

Sample Question Paper

A Level Psychology

H569/02 Core studies in psychology

Time allowed: 2 hours



No extra materials are needed.



Please write clearly in black ink. **Do not write in the barcodes.**

Centre number

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Candidate number

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First name(s)

Last name

INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the space provided. If you need extra space use the lined pages at the end of this booklet. The question numbers must be clearly shown.
- Answer **all** the questions.

INFORMATION

- The total mark for this paper is **80**.
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- This document has **16** pages.

ADVICE

- Read each question carefully before you start your answer.

DRAFT

Handwriting practice lines consisting of a solid vertical line on the left and horizontal dotted lines extending across the page.

DRAFT

Handwriting practice lines consisting of a solid vertical line on the left and horizontal dotted lines extending across the page.

DRAFT

Blank writing area with horizontal dotted lines and a vertical margin line on the left. A large, light grey 'DRAFT' watermark is oriented diagonally across the page.

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Sample Mark Scheme

A Level Psychology H569/02 Core studies in psychology

MARK SCHEME

Duration: 2 hours

MAXIMUM MARK 80

Version: **Sample**

This document has 16 pages

MARKING INSTRUCTIONS**PREPARATION FOR MARKING****MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.

3. Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

4. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
5. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:

 - anything is written in the answer space and is not worthy of credit (this includes text and symbols).
6. For answers marked by levels of response:
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

7. Subject Specific Marking Instructions

Section A: Core studies

Q1: Identify two features of the sample used in Maguire et al.'s (2000) study of brain plasticity. (2 marks)	
Marking Criteria (AO1 x 2)	Guidance
2 marks: Two accurate details about the sample.	<u>Two from:</u> <ul style="list-style-type: none"> ▪ All male ▪ All right-handed ▪ Size of sample was 66 (16 taxi drivers/50 controls) ▪ All of the taxi drivers had healthy general medical, neurological, psychiatric profiles ▪ Other relevant features as specified in the study.
1 mark: One accurate detail about the sample.	
0 marks: No creditworthy response.	

Q2: Explain how Casey et al.'s (2011) study of delayed gratification relates to the biological area of psychology. (3 marks)	
Marking Criteria (AO1 x 1, AO2 x 2)	Guidance
1 mark: Understanding of the biological area shown.	<p><u>Possible ways to demonstrate understanding of the biological area:</u></p> <ul style="list-style-type: none"> ▪ Reference to the influence of nervous system/genetics/hormones on behaviour.
1 mark: Applying understanding of the biological area to Casey et al.'s study providing a relevant example of how this was reflected in this study.	<p><u>Application of Casey's study to biological area:</u></p> <ul style="list-style-type: none"> ▪ Casey investigated how brain activity was related to the ability to delay gratification. ▪ Casey investigated the role of activity in the inferior frontal gyrus and ventral striatum in the ability to delay gratification.
1 mark: Link between the Casey et al. study and the biological area clearly explained.	<p><u>Links between Casey et al.'s study and the biological area:</u></p> <ul style="list-style-type: none"> ▪ Casey found that the ability to delay gratification had a biological basis – i.e. it was related to brain activity rather than being a learned ability. ▪ Higher activity in the ventral striatum/lower activity in the inferior frontal gyrus was linked to lower ability to delay gratification. ▪ Lower activity in the ventral striatum/higher activity in the inferior frontal gyrus was linked to greater ability to delay gratification.
0 marks: No creditworthy response.	<p>Any other appropriate point for any of the above.</p>

Q3(a): Grant et al. (1998) investigated context-dependent memory: Describe how the sample was obtained in this study. (2 marks)	
Marking Criteria (AO1 x 2)	Guidance
2 marks: Clear and accurate description of how the sample was obtained in this study.	<u>Example 2 mark answer:</u> The sample was obtained by the eight student-researchers each recruiting five acquaintances to take part. <u>Example 1 mark answer:</u> The sample was obtained by the researchers each recruiting some of their friends to take part.
1 mark: Accurate description of how the sample was obtained in this study but may lack clarity or detail.	
0 marks: No creditworthy response.	

Q3(b): Grant et al. (1998) investigated context-dependent memory: Explain one way in which this sample may be biased and how this could affect the results of the study. (3 marks) [1+1+1]	
Marking Criteria (AO1 x 1, AO2 x 1, AO3 x 1)	Guidance
1 mark: Understanding of sampling bias shown (may be explicitly stated or implied in the answer provided).	<u>Sampling bias:</u> <ul style="list-style-type: none"> ▪ When a sample does not fully represent the target population/the features or characteristics of the participants do not accurately reflect those of the target population. <u>Applying sampling bias to Grant's study:</u> <ul style="list-style-type: none"> ▪ All participants were students/from the same university. ▪ All participants were from the USA. <u>Conclusion about how the biased sample could affect the results:</u> <ul style="list-style-type: none"> ▪ The results about context-dependent memory may not be able to be applied to the target population such as older people (as students tend to be younger)/people with differing levels of IQ (as students tend to have higher levels of intelligence)/people in other occupations (who may not have their memory tested as regularly as students do), etc. Other appropriate wording/examples should be credited for each of the above.
1 mark: Applying understanding of sampling bias to Grant et al.'s study by providing a relevant example of how this was shown in this study.	
1 mark: Conclusion drawn about the effect of a biased sample on the results of the study (contextualised).	
0 marks: No creditworthy response.	

Q4: Explain how the procedure used in Experiment 1 of Loftus and Palmer's (1974) study of eyewitness testimony helped ensure the reliability of the findings. (3 marks) [1+1+1]	
Marking Criteria (AO1 x 1, AO2 x 1, AO3 x 1)	Guidance
1 mark: Understanding of reliability shown (may be explicitly stated or implied in the answer provided).	<u>Reliability:</u> <ul style="list-style-type: none"> ▪ The ability to check if the results are consistent by using a standardised/replicable procedure and repeating the research.
1 mark: Applying understanding of reliability to Loftus and Palmer's study by providing a relevant example of how this was shown in this study.	<u>Applying reliability to Loftus and Palmer's study:</u> <ul style="list-style-type: none"> ▪ All participants watched the same video clips of car accidents. ▪ All participants were asked the same questions (apart from the critical question).
1 mark: Conclusion drawn about how the procedure ensured reliability.	<u>Conclusion about how the procedure ensured reliability:</u> <ul style="list-style-type: none"> ▪ The participants all experienced the event in the same way, therefore the research is replicable.
0 marks: No creditworthy response.	Other appropriate wording/examples should be credited for each of the above.

Q5: Identify two different types of story the children heard in Lee et al.'s (1997) study of morality. (2 marks)	
Marking Criteria (AO1 x 2)	Guidance
2 marks: Two correctly stated story types.	<u>Any two of the following:</u>
1 mark: One correctly stated story type.	Social stories Physical stories Pro-social stories Anti-social stories.
0 marks: No creditworthy response.	

Q6: Explain one similarity between the study by Piliavin et al (1969) into emergency helping and the study by Levine (2001) into non-emergency helping. (4 marks) [1+1+1+1]	
Marking Criteria (AO1 x 2, AO2 x 2)	Guidance
1 mark: Relevant similarity explicitly identified.	<p><u>Possible similarities:</u></p> <ul style="list-style-type: none"> ▪ Type of data collected. Both studies collected quantitative data. Piliavin recorded speed of helping/number of male or female helpers/number of black or white helpers, etc. Levine recorded the amount of times people helped in the hurt leg/dropped magazines/person crossing the road conditions, etc. ▪ Type of research method used. Both studies made use of covert observation. The researchers in Piliavin's study recorded their observations whilst pretending to be passengers on the train. The researchers in Levine's study recorded their observations whilst pretending to be in need of help in one of three non-emergency scenarios (hurt leg/dropped magazines/person crossing the road). ▪ Any other appropriate point/relevant supporting examples.
1 mark: Identified similarity is explained.	
1 mark: Relevant supporting detail for the similarity given from the Piliavin study.	
1 mark: Relevant supporting detail for the similarity given from the Levine study.	
0 marks: No creditworthy response.	

Q7: Evaluate the use of the case study method in Freud's (1909) study of phobias. (6 marks)	
Marking Criteria (AO2 x 2, AO3 x 4)	Guidance
5–6 marks: The use of the case study method is analysed and evaluated (including both strengths and weaknesses) with the points raised discussed clearly and in detail in the context of Freud's study.	<p><u>Relevant strengths/weaknesses include:</u></p> <ul style="list-style-type: none"> ▪ In-depth/qualitative data gathered ▪ Provides a high level of insight (into unique/rare behaviour) ▪ Lack of generalisability (due to small sample size) ▪ Any other appropriate point.
3–4 marks: The use of the case study method is analysed and evaluated (including both strengths and weaknesses) with the points raised discussed in the context of Freud's study.	
1–2 marks: The use of the case study method is analysed and evaluated. The answer addresses strengths or weaknesses only and may not explicitly be in the context of Freud's study.	
0 marks: No creditworthy response.	

Section B: Areas, perspectives, issues and debates

Q8(a): Explain each position of the freewill-determinism debate. (4 marks) [2+2]		
Marking Criteria (Freewill) (AO1 x 2)	Marking Criteria (Determinism) (AO1 x 2)	Guidance
2 marks: Clear and accurate explanation of the defining principle of freewill.	2 marks: Clear and accurate explanation of the defining principle of determinism.	<u>Example 4 mark answer:</u> The defining principle of freewill is the idea that we have choice over how we behave and are in control of what we do; our behaviour is down to us, and we can be held responsible for our choices. In contrast, the defining principle of determinism is that how we behave is due to forces beyond our control; some of these may be external such as environmental factors like the climate or weather while others may be internal such as genetic or personality factors, but either way we do not have complete choice over our behaviour.
1 mark: Generally accurate explanation of the defining principle of freewill that may lack clarity.	1 mark: Generally accurate explanation of the defining principle of determinism that may lack clarity.	
0 marks: No creditworthy response.	0 marks: No creditworthy response.	

Q8(b): Explain how Milgram's (1963) study of obedience can support the reductionism side of the reductionism-holism debate. (3 marks) [1+1+1]	
Marking Criteria (AO1 x 1, AO2 x 2)	Guidance
1 mark: Understanding of reductionism shown.	<u>Reductionism:</u> <ul style="list-style-type: none"> The position suggests that there is only one explanation for behaviour/that behaviour can be reduced to its component parts.
1 mark: Relevant detail/example from Milgram's study given.	<u>Detail/example from Milgram's study:</u> <ul style="list-style-type: none"> Only looked at the influence of an authority figure on levels of obedience.
1 mark: Link between Milgram's study and reductionism clearly explained.	<u>Link between Milgram's study and reductionism:</u> <ul style="list-style-type: none"> This shows reductionism because Milgram failed to investigate other factors that could cause obedience, such as how genes could influence natural levels of obedience.
0 marks: No creditworthy response.	Other appropriate wording/examples should be credit for each of the above.

Q8(c): Identify and explain two applications of the cognitive area. (6 marks) [3+3]	
Marking Criteria (AO1 x 6)	Guidance
For each application:	<u>Possible cognitive applications and links to cognitive area:</u>
1 mark: Relevant cognitive application is identified.	<ul style="list-style-type: none"> ▪ Cognitive Behavioural Therapy (CBT) This is a therapy where individuals learn how to reframe their thoughts to influence their feelings and improve their behaviour – used for mental illness/depression/anxiety, etc. This is based on the principle that the mind is like a computer, and the way an individual processes information (thoughts) influences their output (behaviour).
1 mark: The identified application is clearly, if briefly, explained.	<ul style="list-style-type: none"> ▪ Memory aids/improving memory This could be applied by students when revising – i.e. studying in silence as they will sit their exams in silence. This is based on the cognitive theory of context-dependent memory, which suggests we remember more/recall better when we are back in the same context we were in when the memory was encoded.
1 mark: The reason that this is an application of the cognitive area is made clear, e.g. by relating to a defining principle/concept/theory of the cognitive area.	<ul style="list-style-type: none"> ▪ Police interviewing witnesses The police should keep their questions as neutral as possible (i.e. not use leading questions) in order to avoid introducing any information that could further affect the memory of a witness. This is based on the concept of reconstructive memory, which suggests memories are constructed from information received both during and after events. Police questions could 'muddy' the real memory of a witness if post-event information is introduced through questioning.
0 marks: No creditworthy response.	<ul style="list-style-type: none"> ▪ Other appropriate cognitive applications should be credited.

Q8(d)*: Discuss strengths and weaknesses of conducting socially sensitive research. Use evidence from appropriate research from across your course of study to support your answer. (12 marks)				
Level	Marking Criteria (AO1 x 4)	Level	Marking Criteria (AO3 x 8)	Guidance
Level 4 (4 marks)	The response demonstrates excellent relevant knowledge and understanding of scientific ideas, processes, techniques and procedures drawn from across the full course of study which is accurate and detailed. There is effective use of supporting examples from psychological research.	Level 4 (7–8 marks)	The response demonstrates an excellent ability to analyse, interpret and evaluate scientific information, ideas and evidence drawn from across the full course of study to make judgements and reach conclusions. A balanced discussion should be presented, but this does not need to be equal in terms of number of points presented for each side. <i>There is a well-developed line of reasoning which is clear and logically structured. Information presented is relevant/appropriate and substantiated.</i>	Relevant strengths of conducting socially sensitive research could include: <ul style="list-style-type: none"> ▪ Positive practical applications (e.g., improvements to mental health services). ▪ Could help to resolve debates (e.g., the nature-nurture debate, based on Bandura). ▪ Any other appropriate point.
Level 3 (3 marks)	The response demonstrates good relevant knowledge and understanding of scientific ideas, processes, techniques and procedures drawn from across the full course of study which is generally accurate and reasonably detailed. There is reasonable use of supporting examples from psychological research.	Level 3 (5–6 marks)	The response demonstrates a good ability to analyse, interpret and evaluate scientific information, ideas and evidence drawn from across the full course of study to make judgements and reach conclusions. A balanced discussion should be presented, but this does not need to be equal in terms of number of points presented for each side. <i>There is a line of reasoning presented with some structure. Information presented is mostly relevant/appropriate and supported by some evidence.</i>	Relevant weaknesses of conducting socially sensitive research could include: <ul style="list-style-type: none"> ▪ Likely to cause upset (e.g., people from ethnic minority groups could worry about discrimination within the legal system, based on Dixon). ▪ Could help reinforce prejudices (e.g., against the parents of children who show aggressive behaviour, based on Bandura). ▪ Any other appropriate point.
Level 2 (2 marks)	The response demonstrates limited relevant knowledge and understanding of scientific ideas, processes, techniques and procedures drawn from across the full course of study which may be partially accurate with limited detail. There is limited use of supporting examples from psychological research.	Level 2 (3–4 marks)	The response demonstrates a limited ability to analyse, interpret and evaluate scientific information, ideas and evidence drawn from across the full course of study to make judgements and reach conclusions. The discussion may not be balanced, e.g., arguments for only one side may be discussed. <i>The response has limited structure. Information presented is sometimes appropriate.</i>	
Level 1 (1 mark)	The response demonstrates basic relevant knowledge and understanding of scientific ideas, processes, techniques and procedures drawn from across the full course of study which may have inaccuracies and limited if any detail. There is very limited, if any, use of supporting examples from psychological research.	Level 1 (1–2 marks)	The response demonstrates a basic ability to analyse, interpret and evaluate scientific information, ideas and evidence drawn from across the full course of study to make judgements and reach conclusions. The discussion may not be balanced, e.g., arguments for only one side may be discussed. <i>The response is poorly structured. Information presented is rarely relevant/appropriate.</i>	NB. All points can be supported with any appropriate psychological research study that a student may have learned whilst studying the course.

0 marks	No creditworthy response.	0 marks	No creditworthy response.

Section C: Practical applications

Q9(a): Use the individual/situational debate to explain why some children would be more likely to imitate Peppa Pig than others. (4 marks) [2+2]		
Marking Criteria (AO1 x 2)	Marking Criteria (AO2 x 2)	Guidance
2 marks: Clear and accurate explanation of the individual/situational debate.	2 marks: Individual/situational debate used to clearly and accurately explain why some children would be more likely to imitate Peppa Pig.	<u>Example 4-mark answer:</u> The individual/situational debate considers whether our behaviour arises from our personalities (individual) or from the circumstances we find ourselves in (situation). In the article, we are told about one father who “spoke of his despair at how his four-year-old son had taken to splashing in what he gleefully called ‘muddy puddles’ on his way to school.” As this involved the child “copying Peppa’s favourite pastime”, this would suggest that the boy’s behaviour is being caused by situational factors – namely, what he happens to watch on TV. If he hadn’t seen Peppa Pig jumping in puddles, then it may be that he wouldn’t be behaving in this way.
1 mark: Generally accurate explanation of the individual/situational debate that may lack clarity.	1 mark: Individual/situational debate used to attempt to explain why some children would be more likely to imitate Peppa Pig.	
0 marks: No creditworthy response.	0 marks: No creditworthy response.	

Q9(b): Describe the procedure used in Bandura et al.'s (1961) study into transmission of aggression and briefly explain how this may relate to the article. (6 marks) [4+2]	
Marking Criteria (AO1 x 4, AO2 x 2)	Guidance
1 mark for each feature of the procedure of the study described (up to a maximum of 4)	<p><u>Possible features that could be described could include:</u></p> <ul style="list-style-type: none"> ▪ Participants in the Bandura study were divided into three conditions in which they either saw an aggressive role model, a non-aggressive role model, or no role model. ▪ If the model was behaving aggressively, he/she would punch and kick a bobo doll in front of the child and say things like "Sock him in the nose". ▪ After witnessing the model being aggressive, the child would be subject to mild aggression arousal in which they would start playing with some attractive toys but then be told they couldn't play with them because these toys were being kept for the other children. Finally, the children would be taken into another room and left alone for the researchers to observe how they behaved and, in particular, whether they would show imitation of aggression. ▪ Any other appropriate feature of the procedure described.
PLUS up to 2 marks for application to the article:	<u>Possible link to the article:</u>
2 marks: for a relevant link which is clearly, if briefly, explained.	<p>The Bandura study relates to the article because Bandura showed how children will imitate the behaviour of adult role models, and the article is all about how children seem to be copying how they see Peppa Pig behaving on TV, such as gleefully splashing in 'muddy puddles', and "saying 'no' and 'yuk' in a really high and mighty way, just like Peppa does."</p> <ul style="list-style-type: none"> ▪ Any other appropriate link to the article.
1 mark for a clear link or for one which is not well explained.	
0 marks: No creditworthy response.	

Q9(c): Using your knowledge of psychology, suggest and explain two strategies parents could use to encourage their children to behave appropriately. (8 marks) [4+4]

Level	Marking Criteria (AO2 x 8) For each suggested strategy knowledge and understanding is applied to practical suggestions made in a theoretical context as given in the question:	Guidance
Level 4 (4 marks)	<ul style="list-style-type: none"> ▪ Excellent application of knowledge and understanding of scientific ideas, processes, techniques and procedures shown by suggesting a valid strategy that parents could use to encourage their children to behave appropriately. ▪ Clear explanation of the strategy given including several different details about how the strategy could be implemented. ▪ The strategy is explicitly related to the context of the question. 	<p>Candidates are expected to explain two strategies that parents could use to encourage their children to behave appropriately.</p> <p>The suggested strategies should be grounded in psychological research/theory.</p> <p>The strategies should be suggestions that a psychologist might actually make (so, for example, they should be within the ethical guidelines).</p> <p>Suggested strategies could include the following:</p>
Level 3 (3 marks)	<ul style="list-style-type: none"> ▪ Good application of knowledge and understanding of scientific ideas, processes, techniques and procedures shown by suggesting a valid strategy that parents could use to encourage their children to behave appropriately. ▪ Explanation of the strategy is given in reasonable detail with some details about how the strategy could be implemented. ▪ The strategy is explicitly related to the context of the question. 	<ul style="list-style-type: none"> ▪ Use of positive reinforcement (e.g. rewards for desired behaviour) ▪ Showing children role models behaving in desired ways in the hope that their child will imitate this behaviour instead (based on Bandura) ▪ Adopting a more formal parenting style and being more authoritative to the children (based on Milgram) ▪ Use of positive punishment (e.g. shouting at a child when they behave in inappropriate ways) ▪ Use of negative punishment (e.g. taking away a child's favourite toy until they behave in an appropriate way). ▪ Any other appropriate strategy.
Level 2 (2 marks)	<ul style="list-style-type: none"> ▪ Limited application of knowledge and understanding of scientific ideas, processes, techniques and procedures shown by suggesting a valid strategy that parents could use to encourage their children to behave appropriately. ▪ Explanation of the strategy is given in limited detail with few details about how the strategy could be implemented. ▪ The strategy may not be explicitly related to the context of the question. 	
Level 1 (1 marks)	<ul style="list-style-type: none"> ▪ Basic application of knowledge and understanding of scientific ideas, processes, techniques and procedures shown by suggesting a valid strategy that parents could use to encourage their children to behave appropriately. ▪ Explanation of the strategy given is in minimal, if any, detail about how the strategy could be implemented. 	
0 marks	No creditworthy response.	

Q9(d)*: Evaluate the suggestions you have made in 9(c) using your knowledge of psychology. (12 marks)		
Level	Marking Criteria (AO3 x 12)	Guidance
Level 4 (10–12 marks)	<ul style="list-style-type: none"> ▪ The response demonstrates an excellent ability to analyse, interpret and evaluate scientific information, ideas and evidence in terms of the strategies suggested. ▪ The response demonstrates excellent evaluation using a range of points/ideas (which are likely to include issues and debates). ▪ The evaluation points are in the context of the suggestion(s) presented in Q9c. ▪ A balanced argument should be presented with both strengths and weaknesses discussed, but there does not need to be equal balance between both. ▪ Both suggestions are evaluated. ▪ <i>There is a well-developed line of reasoning which is clear and logically structured. Information presented is relevant/appropriate and substantiated.</i> 	<p>Evaluation points could include:</p> <ul style="list-style-type: none"> ▪ Commenting on the suggestions in relation to the different debates (e.g., linking them to the nurture side of the nature-nurture debate) ▪ Commenting on methodological issues (e.g., explaining why a particular role model may be ethnocentric). ▪ Reference to the psychological basis of the suggestion (e.g., pointing out that research based on children aged 3–5 years may not necessarily apply to children who are older) ▪ Practical considerations (e.g., the financial cost of implementing a suggestion). ▪ Other approaches to evaluation could also be creditworthy. <p>NB. If only one suggestion is evaluated then a maximum of 6 marks to be award.</p> <p>NB. Students can still achieve marks at all four levels here regardless of the level achieved in Q9c. For example, a student who has achieved Level 1 in Q9c when suggesting/explaining strategies, could achieve marks up to Level 4 in Q9d for their evaluation of the suggested strategies.</p>
Level 3 (7–9 marks)	<ul style="list-style-type: none"> ▪ The response demonstrates a good ability to analyse, interpret and evaluate scientific information, ideas and evidence in terms of the strategies suggested. ▪ The response demonstrates good evaluation using a range of points/ideas (which are likely to include issues and debates). ▪ The evaluation points are in the context of the suggestion(s) presented in Q9c. ▪ A balanced argument should be presented with both strengths and weaknesses discussed, but there does not need to be equal balance between both. ▪ Both suggestions are evaluated. ▪ <i>There is a line of reasoning presented with some structure. Information presented is mostly relevant/ appropriate and supported by some evidence.</i> 	
Level 2 (4–6 marks)	<ul style="list-style-type: none"> ▪ The response demonstrates a limited ability to analyse, interpret and evaluate scientific information, ideas and evidence in terms of the strategies suggested. ▪ The response demonstrates limited evaluation using a limited range of points/ideas (which are likely to include issues and debates). ▪ The evaluation points are in the context of the suggestion(s) presented in Q9c. ▪ The argument may not be balanced, e.g., only strengths or weaknesses may be discussed. ▪ One or more suggestion(s) are evaluated. ▪ <i>The response has limited structure. Information presented is sometimes appropriate.</i> 	
Level 1 (1–3 marks)	<ul style="list-style-type: none"> ▪ The response demonstrates a basic ability to analyse, interpret and evaluate scientific information, ideas and evidence in terms of the strategies suggested. ▪ The response demonstrates basic evaluation using a very limited range of points/ideas. ▪ The argument may not be balanced, e.g., only strengths or weaknesses may be discussed. ▪ One or more suggestion(s) are evaluated. ▪ <i>The response is poorly structured. Information presented is rarely relevant/appropriate.</i> 	
0 marks	No creditworthy response.	

Assessment Objectives Grid

Question	AO1		AO2								AO3				Total
	AO1.1a	AO1.1b	AO2.1a	AO2.1b	AO2.1c	AO2.1d	AO2.1e	AO2.1f	AO2.1g	AO2.1h	AO3.1a	AO3.1b	AO3.2a	AO3.2b	
1		2													2
2	1			1	1										3
3(a)		2													2
3(b)	1				1						1				3
4	1				1						1				3
5		2													2
6		2							2						4
7									2		2	2			6
8(a)	4														4
8(b)	1				2										3
8(c)	6														6
8(d)*	4										4	4			12
9(a)	2		2												4
9(b)		4						2							6
9(c)								8							8
9(d)													6	6	12
Totals	20	12	2	1	5	0	10	0	4	0	8	6	6	6	80
Total	32		22								26				