



General Certificate of Secondary Education

Psychology 3181

3181/F Foundation Tier

Mark Scheme

2006 examination - June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

The assessment of spelling, punctuation and grammar

For each written component 5 per cent of the total marks available must be allocated to spelling, punctuation and grammar according to the criteria below.

Threshold performance	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately.	1 mark
Intermediate performance	Candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms with facility.	2-3 marks
High performance	Candidates spell, punctuate and use the rules of grammar with almost faultless accuracy, deploying a range of grammatical constructions; they use a wide range of specialist terms adeptly and with precision.	4-5 marks

SECTION A: COGNITIVE PSYCHOLOGY**1****Total for this question: 30 marks**

(a) What is meant by the term <i>learning</i> ?	<i>(3 marks)</i>
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Learning is a relatively permanent change in behaviour which is due to experience.
Reference to Social Learning theory, Piaget, maximum 1 mark.

AO1 = 3 marks**To 3 marks as follows**

3 marks	A clear definition of learning containing all three elements mentioned in the mark scheme or words to that effect.
2-1 marks	A brief definition of learning containing fewer of the elements required for three marks.

<p>(b) A psychologist conditioned a young boy to be afraid of a white rat by making a loud noise every time the boy saw the rat.</p>
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<p>(i) Using your knowledge of classical conditioning, put the following terms into the boxes below to show how this happened.</p>
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<p>Unconditioned response (UCR) Conditioned response (CR) Conditioned stimulus (CS) Unconditioned stimulus (UCS)</p>
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(3 marks)

UCS (+CS)	UCR
CS	CR

Partial marks are available.

AO1= 3 marks

<p>(ii) After this, the psychologist discovered that the young boy was also afraid of a white rabbit and cotton wool. Is this an example of <i>discrimination</i> or <i>generalisation</i>? <i>(1 mark)</i></p>
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Generalisation

AO1 = 1 mark

<p>(c) Read each of the following statements and decide if they are TRUE or FALSE. Write either TRUE or FALSE on the line below each statement.</p>

- | |
|---|
| <p>(i) Behaviour shaping uses the principles of classical conditioning.
(ii) Negative reinforcement is the same as punishment.
(iii) Pavlov contributed to our understanding of classical conditioning.</p> |
|---|

(3 marks)

- (i) FALSE
(ii) FALSE
(iii) TRUE

AO1 = 3 marks

(d) Three features of the multistore explanation of memory are:

- (i) Sensory memory
- (ii) Short-term memory
- (iii) Long-term memory.

Each row in the table below contains a description that matches one of these three features. In the space next to each description write the name of the feature that it describes.

Memories may remain here forever
Holds about seven chunks of information
It seems to have an unlimited capacity
Memories fade almost immediately
New information displaces old information

(5 marks)

Long-term
Short-term
Long-term
Sensory
Short-term

AO1 = 5 marks

The multistore explanation of memory gave a GCSE psychology student an idea for her coursework. She thought that if she gave participants a list of 20 words to learn, they would remember the first five and the last five words better than the middle ten. She decided to conduct an experiment in the following way.

- She selected 20 words (each containing six letters) from a dictionary. These words were then listed in random order.
- She obtained permission from her Head of Year to find 30 volunteers from her year group to act as participants.
- The participants were shown the words one at a time and then given one minute to write down as many as they could remember in any order.
- For each participant she counted how many of the first five and the last five words from the list they remembered. This gave a score out of ten.
- She then counted how many of the middle ten words each participant remembered. This also gave a score out of ten.

A summary of the findings is presented in **Table 1** below.

Table 1: Mean number of words remembered for the first five and the last five words (out of 10) and for the middle ten words (out of 10).

	Mean number of words remembered
First & last five	7.4
Middle ten	3.7

(e) Write a suitable hypothesis for this experiment. (2 marks)

The hypothesis must be a testable statement, eg ‘Participants will recall more from the first and last five words of a list compared to the middle ten words.’ The sense of the two variables must be present.
Statement **1 mark**, operational variables **1 mark**. **AO2 = 2 marks**

(f) For the experiment described, what is:

- (i) the independent variable? (1 mark)
 (ii) the dependent variable? (1 mark)

The number of words correctly recalled
 The position of the words in the list
 The length of each word

- (i) The independent variable is the position of the words in the list.
 (ii) The dependent variable is the number of words correctly recalled in each condition.

AO1 = 2 marks

(g) Give **one** explanation for why the psychology student chose words of six letters for this experiment. *(2 marks)*

This is a controlled variable (1 mark). Length of word could have an effect on recall (1 mark). Longer words may be more difficult to recall (1 mark). Shorter words may be easier to recall (1 mark).
Maximum **2 marks**. **AO2 = 2 marks**

(h) (i) Identify the sampling method used in the experiment described.

Random sampling
Opportunity sampling
Systematic sampling

(1 mark)

Opportunity sampling.

AO1 = 1 mark

(ii) The table below states advantages of various sampling methods. Only **two** are correct for the sampling method you identified in part (h)(i). Place a tick in each of the **two** correct boxes.

It provides a representative sample
It is the easiest method of obtaining participants
Everyone in the target population has an equal chance of being selected
It can be done quickly and simply

(2 marks)

It is the easiest method of obtaining participants.

It can be done quickly and simply.

Credit advantage, if it matches the sampling method.

AO2 = 2 marks

Note: Answer must match sampling method identified in part (h) (i) to receive credit.

(i) Outline **one** criticism of the experiment carried out by the student.

(2 marks)

Any valid criticism stated (1 mark), outlined (1 mark). For example, the sampling method (1 mark), therefore results cannot be generalised (1 mark) or it is not a representative sample (1 mark). Other criticisms could focus on the artificiality of the situation or methodological issues. Maximum 2 marks.

AO2 = 2 marks

- (j) Use your knowledge of psychology to explain how the results of this experiment support the multistore explanation of memory. (4 marks)

AO1

The multistore model suggests that the first five words were stored in the long-term memory (LTM) and are more likely recalled (primary effect). The last five words will still be in the short-term memory (STM). They are also more likely to be recalled (recency effect). The middle ten words would be displaced from the STM and are less likely to be remembered.

AO2

Because they haven't been displaced. The results can be explained by the multistore model because the mean number of words recalled was greater for the first and last five words in the list.

AO1 = 3 marks AO2 = 1 mark

To 4 marks as follows

4-3 marks	Results are fully explained in relation to the multistore model reflecting the detail of the mark scheme.
2-1 marks	The results are partially explained at the top end. At the lower end, explanation is either very limited or muddled or simply a statement that the results can be explained by the model.

SECTION B: SOCIAL PSYCHOLOGY

2

Total for this question: 30 marks

Read the following article and answer the questions that follow.

Modern man - is it all a myth?

A recent survey of married couples over the age of 45 has revealed that jobs around the home are not shared equally between males and females. Women are still doing the vast majority of housework, including cooking, ironing and cleaning, whilst the men do most of the gardening and DIY jobs. The psychologist in charge of the research said, "The old-fashioned stereotypes of husbands and wives are still here in 2006! I have concluded that the 'modern man', who shares these jobs equally with his wife, does not really exist. It is all a myth!"

(a) What is meant by the term *stereotype*? Refer to the article in your answer. (3 marks)

AO1

A stereotype is a belief or expectation about an individual or behaviour based on membership of a group which is defined solely by a superficial nature. Alternative definition: rigid, generalised, simplified set of ideas about characteristics of all members of a group. Allow assumption.

AO2

In the case of this article, the feature is sex of the individual leading to the belief that certain domestic tasks should be assigned to males and others to females. **AO1 = 2 marks AO2 = 1 mark**

To 3 marks as follows

3 marks	Clear definition with relevant reference to article.
2-1 marks	Brief definition with relevant reference to article or clear definition without reference to article at top end. Brief or muddled definition at bottom end.

(b) Read each of the following statements about the sample of married couples mentioned in the article and decide if they are **TRUE** or **FALSE**. Write either **TRUE** or **FALSE** on the line below each statement.

- (i) The sample is **not** representative of all married couples.
(ii) The results of the survey **can** be generalised to the target population of all married couples.

(2 marks)

- (i) TRUE
(ii) FALSE

AO2 = 2 marks

- (c) Describe **one** study in which stereotyping was investigated. Include in your answer the reason why the study was conducted, the method used, the results obtained and the conclusion drawn. (5 marks)

There are numerous studies which are appropriate here, for example Katz & Braly, Razran, Rubin, Snyder & Uranowitz and Tajfel are all likely contenders. **AO1 = 5 marks**

To 5 marks as follows

5-4 marks	The study is clearly recognisable and the description contains all four elements required by the question. At the top end, description is detailed.
3-1 marks	The outline of a recognisable study is given but it does not contain all the elements required by the question or the description is muddled.

An experiment was conducted in which participants were asked to hook 50 paperclips together to form a chain. Each participant took part in both conditions of the experiment.

Condition A: Working entirely on their own

Condition B: Working alongside others doing the same task

The experimenter timed how long it took each participant to complete each task. The results are summarised in **Table 2**.

Table 2: Mean time (in seconds) taken by participants to complete each task.

	Mean time
Condition A	104
Condition B	86

- (d) Describe the results of this experiment. (2 marks)

The mean time for condition A was 104 seconds. The mean time for condition B was 86 seconds. For two marks, both conditions must be referred to and a quantitative statement made. For example, 'The mean time for condition A was slower than the mean time for condition B' would score 2 marks because the word 'slower' implies a quantitative comparison. **AO1 = 2 marks**

- (e) (i) Identify the experimental design used in this experiment.

Independent groups
Repeated measures
Matched pairs

(1 mark)

Repeated measures design.

AO1 = 1 mark

(e) (ii) Look at the table below which lists disadvantages of different experimental designs. Only **two** of them are correct for the design you have identified in part (e)(i). Place a tick in each of the **two** correct boxes.

- Practice could affect the results
- Participant variables could affect the results
- More participants are needed than for other designs
- Fatigue could affect the results

(2 marks)

X
X

Credit advantage if it matches the design identified.

AO2 = 2 marks

(f) Describe how the two conditions could have been counterbalanced in this experiment. (2 marks)

Half of the participants could have worked in condition A first, followed by condition B (1 mark). The remaining participants could have worked in condition B first followed by condition A (1 mark).

AO2 = 2 marks

(g) Explain how the results of this experiment demonstrate the effects of social facilitation. (3 marks)

When people are working side by side or in the presence of others, they often perform better than if they are working alone. This is known as social facilitation. In this experiment participants performed better in condition B when they were working alongside others doing the same task. Therefore the results demonstrate the effect. Credit co-action effect. Reference to a simple task will gain credit.

AO2 = 3 marks

To 3 marks as follows

3 marks	Full explanation linked to the results of the experiment reflecting the detail of the mark scheme.
2-1 marks	Limited explanation of how people tend to behave in such situations. At the bottom end, direct link to the experiment may not be made.

(h) Read the following statements about Adorno's contribution to our understanding of the authoritarian personality and decide if they are **TRUE** or **FALSE**. Write either **TRUE** or **FALSE** on the line below each statement.

- (i) Adorno said that people with an authoritarian personality are rigid in their opinions and beliefs.
- (ii) Adorno said that people with an authoritarian personality are friendly towards those of a lower status.
- (iii) Adorno said that people with an authoritarian personality were more likely to have had a very strict upbringing.
- (iv) Adorno said that it would be very easy to change the behaviour of people with an authoritarian personality. *(4 marks)*

- (i) TRUE
- (ii) FALSE
- (iii) TRUE
- (iv) FALSE

AO1 = 4 marks

(i) Look at the following factors that affect obedience based on studies conducted by Milgram. Decide whether each factor will **INCREASE** or **DECREASE** obedience. Write either **INCREASE** or **DECREASE** on the line below each factor.

- (i) When the orders to obey are given in a setting of low status
- (ii) When the participants are in the same room as the 'learner' who receives the electric shocks
- (iii) When the orders to obey are given by an authority figure wearing a laboratory coat *(3 marks)*

- (i) DECREASE
- (ii) DECREASE
- (iii) INCREASE

AO1 = 3 marks

(j) Identify and explain **one** criticism of Milgram's studies of obedience. *(3 marks)*

AO1

Criticism justified (1 mark), explained (2 marks). There are many criticisms that could be explained here. For example, the studies were unethical (1 mark), because participants were deceived (1 mark) and denied their right to withdraw (1 mark), or the results may no longer be valid (1 mark) because the experiments were conducted in the 1950s in the USA (1 mark), and the results might not be true for society in the 21st century (1 mark). **AO1 = 3 marks**

SECTION C: DEVELOPMENTAL PSYCHOLOGY**3****Total for this question: 30 marks**

The following conversation took place between two mothers after they had collected their two-year-old children from their new childminder.

Karen’s mother: “I just don’t know what was wrong with Karen today. She seemed anxious when I was there but distressed when I was not there. She resisted the childminder. She also avoided me when I returned. What could it be?”

Sally’s mother: “It’s hard to know. I’m not a psychologist but maybe it’s got something to do with attachment. Sally was happy when I was there but distressed when I wasn’t. The new childminder provided little comfort.”

- (a) Distinguish between *secure attachment* and *insecure attachment*. Refer to the above conversation in your answer. (4 marks)

AO1

A securely attached infant is happy when the mother is present but is clearly distressed when she leaves. A stranger might provide some comfort but would be treated very differently to the mother. An insecurely attached infant can be fussy and wary with the mother present but will be very distressed when she leaves and would actively resist a stranger’s efforts to make contact.

AO1 = 2 marks**AO2**

The conversation indicates that Sally is securely attached whilst Karen is insecurely attached.

AO2 = 2 marks**To 4 marks as follows**

4-3 marks	The distinction is clearly explained with reference to the conversation reflecting the detail of the mark scheme at the top end. At the bottom end, explanation is brief with reference to the conversation.
2-1 marks	The distinction is clearly explained at the top end but with no reference to the conversation, or partial explanation with some reference to the conversation. At the bottom end, the answer is muddled.

- (b) Look at the following definitions. For each definition, there are two terms, but only **one** is correct.

- (i) Loss of, or damage to, an attachment
(ii) Failure to form an attachment

Deprivation
Privation

(2 marks)

- (i) Deprivation
(ii) Privation

AO1 = 1 mark**AO1 = 1 mark**

(c) Read each of the following statements and decide if they are **TRUE** or **FALSE**. Write either **TRUE** or **FALSE** on the line below each statement.

- (i) Bowlby has been criticised for using a very small sample of only 44 juvenile delinquents in his classic study of maternal deprivation.
- (ii) Bowlby found a correlation between maternal deprivation and delinquency. Therefore it is correct to say that maternal deprivation causes delinquency. *(2 marks)*

- (i) True
(ii) False

AO2 = 1 mark

AO2 = 1 mark

Look at the following sequence of pictures of a study that was similar to one conducted by Piaget.

Isobel was given string and a set of weights. She was told that she could:

- change the weights
- change the length of string
- change the strength of her ‘push’.

She has to find out which of these changes affects the speed of the swing of the pendulum.

(d) (i) According to Piaget, in what stage of cognitive development is Isobel?

Concrete operational
Formal operations
Pre-operational

(1 mark)

Formal operations.

AO1 = 1 mark

(ii) According to Piaget, what other characteristic should Isobel first be able to show in the stage you have identified in part (d) (i) above?

Conservation
Object permanence
Inferential reasoning
Egocentrism

(1 mark)

Inferential reasoning.

AO1 = 1 mark

Note: Answer must match stage identified in part (d) (i) to receive credit.

- (e) Describe **one** study designed by Piaget to demonstrate the concrete operational stage of development. Include in your answer the reason why the study was conducted, the method used, the results obtained and the conclusion drawn. (5 marks)

Any appropriate study linked to the concrete operational stage should receive credit. For example, the reason for Piaget's study was to see if children in the concrete operational stage had conservation skills. He set up an experiment in which equal amounts of liquid were poured into two identical containers. Then the liquid from one of the containers was poured into a taller and narrower container. Children were asked if there was more liquid in one of the containers. The results showed that the majority of children aged seven years understood that the quantity had not changed. Piaget concluded that this showed that by seven years of age children were able to conserve volume.

AO1 = 5 marks

To 5 marks as follows:

5-4 marks	The study is clearly recognisable and the description contains all four elements required by the question. At the top end, description is detailed.
3-1 marks	The outline of a recognisable study is given but it does not contain all the elements required by the question or the description is muddled.

- (f) Look at the following definitions given by a psychologist. For each definition, there are two terms, but only **one** is correct.

- (i) The psychological understanding of what it means to be male or female

Sex identity

Gender identity

(1 mark)

Gender identity

AO1 = 1 mark

- (ii) Knowing whether you are male or female

Sex identity

Gender identity

(1 mark)

Sex identity

AO1 = 1 mark

- (g) How does the psychoanalytic approach explain the acquisition of gender identity? (5 marks)

The psychoanalytic approach proposes that gender identity occurs during the phallic stage of psychosexual development. A boy experiences the Oedipus complex because of his desire for his mother and fear that his father will castrate him. A girl experiences the Electra complex because of her unconscious longings for her father but fear of the loss of her mother's love. These complexes are resolved by identifying with the same sex parent.

AO1 = 5 marks

To 5 marks as follows

5-4 marks	Clear description reflecting the detail of the mark scheme.
3-1 marks	Less detailed but accurate description at the top end. At the lower end the answer is muddled.

- (h) Look at the table below which gives terms used in the social learning approach to gender identity and definitions of the terms. Unfortunately, the terms are **all** in the **wrong boxes**.

Term	Definition
Model	Copying the behaviour
Imitation	Learning from others because they are rewarded
Vicarious reinforcement	Someone whose behaviour a child copies

Complete the table below, writing the terms in the **correct boxes**.

Term	Definition
	Copying the behaviour
	Learning from others because they are rewarded
	Someone whose behaviour a child copies

(2 marks)

Imitation
Vicarious reinforcement
Model

AO1 = 2 marks

- (i) What is meant by the term *case study*? (2 marks)

A case study is an in-depth (detailed) (1 mark) study of an individual (or small group) (1 mark).

AO1 = 2 marks

- (j) Outline **one** strength and **one** weakness of using case studies in psychology. (4 marks)

One strength is that it gives a detailed picture of an individual and therefore helps in discovering how a person's past may be related to the present. **AO2 = 2 marks**

One weakness is information gained about one person or a small group of people cannot be generalised to a wider population because the sample would not be representative. **AO2 = 2 marks**

SECTION D: PRO- AND ANTI-SOCIAL BEHAVIOUR

4

Total for this question: 30 marks

- (a) Look at the table below which lists the basic assumptions of three approaches to moral development.

Basic assumption	Approach
Cognition plays a role in the development of moral behaviour	
Imitation plays a role in acquiring moral behaviour	
Unconscious mental processes play a role in the development of moral behaviour	

Look at the following list of approaches. Choose one approach that matches each basic assumption. Write the name of that approach in the box next to the assumption.

Psychoanalytic
Cognitive
Learning Theory
Social Learning

(3 marks)

Cognitive
Social Learning
Psychoanalytic

AO1 = 3 marks

- (b) Describe **one** study in which moral development was investigated. Include in your answer the reason why the study was conducted, the method used, the results obtained and the conclusion drawn. *(5 marks)*

Any relevant study should receive credit. For example, Bandura conducted a study to see if children's moral behaviour would be affected by observing adult models. Different groups of children saw an adult behaving aggressively towards a Bobo doll. Each group saw a different consequence to the aggression. Children who witnessed the adult being punished showed the lowest levels of aggression, whilst those seeing the adult being rewarded showed the highest levels of aggression. Bandura concluded that children learn moral behaviour through observation and imitation of models.

AO1 = 5 marks**To 5 marks as follows**

5-4 marks	The study is clearly recognisable and the description contains all four elements required by the question. At the top end, description is detailed.
3-1 marks	The outline of a recognisable study is given but it does not contain all the elements required by the question or the description is muddled.

- (c) Look at the table below which lists three terms and their definitions. Unfortunately the terms are **all** in the **wrong boxes**.

Term	Definition
Empathy	Co-operative or helpful behaviour intended to benefit another person
Altruism	The ability to understand someone else’s point of view and to share their emotions
Pro-social	Behaviour that is costly to the individual but helpful to another person

Complete the table below, writing the terms in the **correct boxes**.

Term	Definition
	Co-operative or helpful behaviour intended to benefit another person
	The ability to understand someone else’s point of view and to share their emotions
	Behaviour that is costly to the individual but helpful to another person

(2 marks)

Pro-social
Empathy
Altruism

AO1 = 2 marks

- (d) Hoffman proposed that the development of empathy occurs in four stages.

- (i) The table below contains the names of Hoffman’s four stages of empathy but in the wrong order.

Names of stages
Empathy for another’s feelings
Egocentric empathy
Empathy for another’s general plight
Global empathy

Complete the table below, putting the names of the stages in the **correct** order.

(3 marks)

Global empathy
Egocentric empathy
Empathy for another’s feelings
Empathy for another’s general plight

AO1 = 3 marks

- (d) (ii) The table below contains descriptions of typical behaviours shown by children in each of Hoffman’s four stages of empathy. In the box next to each description, write the **number** of the stage that is described.

Descriptions of typical behaviour	Stage number
Children try to comfort other children by doing something that they themselves would find comforting	
Understanding other people’s experiences, knowing that people do not always show the emotions they feel	
Baby shows empathy through behaviour such as crying when hearing another baby crying	
Knowing that Mum will be more unhappy when she burns her favourite dress than when she burns a tea-towel	

(4 marks)

2
4
1
3

AO1 = 4 marks

Read the following article and answer the questions that follow.

Is Britain becoming a lawless society?

“Gangs of aggressive teenagers are roaming our streets at night looking for trouble and making the streets unsafe for ordinary people.” This view was expressed recently by a group of worried parents at a meeting in a local school. A psychologist at the meeting said, “Teenagers can’t help it, it’s just an instinct. We need to provide them with ways to channel their aggression into acceptable activities.”

- (e) Briefly outline how the psychodynamic approach could be used to explain the teenage aggression described in the article. (2 marks)

Psychodynamic approach proposes that we have an instinct for self-destruction (1 mark), and that aggression is the drive that enables us to satisfy that instinct (1 mark). Aggression can be caused by frustration (1 mark). If goals are blocked, frustration occurs (1 mark) and aggression is the result (1 mark). Maximum **2 marks**.

AO1 = 2 marks

- (f) Use your knowledge of the psychodynamic approach to identify and explain **one** way of reducing aggression. Refer to the article in your answer. (4 marks)

AO1

Any valid suggestion should receive credit. For example, Freud suggested that watching or taking part in sport should reduce aggression. Allow catharsis.

AO2

The psychodynamic approach suggests channelling aggression into acceptable activities. This way, the aggression is sublimated. The psychologist in the article suggested that the town's aggressive teenagers need to be provided with an outlet for their aggression. **AO1 = 1 mark AO2 = 3 marks**

To 4 marks as follows

4-3 marks	Relevant suggestion is offered and fully explained reflecting the detail of the mark scheme.
2-1 marks	Relevant suggestion is offered and explanation is attempted at the top end. At the lower end, a suggestion is offered or the explanation is muddled.

- (g) Describe **one** study in which child-rearing styles were investigated. Include in your answer the reason why the study was conducted, the method used, the results obtained and the conclusion drawn. (5 marks)

Any relevant study should receive credit. For example, Baumrind carried out a study to see what effect child-rearing style had on children's aggression. Her method was to observe parents' behaviour towards pre-school children in the family setting. She looked at things such as clarity and consistency in the parents' rules. She found that children of permissive parents were aggressive and remained so. Children of authoritarian parents were aggressive when young but became less aggressive as they got older. Children of democratic parents were less aggressive and remained so. She concluded that child-rearing style has an effect on aggression in children. **AO1 = 5 marks**

To 5 marks as follows

5-4 marks	The study is clearly recognisable and the description contains all four elements required by the question. At the top end, description is detailed.
3-1 marks	The outline of a recognisable study is given but it does not contain all the elements required by the question or the description is muddled.

- (h) Outline **one** criticism of the study you have described in part (g) above. (2 marks)

An outline of one criticism. Identification of two criticisms should not receive full credit. Ethical criticisms are also acceptable. **AO1 = 2 marks**

Assessment Grid – Tier F

Question	AO1	AO2	RM
1	21	9	9
2	20	10	9
3	22	8	6
4	27	3	0
Total	90	30	24