



GCE MARKING SCHEME

**PSYCHOLOGY
AS/Advanced**

JANUARY 2014

INTRODUCTION

The marking schemes which follow were those used by WJEC for the January 2014 examination in GCE PSYCHOLOGY. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

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PY1

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

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

- The role of the unconscious mind.
- The primacy of early childhood experience.
- Tripartite personality structure.
- Psychosexual development.
- Defence mechanisms.
- 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) Describe Freud’s theory of personality development. **[8]**

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

- The role of the id, ego, super-ego in influencing our personality.
- The psychosexual stages of development and the effects of fixation on personality.
- The Oedipus/Electra complex and the effects of identification on personality.
- The use of defence mechanisms in shaping personality.
- Any other relevant material.

Marks	AO1
7-8	Content is accurate and well detailed. Material is used in an effective manner (evidence of coherent elaboration) and is thorough. Depth and range of knowledge is displayed, although not necessarily in equal measure. Language (including grammar, punctuation and spelling) is well structured, coherent and accurate.
5-6	Content is reasonably accurate but less detailed. Material is used in an effective manner. Depth or range of knowledge is displayed. Language (including grammar, punctuation and spelling) is accurate, structured and clear.
3-4	Content is described in basic detail; material is used in a relevant manner but is limited. Language shows some inaccuracies in grammar, punctuation and spelling.
1-2	Content is superficial; material is muddled and/or incoherent. Language (including grammar, punctuation and spelling) has errors.
0	No relevant knowledge or understanding.

Q.2 Describe how the cognitive approach has been applied in either cognitive behaviour therapy (CBT) or rational emotive therapy (RET). **[12]**

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

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

Marks	AO1
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) Evaluate **two** strengths of the biological approach. **[2x3]**

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

- The scientific/objective nature of the approach.
- The nomothetic nature of the approach.
- Therapeutic applications.
- The impact the approach has had on psychology.
- Any other relevant strength.

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 link 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 link to the approach.
0	Strength identified only. OR No relevant evaluation.

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

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

- Issue of reductionism.
- The deterministic nature of the approach.
- Ignorance of environmental factors (nurture).
- Use of animals and issues of generalisability/ethics.
- Any other relevant weakness.

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 link 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 link to the approach.
0	Weakness identified only. OR No relevant evaluation.

Q.4 Compare and contrast the cognitive and psychodynamic approach in terms of similarities and differences.

[12]

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

- The influence of internal/external factors (nature vs nurture).
- Reductionism.
- The unconscious mind.
- Investigative methods used to study behaviour.
- Objective/scientific nature of the approaches.
- Methodology used by the approaches (e.g. idiographic vs nomothetic).
- 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	Evaluation is superficial; material is muddled and/or incoherent.
0	No relevant analysis.

Q.5 Explain and evaluate the methodology used by the behaviourist approach. **[12]**

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

- Use of laboratory experimentation/controlled observation.
- Use of non-human animals.
- Reductionism.
- Issues of replicability.
- Issues of objectivity.
- Ethical issues surrounding non-human animal research.
- Issues of generalizability from animal to human learning.
- 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 incoherent. Evaluation of method(s) is superficial and very limited.
0	No relevant explanation or evaluation.

SECTION A

Q.1 Summarise the aims **and** context of Rosenhan’s (1973) research ‘*On being Sane in Insane Places*’. **[12]**

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

Aims such as:

- ‘to investigate if psychiatrists could distinguish the difference between people who are genuinely mentally ill and those who aren’t’. Or in Rosenhan’s words from the original article, ‘*do the salient characteristics that lead to diagnoses reside in the patients themselves or in the environments and contexts in which the observers find them?*’

Context (evidence prior to research) such as:

- Description of the anti-psychiatry movement.
- Ideas of theorists such as Thomas Szasz, Michel Foucault or R.D. Laing.
- Description of controversial psychiatric treatments, e.g. lobotomy.
- Other relevant details.

Marks	AO1
10 - 12	Knowledge and understanding of aim(s) and context is accurate and well detailed. Depth and range are displayed, although not necessarily in equal measure. Language (including grammar, punctuation and spelling) is relevant, well structured, coherent and accurate.
7 - 9	Knowledge and understanding of aim(s) and context is reasonably accurate and/or 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) has errors.
0	No relevant knowledge or understanding.

Q.2 Outline the procedures of Bennett-Levy and Marteau's (1984) research 'Fear of Animals: what is prepared?' [12]

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

- Sample details - 113 participants attending a health centre were asked to fill in one of two questionnaires. The questionnaires were distributed in a random order. Group 1 included 34 females and 30 males who completed Questionnaire 1. The mean age of group 1 was 35.5 years. Group 2 included 25 females and 24 males who completed Questionnaire 2. The mean age of group 2 was 35.1 years.
- Nature of questionnaires - Questionnaire 1 measured self-reported fear and avoidance of 29 small, harmless animals and insects. Participants rated their fear of the animal on a three-point scale (1 = not afraid: 2 = quite afraid: 3 = very afraid). Participants rated their avoidance by completing a five-point scale of nearness (1 = enjoy picking it up: 2 = would pick it up, but unpleasant: 3 = touch it or go within six inches: 4 = stand one to six feet away move further than six feet away). Participants were instructed that '*as some animals and insects are difficult to pick up in the wild, imagine that they have been injured in some way. For instance, the birds have a broken wing, or the squirrel a broken foot, etc*'. Where the animals might have been thought of as being harmful (e.g. grass snakes, jellyfish) the instruction '*not harmful*' was included. Questionnaire 2 was designed to measure self-reported ratings of the same 29 animals and insects as used in Questionnaire 1, along four perceptual dimensions. The following instructions were given, 'We would like you consider how UGLY, SLIMY and SPEEDY the animals are and how SUDDENLY they appear to MOVE'. A three-point scale was used (1 = not: 2 = quite: 3 = very).
- Names of animals included on questionnaires: ant, baby chimpanzee, baby seal, beetle, blackbird, butterfly, cat, caterpillar, cockroach, crow, frog, grass snake (not harmful), grasshopper, hamster, jellyfish (not harmful), ladybird, lamb, lizard, moth, mouse, rabbit, rat, robin, slug, spaniel (dog, spider, squirrel, tortoise, worm).
- Other relevant details.

Marks	AO1
10 - 12	Knowledge and understanding of procedures is accurate and well detailed. Language (including grammar, punctuation and spelling is relevant, well structured, coherent and accurate.
7 - 9	Knowledge and understanding of procedures is reasonably accurate and/or less detailed. Language (including grammar, punctuation and spelling) is accurate, structured and clear.
4 - 6	Knowledge and understanding of procedures is accurate but basic and limited in range. 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 Describe the findings **and** conclusions of Rahe, Mahan and Arthur's (1970) research '*Prediction of near-future health change from subjects' preceding life changes*'. [12]

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

- A positive correlation co-efficient of 0.118 was found between the LCU totals for the six months prior to deployment and illness.
- Further analysis revealed that their Total LCU (TLCU) for the six month period immediately prior to the six–eight month deployment demonstrated a significant relationship with the illness criteria. This was most apparent in cruiser 1 and 3 and in the married enlisted men category compared to young single sailors.
- Furthermore, sailors that fell into the low TLCU groups (labelled decile 1 & 2) represented a definite low illness group; conversely, sailors with a high TLCU score (labelled decile 9 & 10) represented a high illness group.
- Mean number and standard deviation of cruise period illness, per decile, for the three cruisers combined: Decile 1 - 1.434; Decile 2 - 1.377;
- Decile 3 - 1.583; Decile 4 - 1.543; Decile 5 - 1.498; Decile 6 - 1.685; Decile 7 - 1.651; Decile 8 - 1.693; Decile 9 - 2.083; Decile 10 - 2.049.
- The results of this prospective study support the notion of a linear relationship between participants TLCU score and illness rate.
- The illness experienced by the men were generally minor in degree and their pre-deployment life changes were often few and of low significance. However, this does not detract from the impressive findings that are consistent with other prospective/retrospective studies.
- 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 and/or 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 Evaluate the methodology of Asch's (1955) research '*Opinions and Social Pressure*'. **[12]**

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

- Methodological issues - laboratory research, e.g. advantages such as higher levels of control, such as the seating arrangement of the naïve participants.
- Validity issues (internal/external) e.g. use of perceptual test amongst strangers.
- Ethical issues, e.g. lack of informed consent given by naïve participants.
- Sampling issues, e.g. use of male college students.
- Other relevant methodological issues.

Marks	AO2
10 - 12	Evaluation of methodology is clearly structured, thorough and there is evidence of coherent elaboration. Depth and range are displayed, although not necessarily in equal measure.
7 - 9	Evaluation of methodology shows some coherence; depth or range is displayed in an effective manner.
4 - 6	Evaluation of methodology is appropriate but limited.
1 - 3	Evaluation of methodology is superficial. Material is muddled.
0	No relevant evaluation.

Q.5 Evaluate the methodology of Gibson and Walk's (1960) research '*The Visual Cliff*'.

[12]

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

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

Marks	AO2
10 - 12	Evaluation of methodology is clearly structured, thorough and there is evidence of coherent elaboration. Depth and range are displayed, although not necessarily in equal measure.
7 - 9	Evaluation of methodology shows some coherence; depth or range is displayed in an effective manner.
4 - 6	Evaluation of methodology is appropriate but limited.
1 - 3	Evaluation of methodology is superficial. Material is muddled.
0	No relevant evaluation.

- Q.6** With reference to alternative evidence, critically assess Langer and Rodin's (1976) research, '*The effects of choice and enhanced personal responsibility for the aged: A field experiment in an institutional setting*'. **[12]**

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

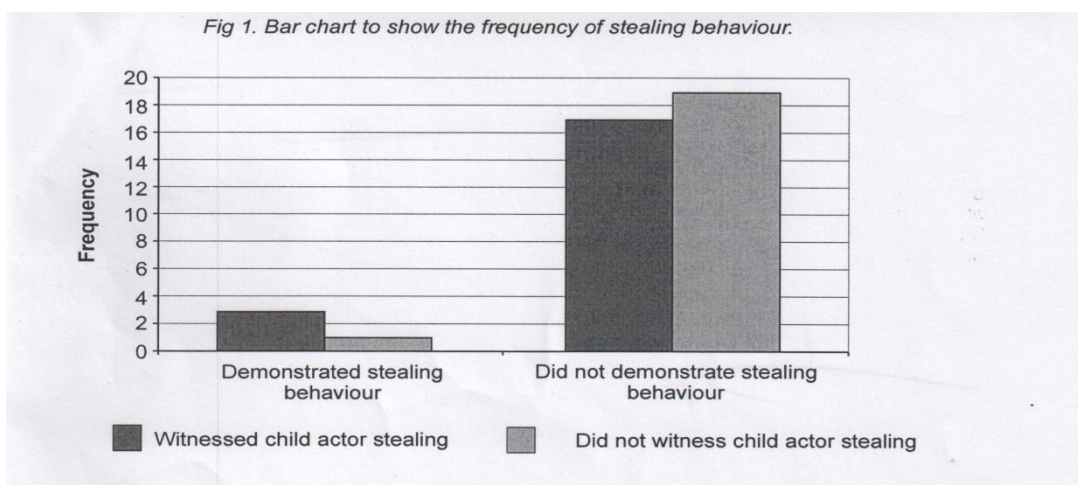
Credit **could** be given for the following:

- Long-term effects, e.g. Rodin & Langer (1977) reviewed the progress of the participants eighteen months after the original study. 15% of the RIG died in comparison to 30% of the CG (average mortality in the year before the study was 25%).
- Contradictory findings, e.g. Savell (1991) found no significant difference in well-being for institutionalised adults who were given a choice or not given a choice of leisure activities.
- Findings in the general population (non-aged) e.g. Cohen (1993) found those participants who felt their lives were low in predictability and control were twice as likely to contract a cold.
- 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 team of psychologists conducted a field experiment in a shop. They investigated whether a child would imitate ‘stealing’ behaviour. Forty children were selected using a systematic sample of the shop’s customers. Twenty participants witnessed a child actor stealing a chocolate bar and the remaining twenty participants did not. The psychologists observed how many participants then demonstrated ‘stealing’ behaviour and reported their results using a bar chart (see below).



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

Credit **could** be given for:

- Advantage, e.g. may have a higher level of ecological validity as research is occurring in the real world, in this case a shop, rather than a laboratory.
- Disadvantage, e.g. it may be more difficult for the researcher to maintain control over confounding variables in the shop than in a laboratory.
- Other appropriate advantage and disadvantage.

Marks	AO3
3	An appropriate advantage and disadvantage are identified and both are clearly linked to the novel situation.
2	An appropriate advantage and disadvantage are identified and there are weak links to the novel situation OR 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 identified and there are no links to the novel situation OR An appropriate advantage or disadvantage is noted with a weak link to the novel situation.
0	An appropriate advantage or disadvantage is noted but there is no link to the novel situation OR The issue is not addressed.

- (b) Identify **one** issue of reliability in this research and describe how you could deal with this issue of reliability. [3]

Credit **could** be given for:

- Issue of reliability, e.g. whether the child actor performs the stealing behaviour in the same way in front of each participant.
- Way of dealing with it, e.g. standardise their stealing behaviour performance to ensure that each is as similar as possible.
- 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 identified 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 only and linked to the novel situation.
0	The issue of reliability and way of dealing with it are inaccurate OR The issue of reliability is not addressed.

- (c) Identify **one** issue of validity in this research and describe how you could deal with this issue of validity. [3]

Credit **could** be given for:

- Issue of validity, e.g. the children in the 'witnessed stealing' or 'did not witness stealing' conditions may have different previous experiences of stealing.
- Way of dealing, e.g. randomly allocate the children to be in the 'witnessed stealing' or 'did not witness stealing' conditions.
- 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 The issue of validity is not addressed.

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

Credit **could** be given for:

- Advantage, e.g. the researcher's own pre-conceptions do not bias their selection of children at the shop.
- Disadvantage, e.g. those selected to be in either the 'witnessed the stealing' or 'did not witness stealing' conditions may not be representative of the general population.
- Other appropriate advantage and disadvantage.

Marks	AO3
3	An appropriate advantage and disadvantage are identified and both are clearly linked to the novel situation.
2	An appropriate advantage and disadvantage are identified and there are weak links to the novel situation OR 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 identified and there are no links to the novel situation OR An appropriate advantage or disadvantage is noted with a weak link to the novel situation.
0	An appropriate advantage or disadvantage is noted but there is no link to the novel situation OR The issue is not addressed.

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

Credit **could** be given for:

- Consent issues as the participants are not informed that they are taking part in research at the shop.
- Protection from physical harm as eating stolen chocolate may damage their teeth or cause obesity.
- Other appropriate ethical issue.

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

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

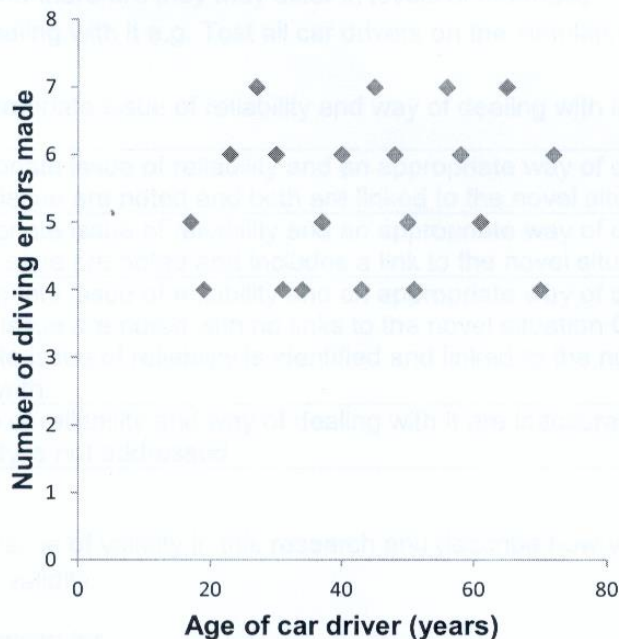
Credit **could** be given for:

- Example - More children who witnessed a child actor demonstrating stealing behaviour stole than those children who did not witness a child actor stealing.
- Example - Similar levels of stealing behaviour were observed in those participants who had previously witnessed a child actor demonstrating stealing behaviour and those children who did not witness stealing behaviour.
- Other appropriate conclusion.

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

Q.8 A psychologist investigated if there was a correlation between the age of car drivers and the number of driving errors made. The researcher used a quota sample of twenty drivers (selected to include various ages) and then asked them to complete a one hour session in a driving simulator. The number of errors they made were recorded and plotted with their ages in a scattergraph (see below)

Fig.2. Scattergraph to show the age of driver and the number of driving errors made.



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

Credit **could** be given for:

- Advantage, e.g. allows us to assess the strength of any relationship between the age of the car driver (years) and the number of driving errors made.
- Disadvantage, e.g. it does not demonstrate that the age of the car driver determines the number or errors made by the car driver.
- Other appropriate advantage and disadvantage.

Marks	AO3
3	An appropriate advantage and disadvantage are identified and both are clearly linked to the novel situation.
2	An appropriate advantage and disadvantage are identified and there are weak links to the novel situation OR 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 identified and there are no links to the novel situation OR An appropriate advantage or disadvantage is noted with a weak link to the novel situation.
0	An appropriate advantage or disadvantage is noted but there is no link to the novel situation OR The issue is not addressed.

- (b) Identify **one** issue of reliability in this research and describe how you could deal with this issue of reliability. [3]

Credit **could** be given for:

- Issue of reliability, e.g. some of the car drivers may have been tested in the morning, whereas some of the car drivers may have been tested in the evening and, therefore, they may differ in levels of tiredness and concentration.
- Way of dealing with it, e.g. test all the car drivers on the simulator at a similar time of day.
- 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 identified 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 only and linked to the novel situation.
0	The issue of reliability and way of dealing with it are inaccurate OR The issue of reliability is not addressed.

- (c) Identify **one** issue of validity in this research and describe how you could deal with this issue of validity. [3]

Credit **could** be given for:

- Issue of validity, e.g. does driving in a driving simulator really reflect a person's driving ability in real life?
- Ways of dealing with issue, e.g. utilise another measure of driving errors, such as number of points acquired on their driving license in the last twelve months.
- 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 The issue of validity is not addressed.

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

Credit **could** be given for:

- Advantage, e.g. all sub-groups of drivers in the target population, specifically different ages, are represented in the sample group.
- Disadvantage, e.g. those drivers selected from the sub-groups may not be representative of those in that sub-group, such as those drivers in their fifties may all be male.
- Other appropriate advantage and disadvantage.

Marks	AO3
3	An appropriate advantage and disadvantage are identified and both are clearly linked to the novel situation.
2	An appropriate advantage and disadvantage are identified and there are weak links to the novel situation OR 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 identified and there are no links to the novel situation OR An appropriate advantage or disadvantage is noted with a weak link to the novel situation.
0	An appropriate advantage or disadvantage is noted but there is no link to the novel situation OR The issue is not addressed.

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

Credit **could** be given for:

- Failure to inform participants of their right to withdraw may occur if the researchers do not inform the car drivers before the research that they can leave the simulator at any time.
- Other appropriate ethical issue.

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

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

Credit **could** be given for:

- Example - There does not appear to be a correlation between the age of the car driver (years) and the number of driving errors made.
- Other appropriate conclusion.

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

SECTION A

Q.1 A laboratory experiment was carried out to investigate whether audio presentation of information is more effective than visual presentation in improving memory recall. Two groups of ten participants were selected by random sampling. Group one (audio) was given a memory test which involved them listening to a list of twenty objects that was read aloud. The participants then wrote down as many objects as they could remember. Group two (visual) was given a memory test later in the day but instead of the names of the objects being read aloud, images of the same objects were shown.

The results supported the hypothesis', 'visual presentation improves memory recall better than audio methods of presentation.'

(a) (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) Explain one advantage and one disadvantage of a laboratory experiment. [4]

Advantage

- Good internal validity.
- Control of confounding variables.
- Show cause and effect.
- Any other relevant advantage.

Disadvantage

- Behaviour may be artificial and results in poor ecological validity.
- Demand characteristics can affect results.
- 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 disadvantage/advantage 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) (i) Define what is meant by the term 'hypothesis'. [2]

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

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

Marks	AO2
1	The IV identified, e.g. method of presenting information visual or audio.
0	No relevant information.

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

Marks	AO2
1	The DV identified, e.g. memory/object recall.
0	No relevant information.

- (iv) State an appropriate non-directional hypothesis for this study. [2]

Marks	AO2
2	Appropriate non-directional hypothesis stated, e.g. different methods of presentation can affect memory.
1	Non-directional hypothesis given but IV or DV missing. Basic or muddled statement, e.g. presentation affects memory.
0	No relevant information.

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

- The findings are accurate and the effects are caused by the IV.
- The study is measuring what it intends to measure.
- True to life (ecological validity).
- Any other relevant definition.

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

(d) Explain how the content validity could be assessed in the above study. [2]

- Ensure the objects are clearly named.
- Ensure the objects are clearly recognisable.
- Any other relevant explanations.

Marks	AO3
2	Clear explanation of how content validity can assess validity (with context).
1	Partial explanation of how content validity can assess validity or no context.
0	No relevant information.

(e) Give one advantage of using random sampling. [2]

- Everyone in the target population has the same chance of being chosen.
- No sampling/experimenter bias.
- Any other relevant explanations.

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

(f) Identify and explain one confounding variable that may affect psychological research. [2]

- Time of day test took place.
- Characteristic/mood of the participant.
- Individual differences between groups used, one group higher IQ.
- Any other relevant information.

Marks	AO2
2	Confounding variable identified and affect on study explained.
1	An appropriate confounding variable is identified but effect not explained.
0	No relevant information.

(g) A Mann Whitney U test was used to analyse the data in this study. Give two reasons why this test was appropriate. [2]

- Independent data/independent groups design.
- Ordinal level of measurement.
- Any other relevant explanation.

Marks	AO3
2	Two clear reasons given.
1	Only one clear reason given.
0	No relevant information.

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

(i) 'A lack of informed consent': [2]

- Lack of informed consent means 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 information.

(ii) 'Failure to protect participants from psychological harm'. [2]

- Not protecting participants from embarrassment or stress.
- Any other relevant description.

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

SECTION B

Q.2 A psychologist carried out a study on a young woman who was suffering from sleep deprivation due to nightmares. These were so frightening that they were waking her up. The young woman was asked to keep a diary of these nightmares over a three month period. The psychologist researched the young woman's background, collecting information on her family, her childhood experiences and her medical history. The psychologist came to the conclusion that the nightmares were linked to the young woman's experiences as a child when she suffered from a fear of the dark.

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

Marks	AO2
2	Clear and detailed definition, e.g. a detailed description and interpretation of one person's behaviour (data tends to be qualitative).
1	Basic definition, e.g. a detailed description of one person or a group of people.
0	No relevant definition.

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

Advantage

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

Disadvantage

- Findings cannot be generalised to other people.
- Very subjective and the behaviour could be mis-interpreted to support the researcher's ideas.
- Any other relevant disadvantage.

Marks	AO2
4	One clear advantage and one clear disadvantage identified and explained in detail.
3	One advantage and one disadvantage identified and only partially explained.
2	Only one advantage/disadvantage identified and explained in detail OR both advantage and disadvantage identified but not explained.
1	Only one advantage or one disadvantage identified.
0	No relevant information.

- (b) Qualitative data can be analysed by using content analysis. Explain one advantage of using content analysis in psychological research [2]

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

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

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

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

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

- (d) (i) Explain one issue that would affect the validity of the psychologist's interpretation of the young woman's nightmares. [2]

- Interpretation of nightmares is very subjective.
- Lack of scientific research in subject area.
- The nightmares remembered are incorrect.
- Any other relevant issue.

Marks	AO3
2	Clear and detailed explanation (with context).
1	Basic explanation or no context.
0	No relevant information.

- (ii) Explain one issue that would effect the validity of the content of the young woman's diary. [2]

- Remembering the nightmares incorrectly.
- The time the woman actually records her nightmares in the diary.
- Any other relevant issue.

Marks	AO3
2	Clear and detailed explanation (with context).
1	Basic explanation or no context.
0	No relevant information.

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

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

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

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

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

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

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

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

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

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

- (i) '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 information.

(ii) 'Confidentiality'. [2]

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

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

Total 24 marks

SECTION C

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

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

- Examples of relevant research.
- Showing cause and effect within a laboratory experiment.
- Control of confounding variables.
- Validity/reliability results in ethical applications.
- Use of animals to compare to human behaviour.
- Support from psychological approaches, e.g. biological.
- Historically well-established method.
- Any other relevant material.

Marks	AO3
12-15	Discussion is appropriate and well detailed. Material is used in an effective manner (evidence of coherent elaboration) and is thorough. Depth and range of knowledge 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 Discuss the disadvantages of the use of the 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 variables.
- 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 Comment on ethical issues in the use of non-human participants 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-humans 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.

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.

PY4

Q.1 (a) Describe what is meant by the concept 'ethical cost' in psychology. **[3]**

Credit **could** be given for:

- How some outcomes of research have caused detriment to the participants or the population at large.
- How a moral threshold has been breached in some way by this research or its application.
- 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 balance of scientific benefits measured against 'ethical costs' in psychology.

Credit **could** be given for:

- Evaluation of evidence used in the argument.
- Quality of argument used in the answer.
- Evaluation of the importance of the issues raised (e.g. social consequences)
- Conclusions drawn.
- Any other relevant material.

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

Credit **could** be given for:

- What constitutes a scientific benefit/ethical cost?
- Descriptions of scientific benefits (e.g. understanding and predicting behaviour, therapies) and types of ethical cost (e.g. discrimination, psychological harm).
- Balances between scientific advances, social advancement, social morality (e.g. can science be value-free, use of knowledge to socially oppress).
- 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 'cultural bias' in psychology. **[3]**

Credit **could** be given for:

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

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 issues of cultural bias in psychology.

[22]

Credit **could** be given for:

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

Marks	AO2
6 - 7	Evaluation is relevant, clearly structured and thorough. There is evidence of coherent elaboration in the material presented.
4 - 5	Evaluation is relevant, structured and shows some coherence in the material presented. Depth or range of evaluation is displayed.
2 - 3	Evaluation shows some relevance but is basic and limited in detail.
1	Some very limited, relevant evaluation is present.
0	No relevant evaluation.

Credit **could** be given for:

- Bias towards Western cultures (e.g. exclusion of non-Western psychology in academic work, US publication domination, implicit Western norms).
- Assumptions of Western psychology (e.g. universality of concepts, behaviour and social relationships).
- Ethnocentrism in action (e.g. in diagnosis of mental disorder, theories of moral behaviour).
- Any other relevant material.

Marks	AO3
12 - 15	Evidence is clearly interpreted and analysed. Conflicting arguments are presented in a structured manner that accurately addresses the question and reaches a reasoned conclusion. Range and depth of evidence are displayed though not in equal measure.
8 - 11	Evidence is interpreted and analysed. Conflicting arguments are presented effectively and address the question. There are limitations in either the range or depth of evidence presented or in the structure of the argument or in the overall conclusion. Some appropriate terms are used.
4 - 7	Evidence is basic. The material is used in a relevant manner to address the question but the structure of the answer and the conclusion are limited. Few appropriate terms are identifiable.
1 - 3	There is little evidence relating to the question. The answer is confused and/or severely limited in scope. Appropriate terms are either not used or are used incorrectly.
0	No material relevant to the question.

Q.3 Describe and evaluate the multi-store model of memory.

[25]

Credit **could** be given for:

- Historical context of theory (e.g. era of information theory).
- Structure of the model (e.g. STM, LTM).
- Process of the multi-store model (e.g. rehearsal).
- Hypotheses generated by the model.
- Diagram of the model.
- 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:

- Evidence for multi-store model (e.g. empirically-based research and case studies).
- Evidence against multi-store model (e.g. levels of processing, working memory).
- Critical summary of evidence for and against model.
- 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 Discuss research related to understudied relationships.

[25]

Credit **could** be given for:

- Relationships with non-humans (e.g. pets).
- Friendship (e.g. gender differences, basis of relationship).
- Mediated relationships (e.g. arranged marriages, dating agencies).
- Minority and non-monogamous relationships (e.g. non-heterosexual, polygamous).
- Electronic relationships (e.g. e-mail, chat-room, simulated worlds)
- 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:

- Explanations for lack of research in certain areas of relationship.
- Evaluation of studies used in evidence.
- Discussion of issues raised by research findings or lack of research.
- 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 Using psychological knowledge and research findings, discuss the role of environmental factors in the development of intelligence. **[25]**

Credit **could** be given for:

- Definition of functional intelligence within environments (e.g. different cultures, physical environments).
- Pre and post-natal nutritional factors (e.g. privation and brain development, transient dietary effects, psychoactive substance abuse).
- Home background (e.g. parental involvement, disturbed families, trauma, abuse).
- Educational and cultural factors (e.g. home, school, hot-housing).
- 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:

- Difficulty of defining and measuring intelligence.
- Critical examination of evidence.
- Historical, moral, cultural and political issues (e.g. dominant culture and political issues (e.g. dominant culture definitions of intelligence)).
- 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 Describe and evaluate lifespan theories of development.

[25]

Credit **could** be given for:

- Freud's psychosexual stages.
- 'Eight ages of Man' (Erikson).
- 'Seasons of a Man;s Life' (Levinson).
- 'Evolution of Adult Consciousness' (Gould).
- 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:

- Evaluation of empirical evidence for stage theories.
- Discussion of large cultural and gender biases in formulation of theories.
- Relevance of theories in modern multi-cultural environments.
- 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 disorders of sleep.

[25]Credit **could** be given for:

- Disorders of sleep (e.g. insomnia, parasomnia).
- Types of explanation (e.g. genetic, biochemical environmental).
- Evolutionary and cultural patterns of sleep.
- Norms and individual differences.
- 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:

- Evolution of research relating to sleep disorders.
- Difficulty with definition and diagnosis of sleep disorders.
- Socio-cultural and personal impact of sleep disorder.
- Impact of 24/7 global society.
- 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 Describe and evaluate theories of addiction including biological and social/psychological explanations. [25]

Credit could be given for the following:

- Genetic factors (e.g. addictive inheritance, acetaldehyde deficiency).
- Exposure theories (e.g. biological, learning and conditioning).
- Adaptation theories (e.g. bio psychosocial, psychodynamic).
- Any other relevant material.

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

Credit could be given for the following:

- Critical examination of empirical evidence.
- Cultural interpretations.
- One phenomenon or several?
- Normal processes hijacked? Evolutionary theory (e.g. universality in animals, basic drive reward mechanisms).
- 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 breadth 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 breadth 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 behaviourist learning theory applied to education, including classical and operant conditioning. [25]

Credit could be given for the following:

- Classroom management techniques (e.g. use of reinforcement generally, special cases).
- Token economies in schools (e.g. cumulative reward systems, 'gold stars').
- Competence-based education (e.g. NVQs, accreditation of actions rather than knowledge).
- Self-instruction programmes (e.g. computer-based learning).
- Any other relevant material.

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

Credit could be given for the following:

- Evaluations (e.g. theory of motivation seriously inadequate, mechanistic views of humans, competence-based education has little reliable evidence).
- Critical examination of evidence.
- Use of evidence to support or contradict explanations.
- External influences (e.g. family, media, drugs).
- Any other relevant material.

Marks	AO2
12-15	Evaluation is relevant, clearly structured and thorough. There is evidence of coherent elaboration in the material presented. Depth and breadth 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 breadth 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.10 Discuss the decision-making of juries.

[25]

Credit **could** be given for:

- Individual processes (e.g. characteristics of defendant, pre-trial publicity).
- Defendant and witness effects (e.g. halo effect, race).
- Group processes (e.g. groupthink, polarisation, majority/minority influences).
- Story models (e.g. Pennington & Hastie.)
- 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 evaluation of research (e.g. very low ecological validity).
- Criticism of research (e.g. assumption of logical decision-making, incomplete and misleading evidence, thinking biases).
- Mundane realism issues (e.g. magistrates in UK as jury of three).
- Any other relevant material.

Marks	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 Using psychological knowledge and research findings, discuss improving motivation in sport. **[25]**

Credit **could** be given for:

- Improving participant self-confidence (e.g. efficacy improvement, self-talk strategies).
- Improving psychological climate (e.g. mastery vs competitive motivation, goal orientation).
- Altering maladaptive patterns (e.g. attributional styles, learned helplessness).
- Utilising external motivational strategies (e.g. rewards, mentoring).
- 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:

- Difficulty in measuring variables in research.
- Difficulty in ascribing causal relationships in research.
- Evaluation of research materials presented.
- 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 Discuss issues of bias in diagnostic systems.**[25]**Credit **could** be given for:

- Types of diagnostic system (e.g. ICD, CCMD, DSM).
- Ideals of diagnostic systems (e.g. validity, reliability).
- Known cultural and gender bias in diagnostic systems.
- Studies relating to the impact of bias.
- 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:

- Validity and reliability in diagnostic systems.
- Psychiatry as a source of bias (e.g. 'medicalisation of misery').
- Gender, culture and ethnicity as factors in bias (e.g. recognition of culture-specific conditions, such as 'amok').
- 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.



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