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# **GCE MARKING SCHEME**

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**SUMMER 2016**

**PSYCHOLOGY - PY3  
1333/01**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was 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 conference was to ensure that the marking scheme was 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' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

**GCE PSYCHOLOGY**

**PY3 Mark Scheme – Summer 2016**

**SECTION A**

**Q.1** A psychologist was interested in how gender affects young children’s interactions with each other. The psychologist measured aggressive and non-aggressive play by carrying out a non-participant observation of a group of twenty children as they played in a park on a Saturday morning. The psychologist observed same gender and opposite gender play. The sample was chosen using opportunity sampling.

**The results from the observation are shown below.**

<b>Situation</b>	<b>Aggressive play</b>	<b>Non-aggressive play</b>
<b>Same gender</b>	12	14
<b>Opposite gender</b>	2	8

(a) (i) Define what is meant by the term ‘non-participant observation’. **[2]**

- Watching and recording behaviour without any involvement.
- Covert can be credited as long as this implies no involvement
- Any other relevant definition.

N.B No credit for just repeating the question

<b>Marks</b>	<b>AO1</b>
<b>2</b>	Full definition given.
<b>1</b>	Definition is limited in detail.
<b>0</b>	No relevant definition.

(ii) Explain one advantage and one disadvantage of using non-participant observation. **[4]**

**Advantage**

- Can produce a lot of qualitative data that is rich in detail.
- High ecological validity due to natural environment.
- Natural behaviour especially if person not aware being observed.
- Any other relevant advantage.

**Disadvantage**

- Data is very hard to analyse/less scientific, open to observer bias.
- No control over confounding variables.
- (this method can lead to ethical issues)
- (Behaviour not natural if person aware they are being observed)
- Any other relevant disadvantage.

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

(b) (i) Define what is meant by the term 'operationalisation' of a variable. [2]

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

N.B. No credit for just 'measuring a variable' candidates must state or imply how

<b>Marks</b>	<b>AO1</b>
<b>2</b>	Clear and detailed definition given.
<b>1</b>	Definition is limited in detail.
<b>0</b>	No relevant information.

(ii) Identify two ways 'aggressive play' could have been operationalised in the above study. [2]

<b>Marks</b>	<b>AO3</b>
<b>2</b>	Two examples given, e.g. shoving, hitting or foul language.
<b>1</b>	Only one example given.
<b>0</b>	No relevant information.

(c) Define what is meant by the term 'qualitative data'. [2]

- Data that is non-numerical and is presented in written form.
- Any other relevant definition.

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

N.B No credit for stating 'just not numbers', no credit for 'methods used to collect the data'

(d) Define what is meant to the term 'inter-rater reliability'. [2]

- Checking that two or more researchers collect data in a consistent manner, e.g. using a coding system.
- Data collected by two or more researchers is correlated.
- Any other relevant definition.

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

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

- List of aggressive and play behaviour unclear.
- Too many children to observe at once and some behaviour missed.
- Difficult to replicate the study again using the same children.
- Any other relevant explanation.

Marks	AO3
2	One issue clearly explained (in context).
1	Explanation is limited in detail or not in context.
0	No relevant information.

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

Marks	AO1
2	Clear and detailed definition, e.g. a case of selecting whoever is available at that time at that location and is willing to participate.
1	Basic information with only, e.g. selecting who is available.
0	No relevant definition.

- (ii) Explain one advantage and one disadvantage of using opportunity sampling to select participants in research. [4]

**Advantage**

- This is a quicker and more practical way of getting a sample compared with other methods.
- Any other relevant advantage.

**Disadvantage**

- The sample may not be representative of the target population.
- The sample may be biased e.g. all males.
- 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 <b>OR</b> only one advantage/disadvantage identified and explained in detail.
1	Only one advantage <b>OR</b> one disadvantage identified.
0	No relevant information.

(g) Identify and explain two ethical issues that may arise in psychological research with children. [4]

- Physical/psychological harm could include anxiety or stress.
- Lack of informed consent means not informing the participants/parents about the full purpose of specific research; not being informed of participants' rights and getting theirs (or parents) consent to take part.
- Deception: participants were deceived about the nature of the study.
- Confidentiality: parents may not want the names of their children being used.
- Any other relevant point.

N.B No need to specifically state the ethical issue as long as it is implied

<b>Marks</b>	<b>AO2</b>
<b>4</b>	Two clear ethical issue identified and both explained in detail.
<b>3</b>	One clear ethical issue identified and explained and one ethical issue only identified/ partially explained.
<b>2</b>	One clear ethical issue only partially explained or two ethical issues only identified/partially explained.
<b>1</b>	One clear ethical issue identified.
<b>0</b>	No relevant information.

**TOTAL 26**

## SECTION B

**Q.2** A researcher was interested in the causes of phobias. A questionnaire containing ten questions was used to collect data on this subject. Nine of the questions were closed questions and the tenth was an open question. The questionnaire was given to twenty university students chosen by using volunteer (self-selecting) sampling.

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

**Advantage**

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

**Disadvantage**

- Leading questions or unclear questions can affect validity.
- Social desirability bias.
- Any other relevant point.

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 <b>OR</b> only one advantage/disadvantage identified and explained in detail.
1	Only one advantage <b>OR</b> one disadvantage identified.
0	No relevant information.

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

Marks	AO1
2	Clear and detailed definition, e.g. a question asked that only allows for a certain response such as yes or no (produces quantitative data).
1	Basic information only, e.g. yes or no answer.
0	No relevant definition.



- (b) (ii) Define what is meant by the term 'open question'. [2]

Marks	AO1
2	Clear and detailed definition, e.g. a question asked that allows the respondent to answer in any way they wish (produces qualitative data).
1	Basic information only, e.g. fuller answers can be given.
0	No relevant definition.

- (c) Identify and explain how one confounding variable may have affected the validity of the answers given in the above study. [2]

- Participants may have a phobia.
- Personality of participant.
- Time of day.
- Closed question/limited answer.
- Any other relevant variable.

N.B No credit given for any generalised comments about the sample used

Marks	AO3
2	Confounding variable identified and effect on study explained.
1	An appropriate confounding variable is identified but not explained affect.
0	No relevant information.

- (d) Define what is meant by the term 'quantitative data' [2]

- Data that is not in the form of descriptive words.
- Data that is numerical.
- Any other relevant definition.

N.B. No credit given for stating just 'not words', no credit given for 'methods used to collect the data'

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

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

N.B No credit given for pure repeat of the question.

Marks	AO1
2	Clear and detailed definition given, e.g. people who put themselves forward for a study.
1	Basic definition, e.g. people who agree to do a study.
0	No relevant definition.

- (ii) Explain one advantage and one disadvantage of using volunteer (self-selecting) sampling. [4]

**Advantage**

- A more convenient method to use than other sampling methods.
- Participants want to take part therefore less ethical issues.
- No experimental researcher bias
- Any other relevant point.

**Disadvantage**

- Biased sample (only certain types of people volunteer or only males volunteer).
- Lack of volunteers, small sample.
- Any other relevant point.

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 <b>OR</b> only one advantage/disadvantage identified and explained in detail.
1	Only one advantage <b>OR</b> one disadvantage identified.
0	No relevant information.

(f) Data from the questionnaire suggested that many of the participants felt that phobias were learnt from the media. The psychologist decided to test this out in a laboratory experiment.

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

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

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

(ii) Write an appropriate experimental hypothesis for the above experiment described in part (f). [2]

N.B No credit given for correlational hypothesis e.g. relationship

Marks	AO3
2	Appropriate experimental hypothesis stated, e.g. The media has an effect on the development of phobias (directional or non-directional accepted).
1	Experimental hypothesis given but IV or DV missing. Basic or muddled statement, e.g. people with phobias watch a lot of tv.
0	No relevant information.

(iii) Write an appropriate null hypothesis for the above experiment described in part (f). [2]

N.B Credit can be given if candidates state 'difference was down to chance'

Marks	AO3
2	Appropriate null hypothesis stated, e.g. the media has no effect on the development of phobias.
1	Null hypothesis given but IV or DV missing. Basic or muddled statement, e.g. the media has no effect.
0	No relevant information.

**TOTAL 24**

## SECTION C

**Q.3** 'There are many ethical issues in the use of human participants in research in psychology.' Discuss and evaluate this statement. **[15]**

Credit could be given for the following:

- Discussion of BPS guidelines; strengths of guidelines, e.g. increase in participant welfare; limitations of guidelines, e.g. 'loop holes' in deception/consent guidance; not all psychologists are BPS members; not legally binding.
- Key ethical issues (e.g. deception, protection from harm, anonymity, confidentiality).
- Discussion of ethical issues and their impact on the participants and the results of research; e.g. Milgram's use of deception; Zimbardo's failure to release participants on request.
- Involuntary participants; e.g. the use of naïve participants in Piliavin, Rodin and Piliavin (1969) and Langer and Rodin (1976).
- Intervention studies and the ethical issues they produce; e.g. Klein (1991) and Leyens et al (1975).
- Any other relevant material.

Marks	AO3
<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 incorrect.
<b>0</b>	No relevant knowledge or understanding of relevant material is demonstrated.

**Q.4** Describe and evaluate 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, cannot compare non-human to human behaviour.
- 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.
- 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** Describe and evaluate the advantages of the use of the scientific method in psychology.

**[15]**

Credit could be given for the following:

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

<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.

**TOTAL 30**