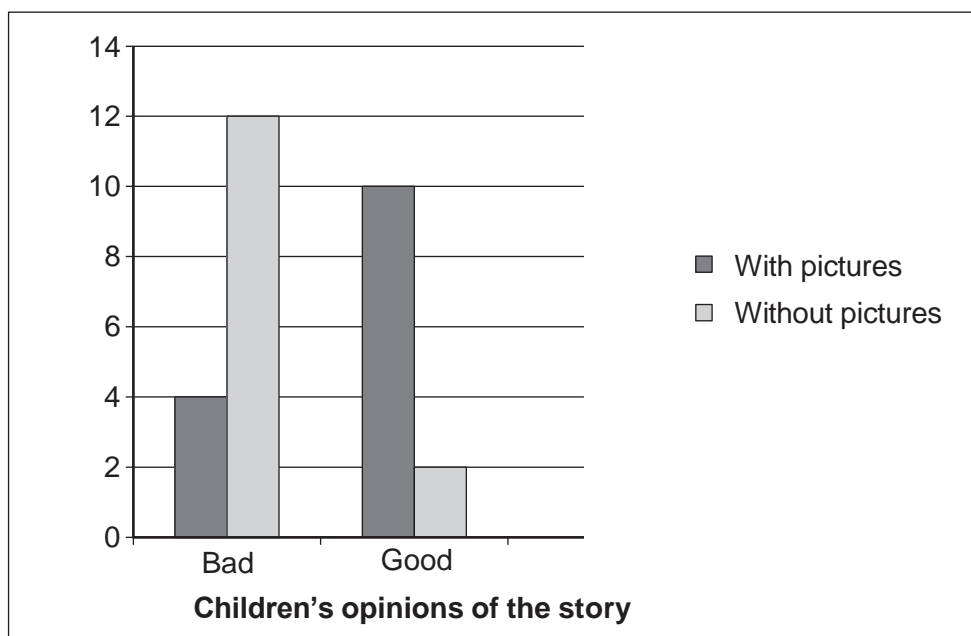
- Behavioural techniques of learning.
- Use of ASL - Hayes & Hayes (1952) limited success in teaching Vicki to use a verbal language.
- Problems with productivity - Terrace et al (1979) carried out an analysis of the 35 multi-sign sequences which Washoe used in the film 'Teaching Sign Language to the Chimpanzee, Washoe'.
- Later studies of cross-fostered chimps - Gardner et al's (1989) findings regarding other chimpanzees, such as Moja, Tatu and Dar.
- Alternatives to ASL - Savage-Rumbaugh et al's 1986) findings with Kanzi and the use of the lexigram.
- 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 OR Makes minimal evaluative comments only (e.g. this 'supports'/'contradicts' the core study).
0	No relevant evaluation of the core study OR Describes alternative evidence but makes no evaluative connection to the core study.

SECTION C

Q.7 A psychologist conducted a laboratory experiment to investigate whether children enjoy a book more if the book has pictures in it. An opportunity sample of 28 children visiting a local library was selected. Later, on arrival at a laboratory, 14 children were given a book with pictures and 14 other children were given a book with the same story but no pictures. They were asked to rate the story as either 'good' or 'bad'. The psychologist then displayed the results in a bar chart (see below).

Fig. 1. Bar chart to show the children's opinions of a story when presented with or without pictures.



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

[3]

Credit **could** be given for:

- Advantage, e.g. the researcher can more easily control the conditions under which the children are reading the story.
- Disadvantage, e.g. the setting of the laboratory may intimidate some of the children so they do not give their real opinion about the story.
- Other appropriate advantage and disadvantage.

Marks	AO3
3	An appropriate advantage and disadvantage are outlined; both are linked to the novel situation.
2	An appropriate advantage and disadvantage are outlined but only one of these is linked to the novel situation.
1	An appropriate advantage and disadvantage are identified and there are no links to the novel situation OR An appropriate advantage or disadvantage is identified with a weak link to the novel situation.
0	An appropriate advantage or disadvantage is identified but there is no link to the novel situation OR No relevant advantage or disadvantage is given.

- (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. the children may not have the same reading ability and so some children may not be able to read the story.
- Their way of dealing with issue, e.g. check the children to ensure they are all of a similar age and test their reading ability.
- 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 given issue are identified and linked to the novel situation.
2	An appropriate issue of reliability and an appropriate way of dealing with the given issue are noted and includes one link to the novel situation. with a weak link to the novel situation.
1	An appropriate issue of reliability and an appropriate way of dealing with the given issue are identified but with no link to the novel situation OR An appropriate issue of reliability is identified and linked to the novel situation but not dealt with.
0	The issue of reliability and way of dealing with it are inaccurate OR An 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, e.g. the 'closed' question which gives the two opinion options may not really reflect a child's opinion about the story.
- Way of dealing, e.g. utilise a content analysis of the children's answers to a more 'open' question about their opinion of the story.
- 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 given issue are identified and linked to the novel situation.
2	An appropriate issue of validity and an appropriate way of dealing with the given 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 given issue are identified but with no links to the novel situation OR 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 OR An issue of validity is not addressed.

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

Credit **could** be given for:

- Advantage, e.g. may be easier and quicker to access a group of children from the local library than using a sampling technique such as quota.
- Disadvantage, e.g. those children selected from the local library will not be representative of all children as they are interested in reading.
- Other appropriate advantage and disadvantage.

Marks	AO3
3	An appropriate advantage and disadvantage are noted, both are linked to the novel situation.
2	An appropriate advantage and disadvantage are noted but only one of these is clearly linked to the novel situation.
1	An appropriate advantage and disadvantage are noted but there is no link to the novel situation OR An appropriate advantage or disadvantage is noted with some link to the novel situation.
0	An appropriate advantage or disadvantage is noted but there is no link to the novel situation OR No relevant advantage or disadvantage.

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

Credit **could** be given for:

- Failure to obtain informed consent. As the participants are children, they may not fully understand their rights in the research.
- Other appropriate ethical issue.

Marks	AO3
3	An appropriate ethical issue is identified, thoroughly discussed and closely linked to the novel situation.
2	An appropriate ethical issue is identified and reasonably discussed with a link to the novel situation.
1	An appropriate ethical issue is discussed but with no links to the novel situation OR An appropriate ethical issue is discussed and linked to the novel situation but no ethical issue has been clearly identified.
0	An ethical issue is not discussed.

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

Credit **could** be given for:

- More children (10) who read the story with pictures rated the story as 'good' than the children who read the story without pictures (2).
- More children (12) who read the story without pictures rated the story as 'bad' than the children who read the story with pictures (4)
- 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, however, the conclusion may be inferential.
1	An appropriate and accurate conclusion has been stated but there is no link to the novel situation.
0	An inappropriate or inaccurate conclusion has been stated OR The issue is not addressed.

Q.8 A team of psychologists investigated if there is a difference in the depression rates of individuals who were married and individuals who were co-habiting (living together, but not married). A quota sample of 30 married individuals and 30 co-habiting individuals, was selected. The team of psychologists conducted a questionnaire. One question on the questionnaire listed 10 symptoms of depression (e.g. problems with sleeping) and then the individual had to identify which symptoms they had experienced in the last year. The results are displayed in the table below:

Fig 2. Table to show the mean number of depressive symptoms for co-habiting and married individuals.

	Co-habiting individuals	Married individuals
Mean number of depressive symptoms	3.8	4.3

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

Credit **could** be given for:

- Advantage, e.g. all of the individuals will be given exactly the same list about depression in exactly the same way.
- Disadvantage, e.g. individuals may not tell the truth about their symptoms of depression (social desirability bias).
- 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 but only one of these is linked 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 advantage or disadvantage is noted with some link to the novel situation but not dealt with.
0	The issue of reliability and way of dealing with it are inaccurate OR An issue of reliability 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. some participants may interpret depressive symptoms differently to other participants.
- Way of dealing with issue, e.g. psychologists should give standardised guidance regarding the nature of the listed depressive symptoms.
- 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 both are linked to the novel situation.
2	An appropriate issue of reliability and an appropriate way of dealing with the identified issue are noted but only one of these is linked to the novel situation.
1	An appropriate advantage and disadvantage are noted but there is no link to the novel situation OR An appropriate advantage or disadvantage is noted with some link to the novel situation.
0	An appropriate advantage or disadvantage is noted and there is no link to the novel situation OR No relevant advantage or disadvantage.

- (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, e.g. extraneous variables, such as length of relationship, may affect results.
- Way of dealing, e.g. ensure the individuals (co-habiting and married) are similar in terms of relationship length.
- 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 given issue are identified and linked to the novel situation.
2	An appropriate issue of validity and an appropriate way of dealing with the given 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 given issue are identified but with no links to the novel situation OR 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 OR No relevant advantage or disadvantage.

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

Credit **could** be given for:

- Advantage, e.g. sample of individuals is more likely to be representative than individuals selected using other techniques such as opportunity.
- Disadvantage, e.g. time-consuming and potentially difficult to ensure that all of the quotas are appropriately met (e.g. length of relationship, gender).
- Other appropriate advantage and disadvantage.

Marks	AO3
3	An appropriate advantage and disadvantage are Noted, both are linked to the novel situation.
2	An appropriate advantage and disadvantage are noted but only one of these is linked to the novel situation.
1	An appropriate advantage and disadvantage are Noted but there is no link to the novel situation OR An appropriate advantage or disadvantage is noted with some link to the novel situation.
0	An appropriate advantage or disadvantage is noted and there is no link to the novel situation OR No relevant advantage or disadvantage.

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

Credit **could** be given for:

- Protection from psychological harm; the self-esteem of individuals may be affected if they find out their number of depressive symptoms is high.
- Other appropriate ethical issue.

Marks	AO3
3	An appropriate ethical issue is identified and closely linked to the novel situation.
2	An appropriate ethical issue is identified, reasonably discussed with a link to the novel situation.
1	An appropriate ethical issue is identified, discussed but with no links to the novel situation OR An appropriate ethical issue is discussed and linked to the novel situation but no ethical issue has been clearly identified.
0	An ethical issue is not discussed.

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

	Co-habiting individuals	Married individuals
Mean number of depressive systems	3.8	4.3

Credit **could** be given for:

- The mean number of depressive symptoms for married individuals (4.3) is higher than the mean number of depressive symptoms for cohabiting individuals (3.8).
- The mean number of depressive systems for cohabiting individuals (3.8) is lower than the mean number of depressive symptoms for married individuals (4.3).
- The mean number of depressive symptoms for married individuals (4.3) and cohabiting individuals (3.8) are similar.
- 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 some link to the novel situation; however the conclusion may be inferential.
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.

GCE Psychology

Mark Scheme PY3 – Summer 2015

SECTION A

Q.1 Students wanted to study helping behaviour. They decided to carry out a field experiment. In the experiment a mobile phone was left on a park bench. When it was picked up by a passer-by, one of the researchers who was hidden nearby rang the phone. In condition A the researcher explained it was their mobile phone and politely asked if it could be returned to them. In condition B the researcher stated it was their mobile phone and demanded rudely that it be returned to them.

The students' experimental hypothesis was, 'the way the researcher asks for the return of the mobile phone will affect the number of phones returned.'

The table below shows the results.

	Condition A	Condition B
Number of phones returned	8	1

(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 but a key variable (the IV) is still altered 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]

Advantages

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

Disadvantages

- Less control of confounding variables may be more likely in a natural environment.
- Ethical issue - participants didn't agree to take part, might experience distress and can't be debriefed.
- Any other relevant disadvantage.

Marks	AO2
4	One clear advantage and one clear disadvantage identified and both explained in detail.
3	One clear advantage/disadvantage identified and explained in detail and one advantage/disadvantage only partially explained.
2	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) Define what is meant by the term 'experimental/alternative hypothesis'. [2]

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

- (c) Identify

- (i) the independent variable (IV) in the above study; [1]

Marks	AO3
1	The IV identified, e.g. how rude someone is.
0	No relevant definition.

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

Marks	AO3
1	The DV identified, helping behaviour given e.g. phone returned or not/number of phones returned.
0	No relevant definition.

- (d) The results were found to be significant at the 5% level. Explain what this means. [2]

Marks	AO3
2	Clear and detailed explanation e.g. the probability of the results being down to chance is 5% or less.
1	Basic explanation e.g. results are 95% accurate.
0	No relevant information.

- (e) State an appropriate directional hypothesis for the above study. [2]

Marks	AO3
2	Appropriate directional hypothesis stated, e.g. the passer-by will not return the mobile phone if the person is rude.
1	Directional hypothesis given but IV or DV missing. Basic or muddled statement, e.g. help will not be given because of the researcher's behaviour.
0	No relevant information.

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

Marks	AO1
2	Clear and detailed definition, e.g. the most frequently occurring value in a set of scores.
1	Basic definition, e.g. most common score.
0	No relevant information.

- (ii) Give one advantage and one disadvantage of using the mode. [2]

Advantages

- It shows the most common or important score.
- It is always a result from the actual data set, so it is more useful or realistic.
- Any other relevant advantage.

Disadvantages

- It is not very useful if there are several modal values.
- It ignores most of the other scores.
- Any other relevant disadvantage.

Marks	AO2
4	One clear advantage and one clear disadvantage identified and both explained in detail.
3	One clear advantage/disadvantage identified and explained in detail and one advantage/disadvantage only partially explained.
2	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.

(g) Describe what is meant by: [2]

(i) 'a lack of informed consent';

- Not informing the participants about the full purpose of specific research.
- Any other relevant description.

Marks	AO1
2	Ethical issue is clearly described.
1	Description is limited or basic.
0	No relevant explanation.

(ii) 'deception' [2]

- Misleading or withholding information from participants.
- Any other relevant description.

Marks	AO1
2	Ethical issue is clearly described.
1	Description is limited or basic.
0	No relevant explanation.

24 marks

SECTION B

Q.2 Researchers were interested in the treatment of schizophrenia in a range of settings. They carried out a series of interviews with five clinical psychologists. These settings all differed in how well funded or how well staffed they were. The researchers asked each clinical psychologist the same ten open questions about their treatment of schizophrenia. The clinical psychologists were chosen in each setting by using systematic sampling.

(a) (i) Define what is meant by the term 'interview'. **[4]**

- Structured interviews follow a fixed set of questions that are the same for all participants.
- Unstructured interviews may have a set of discussion topics, but are less constrained about how the conversation goes.
- Any other relevant definition.

Marks	AO1
2	Full definition given.
1	Definition is limited in detail.
0	No relevant information.

(ii) Explain one advantage and one disadvantage of using open questions in an interview. **[4]**

Advantages

- Fewer constraints on answers compared with closed questions.
- Allows for fuller answers / interviewees can elaborate.
- Any other relevant advantage.

Disadvantages

- Lacks reliability due to interpretation.
- Harder to analyse than closed questions.
- Any other relevant disadvantage.

Marks	AO2
4	One clear advantage and one clear disadvantage identified and both explained in detail.
3	One clear advantage/disadvantage identified and explained in detail and one advantage/disadvantage only partially explained.
2	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.

- (iii) Interviews can produce quantitative data. Give one advantage and one disadvantage of quantitative data. **[4]**

Advantages

- Can collect data quickly.
- Easier to analyse statistically.
- Any other relevant advantage.

Disadvantages

- Lack of depth.
- May not necessarily represent true opinion.
- Any other relevant disadvantage.

Marks	AO2
4	One clear advantage and one clear disadvantage identified and both explained in detail.
3	One clear advantage/disadvantage identified and explained in detail and one advantage/disadvantage only partially explained.
2	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) Define what is meant by the term 'concurrent validity'. [2]

Marks	AO1
2	Clear and detailed definition given e.g. concurrent validity is validating a measurement by comparing it with an established measurement that has known validity.
1	Basic information e.g. compare to another measurement.
0	No relevant definition.

- (c) Identify and explain two issues that would affect the validity of the answers given by the clinical psychologist. [4]

- Personality of the psychologist.
- The psychologist may not tell the truth.
- Day of the week.
- Facility the psychologist worked at.
- Any other relevant issue.

Marks	AO3
3 - 4	Two issues identified and explained in context.
1 - 2	One issue identified and explained OR two issues just identified.
0	No relevant information.

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

- Putting all the names of your target population on a list and choosing for example every *n*th name on that list.
- Any other relevant point.

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

- (ii) Give one advantage and one disadvantage of systematic sampling. **[4]**

Advantages

- It is quicker and easier compared to other sampling methods.
- Reduces experimenter bias.
- Any other relevant advantage.

Disadvantages

- The sample chosen may not be representative of the chosen population.
- The sample chosen may include participants who do not want to take part in the study.
- Any other relevant disadvantage.

Marks	AO2
4	One clear advantage and one clear disadvantage identified and both explained in detail.
3	One clear advantage/disadvantage identified and explained in detail and one advantage/disadvantage only partially explained.
2	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.

- (e) Describe what is meant by:

- (i) 'right to withdraw'; **[2]**

- Making sure that the participants are aware that they can leave the study at any time they wish.
- Any other relevant description.

Marks	AO1
2	Ethical issue is clearly described.
1	Description is limited or basic.
0	No relevant information.

(ii) 'protection from psychological harm'. [2]

- To reduce or minimize any embarrassment or stress for the participant.
- Any other relevant description.

Marks	AO1
2	Ethical issue is clearly described.
1	Description is limited or basic.
0	No relevant information.

26 marks

SECTION C

- Q.3** Describe and evaluate how a psychologist would manage ethical issues when using human participants in research. **[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.

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

Q.4 Outline and explain the problems and limitations associated with the use of scientific method in psychology. **[15]**

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

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

Q.5 Describe and evaluate ethical issues that arise out of **two** applications of psychology in the real world. **[15]**

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

- Use of conditioning theory in advertising.
- Use of persuasive commercials.
- Use of subliminal techniques in advertising.
- Use of psychological techniques in interrogation and treatment of prisoners of war.
- Use of psychological knowledge in recruitment.
- Use of profiling.
- 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 is displayed, though not necessarily in equal measure. Specialist terms are used throughout.
8 - 11	Discussion is reasonably appropriate but less detailed. Material is used in an effective manner. Depth or range of knowledge is displayed. Some specialist terms.
4 - 7	Discussion is basic; material is used in a relevant manner but is limited. Few specialist terms.
1 - 3	Discussion is superficial; material is muddled and/or incoherent. Specialist terms are either absent or are incorrect.
0	No relevant knowledge or understanding of relevant material is demonstrated.

GCE Psychology - PY4

Mark Scheme - SUMMER 2015

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

Credit **could** be given for:

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

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

(b) With reference to psychological theories and research, discuss the status of psychology as a science. [22]

Credit **could** be given for:

- Evaluation of psychological research referred to in argument
- Compare and contrast aspects of psychology to present argument structure about scientific nature
- Overall evaluation of status
- Implications of scientific status of psychology
 - 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:

- Nature of science as an activity, with appropriate examples (e.g. discovery of brain structures and functions)
- Principles of 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	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. Depth and range of evidence are displayed though not necessarily 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 depth and range 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 used.
1 - 3	There is little evidence relating to the question. The answer is confused and/or severely limited in scope. Appropriate terms are either not used or are used incorrectly.
0	No material relevant to the question.

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

Credit **could** be given for:

- Determination of an individual's behaviour by an act of will alone, uninfluenced by other factors
- The feeling of being able to make choices of one's own volition
- Any other relevant description.

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

(b) Discuss the issue of free will and determinism in psychology.

[22]

Credit **could** be given for:

- Standard of evidence used in the argument presented
- Evaluation of specific studies and theories
- Difficulties in establishing the measurement of free will and determinism
- Implications of each approach for therapeutic intervention
- Any other relevant material.

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

Credit **could** be given for:

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

Marks	AO3
12 - 15	Evidence is clearly interpreted and analysed. Arguments are presented in a structured manner that accurately address the question and reaches a reasoned conclusion. Depth and range of evidence are displayed, although not necessarily 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 depth and range 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 used.
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 Discuss alternatives to the multi-store model of memory.**[25]**Credit **could** be given for:

- Other cognitive approaches such as the Working Memory Models
- Other process approaches such as Levels of Processing Theory
- Other reconstructive approaches (e.g. Bartlett, Loftus).
- 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. Language (grammar, punctuation and spelling) is relevant, well-structured and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. Language (including grammar, punctuation and spelling) is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate but basic in detail. Language (including grammar, punctuation and spelling) shows some inaccuracies.
1 - 3	Knowledge and understanding is superficial and/or muddled. Language (including grammar, punctuation and spelling) has errors.
0	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- Comparisons between the MSM and other approaches and models
- Specific evaluations of alternatives to the MSM
- Global comment about approaches and models in this field
- Any other relevant material

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

Q.4 Describe and evaluate the benefits of relationships on psychological well-being. [25]

Credit **could** be given for:

- Evolutionary background for group behaviour and relationships.
- Primary relationship of carer and child (e.g. attachment, deprivation).
- Secondary relationships (friends, peers).
- Romantic and pair bonding relationships (e.g. marriage benefits for psychological health).
- Electronic and mediated relationships (e.g. emotional buffering, risk diminution).
- 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. Language (including grammar, punctuation and spelling) is relevant, well-structured and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. Language (including grammar, punctuation and spelling) is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate but basic in detail. Language (including grammar, punctuation and spelling) shows some inaccuracies.
1 - 3	Knowledge and understanding is superficial and/or muddled. Language (including grammar, punctuation and spelling) has errors.
0	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- Bias in psychological theories (e.g. ethnocentrism, orientation, stereotypical theorising about marriage etc).
- Limitations of research base (e.g. understudied relationships).
- Evaluation of theories and research (e.g. was Bowlby right?).
- 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 Analyse and evaluate issues relating to the measurement of intelligence. [25]

Credit **could** be given for:

- Variations in the definition of intelligence
- General intelligence measurement (e.g. Stanford Binet, Weschier, BAS)
- Multiple intelligence theories and measurement (e.g. Gardner, Sternberg)
- 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. Language (including grammar, punctuation and spelling) is relevant, well-structured and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. Language (including grammar, punctuation and spelling) is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate but basic in detail. Language (including grammar, punctuation and spelling) shows some inaccuracies.
1 - 3	Knowledge and understanding is superficial and/or muddled. Language (including grammar, punctuation and spelling) has errors.
0	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- Questions relating to definitions of intelligence
- Cross-cultural differences in definition of intelligence.
- Specific methodological issues such as the measurement of intelligence
- Historical, and political issues
- Any other relevant material.

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

Q.6 With reference to psychological knowledge and research findings, discuss the effects of events in Middle adulthood. [25]

Credit **could** be given for:

- Definition of 'Middle adulthood'
- Stage theories relating to events in Middle adulthood and the effects on the person proposed (e.g. Erikson, Levinson, Gould).
- Culture-specific markers of transition in through and out of Middle adulthood
- 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. Language (including grammar, punctuation and spelling) is relevant, well-structured and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. Language (including grammar, punctuation and spelling) is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate but basic in detail. Language (including grammar, punctuation and spelling) shows some inaccuracies.
1 - 3	Knowledge and understanding is superficial and/or muddled. Language (including grammar, punctuation and spelling) has errors.
0	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- Issues in Middle adulthood and the effects on the person (e.g. partnerships, parenting, separations)
- Criticism of stage theories, cultural differences
- Critical research material on middle adulthood
- 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 Describe and evaluate explanations for the nature of dreams.**[25]**Credit **could** be given for:

- Nature of phenomenon (e.g. REM sleep, real time dreaming)
- Biological theories (e.g. reverse-learning, activation-synthesis)
- Psychological theories (e.g. integration of information into LTM, psychodynamic theories)
- 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. Language (including grammar, punctuation and spelling) is relevant, well-structured and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. Language (including grammar, punctuation and spelling) is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate but basic in detail. Language (including grammar, punctuation and spelling) shows some inaccuracies.
1 - 3	Knowledge and understanding is superficial and/or muddled. Language (including grammar, punctuation and spelling) has errors.
0	No relevant knowledge or understanding displayed.

Credit **could** be given for:

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

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

Q.8 With reference to psychological theories and research findings discuss the treatment of addiction. [25]

Credit **could** be given for:

- Nature of addiction (e.g. physical dependency, wider definition)
- 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.

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. Language (including grammar, punctuation and spelling) is relevant, well-structured and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. Language (including grammar, punctuation and spelling) is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate but basic in detail. Language (including grammar, punctuation and spelling) shows some inaccuracies.
1 - 3	Knowledge and understanding is superficial and/or muddled. Language (including grammar, punctuation and spelling) has errors.
0	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- Criticism of addiction as unitary phenomenon
- Critical research relating to biological treatments
- Critical research relating to psychological treatments
- Critical research relating to social treatments (e.g. alteration of laws to enable treatments without punishment in some countries)
- Any other relevant material.

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

Q.9 Discuss the effect of individual differences in learning styles.**[25]**Credit **could** be given for:

- Historical context
- Models and theories of learning styles (e.g. Curry, Grasha)
- Contemporary theories (e.g. Visual, Auditory, Kinaesthetic)
- 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. Language (including grammar, punctuation and spelling) is relevant, well-structured and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. Language (including grammar, punctuation and spelling) is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate but basic in detail. Language (including grammar, punctuation and spelling) shows some inaccuracies.
1 - 3	Knowledge and understanding is superficial and/or muddled. Language (including grammar, punctuation and spelling) has errors.
0	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- Investigative evidence (e.g. Riding & Watts)
- Modern brain research critical of sensory separation
- Self-perpetuating beliefs in education (gender and cultural differences) - are they valid?
- 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 Comment on the treatment and punishment of crime with reference to psychological theories and research findings.

[25]

Credit **could** be given for:

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

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

Credit **could** be given for:

- Moral and ethical debates around concept of punishment (e.g. Zimbardo and 'torture', treatment vs punishment)
- Critical research relating to treatments
- Assumptions relating to the nature of criminality (e.g. free will vs determinism)
- Any other relevant material.

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

Q.11 Describe and evaluate how sporting performance is affected by internal factors.

[25]

Credit **could** be given for:

- 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.

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. Language (including grammar, punctuation and spelling) is relevant, well-structured and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. Language (including grammar, punctuation and spelling) is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate but basic in detail. Language (including grammar, punctuation and spelling) shows some inaccuracies.
1 - 3	Knowledge and understanding is superficial and/or muddled. Language (including grammar, punctuation and spelling) has errors.
0	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- Measurement issues with many factors
- Clear identification of factors
- Difficulty of establishing causal relations under controlled conditions
- Status of anecdotal evidence
- Difficulty of generalising results
- Any other relevant material.

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

Q.12 Describe and evaluate the different aetiologies of schizophrenia.**[25]**Credit **could** be given for:

- 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.

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. Language (including grammar, punctuation and spelling) is relevant, well-structured and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. Language (including grammar, punctuation and spelling) is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate but basic in detail. Language (including grammar, punctuation and spelling) shows some inaccuracies.
1 - 3	Knowledge and understanding is superficial and/or muddled. Language (including grammar, punctuation and spelling) has errors.
0	No relevant knowledge or understanding displayed.

Credit **could** be given for:

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



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