

**Combined Mark Schemes  
And Report on the Units**

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**June 2005**

**1989/MS/R/05**

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Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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### Psychology (1989)

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**Mark Scheme 1989/01**  
**June 2005**

**General advice to Assistant Examiners on the procedures to be used**

- 1 The schedule of dates for the marking of this paper is of paramount importance. It is vital that you meet these requirements. If you experience problems than you must contact your Team Leader without delay.
- 2 Please ensure that you use the final version of the Mark Scheme which will be available at the end of the Examiner's Standardisation meeting. You are advised to destroy all draft versions.
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- 4 Mark in red. A tick (✓) should be used, at the appropriate point, for each answer judged worthy of credit.
- 5 Strike through all blank spaces and/or pages in order to give a clear indication that the whole of the script has been considered.
- 6 The mark total for each question should normally be ringed at the bottom right hand side.
- 7 In cases where candidates give multiple answers, mark the first answer(s) up to the total number required. In specific cases where this simple rule cannot be applied, the exact procedure to be used will be given in detail at the Examiners' Standardisation meeting.
- 8 Some questions may have a 'Level of Response' mark scheme.

Section A

Social Psychology

Source A: Social Influence

*David Koresh was an American preacher with more than 100 followers at an armed fortress near Waco, Texas. Koresh's followers would do anything for him. He enforced strict rules for his followers e.g. they were not allowed beer, meat, air conditioning, and they had to give him all their money and possessions. Anyone who broke a rule was beaten.*

*The American authorities raided Koresh's compound because of the suspected number of weapons stored there illegally. A fire started and Koresh and 85 of his followers died.*

*What happened at Waco is an extreme example of social and group influence.*

- 1 From the Source, identify two strict rules Koresh enforced on his followers' behaviour

Any 2 from: no beer/meat/airconditioning/money/possessions AO2  
 (1) [1]  
 (2) [1]

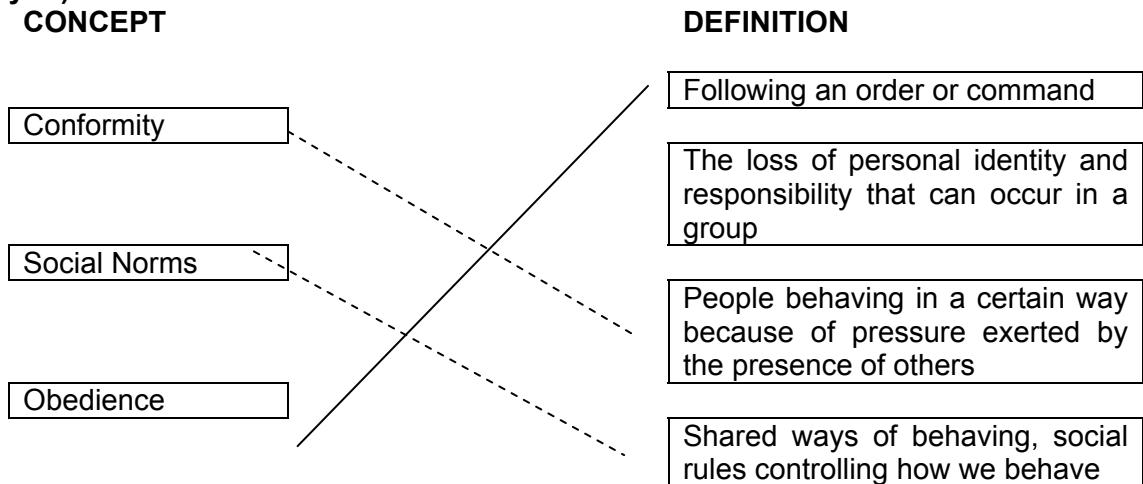
- 2 Describe what is meant in psychology by 'social influence'.

*the ways in which our behaviour is affected by those around us etc and us affecting others*

*1-2 marks depending on the statement*

AO1  
 [2]

- 3 Draw two lines to connect the concepts and definitions (one is already done for you).



[1 + 1]

- 4 Outline two reasons why people obey.

*Answers from: power of the situation/authority figure/setting/authoritarian/fear personality/upbringing etc. Allow significantly different example, of same reason*

AO1 AO2

(1)

[2]

(2)

[2]

**5 Social psychologists have carried out a number of studies into obedience.**

**(a) Describe how one of the studies was carried out**

AO1

*possible studies: Milgram/Hofling/Bickman etc.  
1-2 marks very brief outline.  
3-4 marks for detailed accurate description*

[4]

**(b) Outline the findings from this study.**

*1-2 marks depending on statement of actual outcome of chosen study*

[2]

**(c) Give one criticism of the study – including ethics**

AO2

*1-2 marks depending on accuracy of evaluation of chosen study eg ecological validity/gender bias/dated etc / demand characteristics*

[2]

**Section total: 18 marks**



**Section B**  
**Behavioural Psychology**

**Source B: Aggression**

*Williams researched the possible effects of television on aggressive behaviour in a town where television had just been introduced.*

*The method used was naturalistic observation of children's behaviour. This was combined with teacher and peer ratings of the children's aggression.*

*The major finding was that aggressive behaviour in 6- to 11 year olds increased over a two year period following the introduction of television in the town. No similar increase was found in towns where television was already available*

**6 From the Source – allow paraphrasing**

**(a) What was the aim of Williams' research?** AO2  
*possible effects of television on behaviour* [1]

**(b) What was the major finding about the impact of the new television service on levels of aggression?**  
*aggressive behaviour of 6-11 year olds increased in first 2 years* [1]

**7 Identify two possible factors other than television which might produce aggressive behaviour e.g. modelling/parents/environment/sport**

AO2

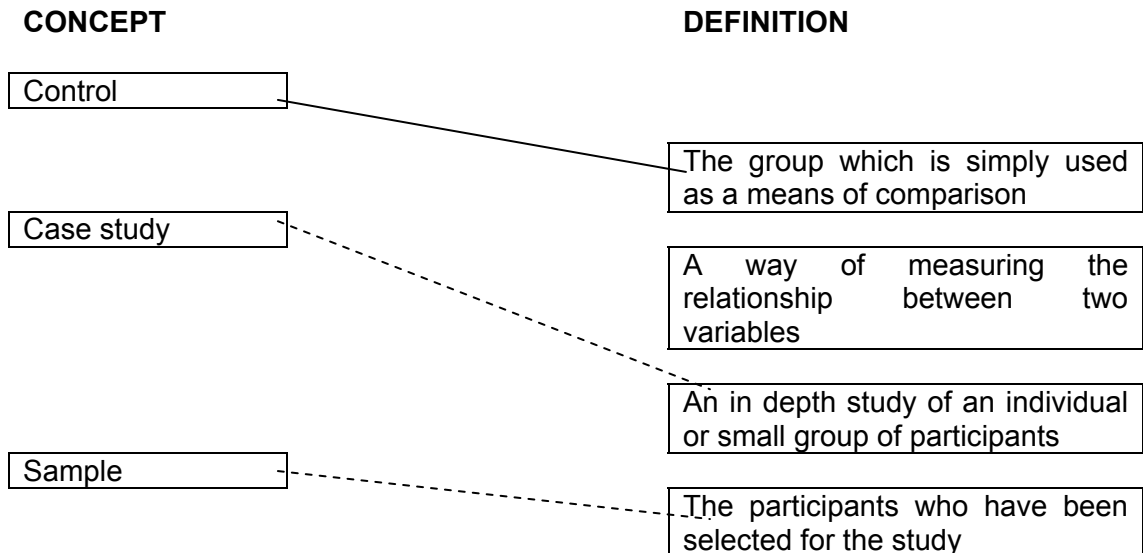
(1) *answers from: films/computer games/comics/music etc/frustration* [1]  
(2) [1]

**8 Describe what is meant by observation in psychological research. AO1**

Observing people in a natural or controlled setting/participant or non-participant style etc.

1 mark: single word or phrase 2 marks: fuller description [2]

- 9 Draw two lines to connect the concepts to their definitions in the diagram below (one is already done for you). AO2



[2]

- 10 Describe two ethical guidelines which psychologists must follow in research involving children. AO1

*answers from: informed consent from parents/avoiding distress or harm etc.*

*1 mark: bald single phrase 2 marks: clearer statement*

(1)

[2]

(2)

[2]

- 11 One theory of aggression is the Social Learning Theory. AO1  
AO2

Describe one other theory of aggression (e.g. Freud's psychoanalytic theory, biological theory). Ignore evaluation

likely answer on Freud: incl. basic instincts theory/link between ID and

*Instincts/thanatos build-up/release etc*

*1-3 marks: very basic account 4-6 marks: more elaborate account/key concepts and jargon etc.*

10 lines

[6]

Section total: 18 marks

**Section C**  
**Developmental Psychology**

**Section C: Attachment**

*John Bowlby worked with emotionally disturbed adolescents. He reported that from a sample 44 adolescents who had been caught stealing, 17 had been separated from their mothers for a short period.*

*He contrasted this with another group of the same age who had no criminal records.*

*Bowlby also found that 14 of the 17 separated adolescents felt no regret or guilt for what they had done.*

**12 From the Source,**

(a) how many adolescents caught stealing had experienced separation from their mothers? AO2  
17 [1]

(b) how did most of the separated adolescents feel about their stealing?  
they showed no regret or guilt [1]

**13 Explain one criticism of Bowlby's theory of attachment.** AO1 AO2  
*Possible answers: retrospective data/weakness of case study method/limitation of correlational research/deterministic etc. Accept references to theory of maternal deprivation and criticisms of study described in source.*  
1 – 3 marks depending on the accuracy of the description [3]

**14 Outline what is meant in Attachment Theory by**

(a) Deprivation  
*when an attachment is broken or interrupted etc*  
*1 - 2 marks depending on detail* [2]

(b) Privation  
*a failure to form an attachment in the first place*  
*1 - 2 marks depending on detail/accuracy* [2]

**15 Psychologists use ethical guidelines in research. Identify three ethical guidelines from the list below, by ticking three boxes. *all right except the last one***

Participants have the right at the end of research to have the purpose of the research explained to them	✓
Researchers must protect participants from mental and physical harm	✓
Participants have the right to leave the research at any time	✓
Researchers should use a representative sample	

**[3]**

**16 Describe cultural variations in childcare practices.**

*Possible answers: Ainsworth in Uganda/Fox in Isreal/Sagi in Israel/van Ijzendoorn in Japan etc. Accept references to sub-cultures.*

*1 – 3 marks for brief outline of research or reasonably accurate examples of cultural differences*

*4 – 6 marks for detailed/accurate of appropriate research*

10 lines

**[6]**

**Section total: 18 marks**

**Section D**  
**Behavioural Psychology**

**Source D: Environment and Behaviour**

*A study was conducted on managers' office space. It was claimed that the state of a manager's office says something about their personality. The researchers studied managers at a bank, an estate agents, an advertising agency and an architect's office.*

*Firstly, they gave personality ratings to managers based only on the state of their offices.*

*Secondly, their personalities were assessed using a survey.*

*It was claimed that there can be a positive correlation between personality and the state of their office space.*

- 17 From the Source,** AO2
- (a) what was the main claim of the researchers?**  
*state of managers' workspace points to their personality* [1]
- (b) identify one way the managers' personalities were assessed**  
*answers from: standardised questionnaires/ratings based on the state of their offices*
- 18 Describe what is meant by a survey in psychological research** AO1  
*answers: a way of gathering information by asking many people to answer questions*  
*1 – 2 marks depending on clarity of description* [2]
- 19 Give two ways in which people sometimes personalise their space** AO2  
*answers from: name plates/photographs/"rules" of admission etc. Accept references to marking of territory.*
- (1) [1]  
(2) [1]
- 20 Identify two examples of invasion of personal space** AO2  
*answers from: strangers too close/lack of privacy at home etc realistic examples accepted*
- (1) [1]  
(2) [1]

(6 marks are available for the Quality of Written Communication in this question)

**21 Environmental psychologists have identified three different types of territory which people move in and out of in every day life:**

- **Primary e.g. bedroom**
- **Secondary e.g. classroom or office**
- **Public e.g. cinema or beach**

**Choose any two of the types and explain them fully, using what you know about territory from research in psychology**

(1) Type of territory

14 lines

**[6]**

(2) Type of territory

14 lines

**[6]**

marks: 1 – 3 in each for non-psychological explanation  
4 – 6 in each of explanation using psychological  
jargon/concepts/reference to studies etc

**Written Communication [6]**

**Section total: 26 marks**

**Quality of Written Communication**

Maximum 6 marks available on the extended answer in Section D of the written papers. Answers will be assessed according to the clarity and accuracy of expression and the quality of language used. The marks may only be awarded to material appropriate to the context of the question; the Quality of Written Communication marks are not content-free, and must be relevant to psychology.

Some attempt to distinguish a limited amount of relevant material. Poor clarity of expression. A limited range of psychological terms used, often spelt incorrectly. Punctuation and sentence construction are weak. The overall impression of the answer is that a muddled attempt has been made to communicate the meaning of the material used.

**0-2**

A reasonable attempt made to distinguish relevant material. Specialist language when used is usually used correctly. Some errors of punctuation and spelling. Clear expression with a reasonable attempt being made to communicate the meaning of the material used in the answer.

**3-4**

Good attempt to distinguish relevant material. There is good quality of expression throughout. Specialist terms used with precision. Few, if any, errors of spelling or punctuation. The overall impression is that the meaning of the material used in the answer has been communicated clearly.

**5-6**





**Mark Scheme 1989/02**  
**June 2005**

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**Section A**  
**Social Psychology**

**Source A: Attitudes of Prejudice**

As part of a study, a psychologist gave two groups of participants a story to read about a patient who was ill in hospital. The stories were identical, except that the patient was either:

(i) described as having AIDS

or

(ii) described as having heart disease.

When they had read the story, both groups' attitudes were tested, using a questionnaire.

Finding showed that people had very negative attitudes towards the AIDS patient. For example, the AIDS patient was seen as being more responsible for his illness and more dangerous to other people. Most people said they would be more willing to let their children visit the patient with heart disease.

**1 From the Source,**

**(a) State which patient people were more prejudiced against. 1 x AO2**

*1 mark for AIDS patient*

**(b) Identify the method that was used to test the participants' attitudes. 1 x AO2**

*1 mark for questionnaire or 'read a story'*

**2 The psychologist believed that attitudes toward the patient may be different in other countries.**

Identify one type of research the psychologist should carry out to test this idea.

Tick one box to show your answer. 1 X AO2

cross-cultural research	<input checked="" type="checkbox"/>	longitudinal research	<input type="checkbox"/>	content analysis	<input type="checkbox"/>
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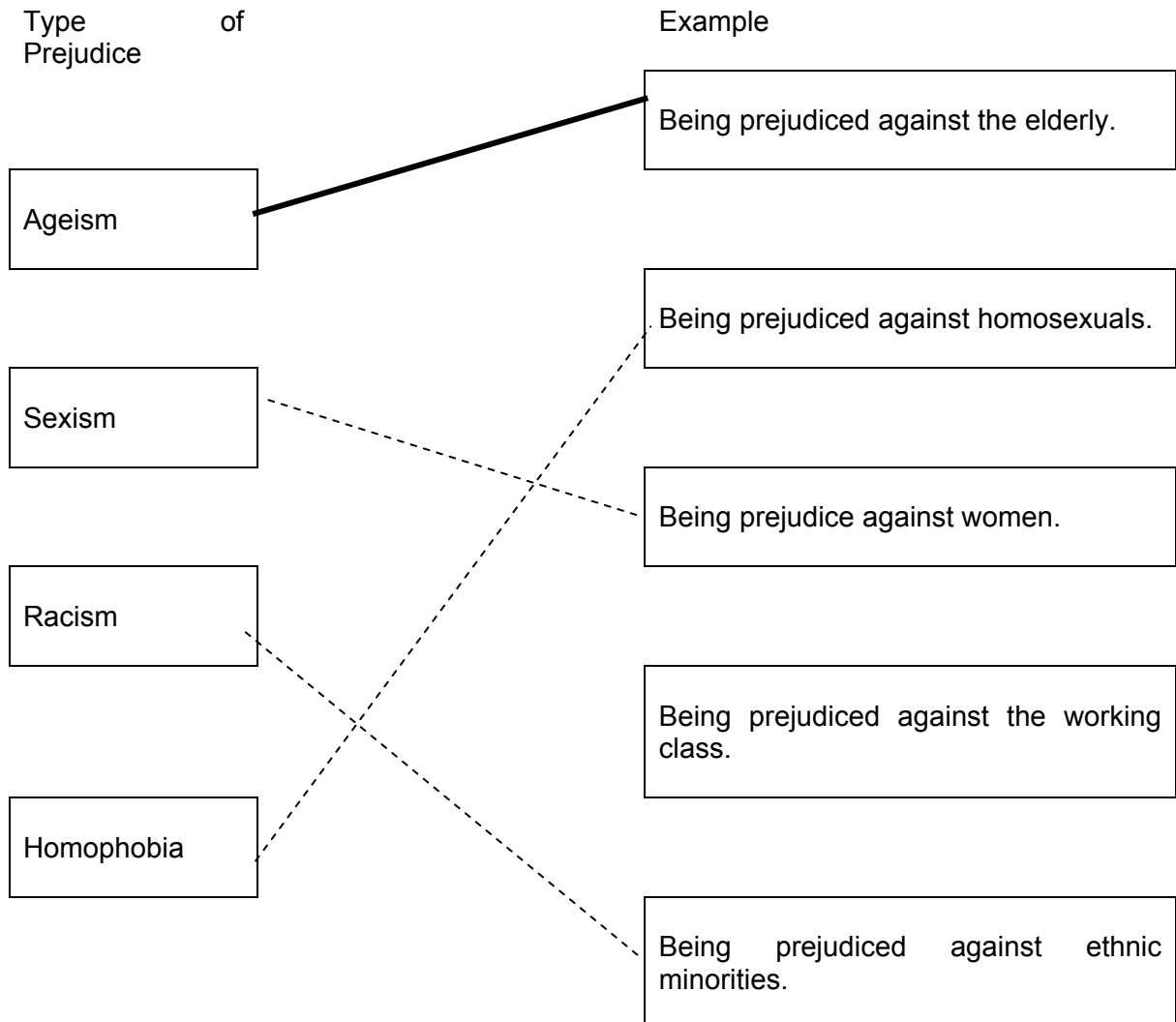
*1 mark or cross-cultural research. If more than one box ticked, then award 0 marks.*

**3 Give definition of prejudice. 2 x AO1**

*1 mark for an example where the definition may be implicit or 2 marks for a more general response e.g. "prejudice means to pre-judge someone and make negative assumptions about them".*

**4 There are many types of prejudice.**

Look at the diagram below. Match the type of prejudice with its correct example. (The first one is done for you.)



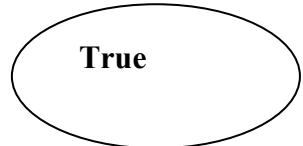
*1 mark for each correct match (as shown above)*

5 State whether the following definitions are true or false. 2 x AO1

Circle the correct answer ...

- (a) "Discrimination means to behave differently towards people."

True                      False



1 mark for TRUE

- (b) "Stereotyping means to have negative feelings towards someone."

True                      False



1 mark for FALSE

6 Describe one theory of prejudice (e.g. Adorno's personality theory, Tajfel's social identity theory). 4 x AO1

1 mark for brief statement e.g. "Adorno's theory says that prejudiced people are fascists"

or 2 – 3 marks for increasing detail

or 4 marks for a detailed response, including appropriate terminology e.g. with Tajfel's theory may refer accurately to in/out groups, self-concept, self-esteem, social identity If more than one theory offered, then credit best one.

Maximum 2 marks for theory that is implicit in description of study.

7 Explain one way of reducing prejudice. 4 x AO2

1 mark for a basic outline of a way e.g. "making people meet up" or for identifying a way e.g. "the jigsaw technique"

or 2-3 marks for increasing detail and/or explanation of how the chosen technique works

or 4 marks for detail with a good explanation of how the chosen technique works

Do not award full marks for description only.

Section total: 18 marks

**Section B**  
**Cognitive Psychology**

**Source B: Memory**

Arfan went up to his teacher at the end of a psychology lesson on memory. This is the conversation they had.

Arfan: "I want to check something. Did you say that our short-term memory has a limited capacity?"

Teacher: "Yes – that's right – you can cope with about seven chunks of information at a time."

Arfan: "And did you say our short-term memory has a limited duration?!"

Teacher: "Yes. Information only lasts about 15 seconds unless you rehearse it."

Arfan: "So, if you know all this about the short-term memory, then why do you give us so much information to learn so quickly?"

**8 From the Source,**

- (a) Identify the type of memory Arfan and his teacher were talking about. 1 x AO2**

*1 mark for short-term (memory) or STM*

- (b) State what Arfan's teacher said we should do to make information last longer in memory. 1 x AO2**

*1 mark for "rehearse it"/rehearsal*

**9 Complete the table below, by writing in the missing headings next to A and B. Choose the headings from the following list:**

capacity, coding, duration. 2 x AO2

HEADINGS	A: Capacity	B: Duration
Short-Term Memory	7 chunks	Approx. 15 seconds
Long-Term Memory	Unlimited	Potentially forever

*1 mark for "capacity" as heading A*

*1 mark for "duration" as heading B*

**10 Complete the following passage by writing in the missing words. 3 x AO1**

You must choose three words from the following list:

*interfere forget store encode retrieve*

**The Memory Process**

The human memory works like a computer. When a person first receives information they must encode it. The person then has to store the information to use at a later date. When they want to use the information, they need to retrieve it from memory.

*1 mark for “encode” as first word*

*1 mark for “store” as second word*

*1 mark for “retrieve” as third word*

**11 Explain one possible application of research into memory (e.g. a way of improving memory). 1 x AO1 2 x AO2**

*1 mark for identifying an appropriate application e.g. memory aid (or something more specific such as imagery, organisation), eye witness testimony, advertising*

*plus 1 mark for an explanation of this application*

*plus 1 mark for relating it to memory*

*If more than one application offered, credit best one.*

**12 (a) Identify and outline two theories of forgetting. 6 x AO1**

*For each theory:*

*1 mark for identifying a theory correctly e.g. interference, motivated forgetting, (trace) decay, displacement, retrieval failure/cue dependency plus 1 mark for a basic outline e.g. “interference (1) happens when we forget something because another thing interferes with it (1)” or plus 2 marks for a more sophisticated/detailed outline e.g. “motivated forgetting (1) is when memories are repressed (1) into the unconscious (1)”*

*If the theory is correctly identified still credit an appropriate outline. If outline does not match identified theory, then credit the outline first – so maximum of 2 marks available.*

**(b) Give one criticism of one of the theories you have outlined.**

*1 mark for basic criticism which is relevant to one of the theories credited in part (a) e.g. “motivated forgetting does not explain why we forget good things that have happened in our lives”*

*or 2 marks for a more detailed criticism which is relevant to one of the theories credited in part (1) e.g. “interference has been tested mainly using experiments (1) so may not explain forgetting in everyday life (1)”*

*If candidates give a relevant criticism for a theory identified but not credited in part (a) then credit 1 mark.*

*If candidates give a relevant criticism for a theory not identified in part (a) then no credit given.*

**Section total: 18 marks**

**Section C**  
**Developmental Psychology**

**Section C: Stress**

A researcher carried out a study into prison life. Her aim was to find ways of helping prisoners who were suffering from stress.

At the start of the study, 40 prisoners from a male prison and 20 prisoners from a female prison completed the survey for the researcher. One of the questions asked prisoners to tick the causes of stress in their prison.

The finding showed that the causes of stress were:

- noise
- violence
- over-crowding
- lack of privacy
- the poor state of the buildings.

**13 From the Source,**

**(a) Identify one of the causes of stress for the prisoners. 1 x AO2**

*1 mark for any of the following: noise, violence, over-crowding, lack of privacy, the poor state of the buildings*

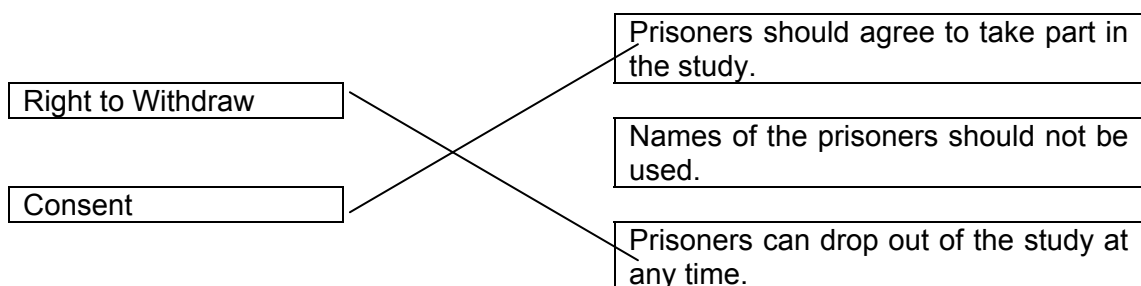
*Answer must be quoted directly from the source e.g. do not allow just "privacy" or "buildings"*

**(b) State how many participants were in the sample in this study. 1 x AO2**

*1 mark for 60 or '40 males and 20 females'*

**14 Before carrying out the study, the researcher put together a list of ethical issues and possible solutions.**

**Draw two lines to match the ethical issues with their correct solution. 2 x AO2**



*1 mark for each correct match*



- 15 From the list below, identify **two** psychological signs of stress. Tick **two** of the boxes to show your answers.

aggressive behaviour	<input checked="" type="checkbox"/>
headaches	<input type="checkbox"/>
problems with concentration	<input checked="" type="checkbox"/>

1 mark for ticking "aggressive behaviour"  
 1 mark for ticking "problems with concentration"  
If all boxes ticked then 0 marks to be awarded.

- 16 (a) Describe **one** physiological (biological) way of measuring stress. 2 x AO1

1 mark for identify one way e.g. measuring blood pressure, using GSR, using voice stress analysers, measuring heart rate, etc.

Allow answers which simply state "heart rate", "blood pressure", etc plus a mark for further detail

e.g. "using galvanic skin resistance (1) to test how much a person is sweating (1)"

e.g. "measuring blood pressure (1) because it goes up in people who have stress (1)"

- (b) Suggest one problem with measuring stress in this way. 2 x AO2

1 mark for a brief statement about one difficulty of a specific physiological measure of physiological measures in general e.g. "a person may be nervous" or 2 marks for fuller explanation e.g. "it may not be reliable (1) because a person may appear to have stress if they are nervous about being tested (1)"

The answer to (b) can be credited if it is appropriate to the answer given in part (a) even if the answer in part (a) was not given credit i.e. it was a psychological measure of stress.

- 17 In source C a piece of research into stress in prison life was carried out.

- (a) Outline how **one** other study of stress was carried out. 3 x AO1

1 mark for identifying some aspect of methodology e.g. method used, outline of sample, procedure used, aim

2 – 3 marks or increasing detail

The study does not have to be referenced but should be identifiable as a feasible piece of research.

**(b) Outline the findings from the above study. 3 x AO1**

*1 mark for brief/vague/simple coverage of findings*

*2 – 3 marks for increasing breadth of depth of description*

*If outline of methodology and findings do not match then credit best response so only (a) or (b) are awarded marks. Then consider answer to (c) in context of credited response.*

**(c) Give one criticism of the above study. 2 x AO2**

*1 mark for a general criticism or a simple criticism which is relevant to the identified piece of research e.g. "it is difficult to measure stress levels", "other factors affect stress"*

*or 2 marks for a more detailed/sophisticated criticism e.g. "the sample was only drawn from a narrow population (1) so it may not be representative (1)"*

*The answer to (c) can be credited 1 mark if it is appropriate to the answer given in part (1) or (b) even if the answer in part (a) or (b) was not given credit.*

*If the criticism is irrelevant to identified piece of research but is relevant to another piece of research in to stress then credit 1 mark only.*

**Section total: 18 marks**

**Section D**  
**Social Psychology**

**Source D: Sex and Gender**

Two students carried out an observation, for one hour, in a nursery. They both watched a group of 3 – 4 year old children playing with toys. There were six boys and six girls playing in a room. The students recorded the types of toys that the nursery workers gave the girls and boys to play with. Below is part of their table of results.

TOY	NUMBER OF BOYS GIVEN THIS TOY	NUMBER OF GIRLS GIVEN THIS TOY
Car	6	3
Cooking Set	2	4
Doll	1	6
Drum	4	3

**18 From the Source,**

**(a) How many boys were given the car to play with? 1 x AO2**

*1 mark for 6*

**(b) How many girls were given the drum to play with? 1 x AO2**

*1 mark for 3*

**19 The students noticed that ‘some of the nursery workers used sex typing when they gave the children toys to play with’.**  
**Explain what the term “sex typing” means. 2 x AO1**

*1 mark for brief explanation which may be explicit or implicit e.g. “sex typing is stereotyping boys and girls”, “sex typing is dressing girls in pink”*

*2 marks for a fuller explanation which may be explicit or implicit e.g. “sex typing is treating boys and girls differently (1) such as giving boys cars and girls dolls (1)”*

- 20 The students found that boys and girls chose different types of toys. They concluded this was due to biological factors.

Identify two biological factors by ticking the boxes below. 2 x AO21

hormones	<input checked="" type="checkbox"/>	learning	<input type="checkbox"/>	genetics	<input checked="" type="checkbox"/>	environment	<input type="checkbox"/>
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1 mark for ticking "hormones"

1 mark for ticking "genetics"

If more than two boxes ticked then award no marks.

- 21 State one problem with using observation to carry out research. 2 x AO2

1 mark for simple or brief response e.g. "people know they are being watched", "you can't see what people are thinking"

or 2 marks for a more detailed/sophisticated response e.g. "people know they are being observed (1) so they behave unnaturally", "observations are open to bias (1) because researchers see what they want to see (1)"

- 22 Describe one non-biological explanation of gender role development (e.g. social learning theory, psychoanalytic theory, cognitive theory) and suggest one criticism of this explanation.

[6 marks are available for the Quality of Written Communication in this question]

9 x AO1 3 x AO2 6 x QoWC

1 – 3 AO1 marks: A simplistic description of an alternative theory, possibly only stating key concepts without really showing understanding. There is not necessarily a specific focus on gender or examples are inappropriate.

4 – 6 AO1 marks: Some understanding of key concepts is evident in the description. The focus is on gender possibly with some evidence/examples to illustrate points.

7 – 9 AO1 marks: Good understanding of relevant key concepts is evident in the description. The focus is clearly on gender probably with an effective use of relevant examples/evidence to illustrate points.

N.B. Key concepts for SLT include: observations, imitation, reinforcement, role models, identification

Key concepts for psychoanalytic include: phallic stage, Oedipus complex, castration anxiety, Electra complex, penis envy, identification

Key concepts for cognitive include: stages of development, mind, gender identity/stability/constancy

1 AO2 mark for a brief or simple criticism e.g. "SLT ignores biological factors"

2 – 3 AO2 marks for an increasingly detailed/sophisticated criticisms e.g. "SLT does not explain why children born in to the same family may have different gender roles (1) when their parents have raised them the same (1) so perhaps gender role is determined by their own nature (1)"

If more than one criticism offered, then credit best one.  
If criticism is not relevant to chosen theory then no credit available.

Plus 1 – 6 marks for quality of written communication, as follows:

0 marks: no use of psychological terminology and very low literacy levels.

1 – 2 marks: minimal use of psychological terminology and poor level of literacy.

3 – 4 marks: appropriate use of psychological terminology and imperfect level of literacy.

5 – 6 marks: sophisticated use of psychological terminology and virtually perfect level of literacy.

**Section total: 26 marks**

**Distribution of marks**

<b>SECTION</b>	<b>AO1</b>	<b>AO2</b>	<b>QoWC</b>	<b>TOTAL</b>
<b>A</b>	<b>12</b>	<b>6</b>	<b>0</b>	<b>18</b>
<b>B</b>	<b>12</b>	<b>6</b>	<b>0</b>	<b>18</b>
<b>C</b>	<b>12</b>	<b>6</b>	<b>0</b>	<b>18</b>
<b>D</b>	<b>11</b>	<b>9</b>	<b>0</b>	<b>26</b>
<b>TOTAL</b>	<b>47</b>	<b>27</b>	<b>6</b>	<b>80</b>
<b>PERCENT</b>	<b>59%</b>	<b>33%</b>	<b>8%</b>	<b>100%</b>

**Mark Scheme 1989/03**  
**June 2005**

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- 8 Some questions may have a 'Level of Response' mark scheme.



**Section A**  
**Social Psychology**

**Source A: Social Influence**

*David Koresh was an American preacher with more than 100 followers at an armed fortress near Waco, Texas.*

*Koresh's followers would do anything for him. He enforced strict rules for his followers e.g. they were not allowed beer, meat, air conditioning, and they had to give him all their money and possessions. Anyone who broke a rule was beaten.*

*The American authorities raided Koresh's compound because of the suspected number of weapons stored there illegally. A fire started and Koresh and 85 of his followers died.*

*What happened at Waco is an extreme example of social and group influence.*

- 1 From the Source, identify two strict rules Koresh enforced on his followers' behaviour**

*Any two from; no beer/meat/airconditioning/money/possessions*

AO2  
**[1]**

- 2 Describe what is meant in psychology by 'social influence'.**

*answers eg the ways in which our behaviour is affected by those around us  
1 - 2 marks depending on detail in the answer*

AO1

**[2]**

- 3 Explain the difference between conformity and obedience**

*Conformity is going along with a request/crowd/situation  
Obedience is going along with a command/order etc  
1- 2 marks depending on the accuracy of the contract*

AO1

4 lines

**[2]**

- 4 Outline one reason why people obey**

*answer from: power of the situation/authority figure/setting/authoritarian/fear of punishment/ personality/upbringing/agentive shift idea, etc  
1- 2 marks very brief 3 - 4 marks developed explanation*

AO1

6 lines

**[4]**

**5 Describe and evaluate research into one study on obedience** AO1 AO2

*answers from: Milgram/Hofling/Bickman etc*

- (a) Description  
*1- 2 marks for reasonable description of a relevant study eg ecology  
validity/sample/bias/generalisability etc  
3 - 4 marks for a fuller description* **[4]**
- (b) Evaluation  
[Accept discussion of results]  
*1 - 2 marks for an attempt to give some evaluation of the described study  
3 - 4 marks for developed accurate evaluation* **[4]**

**Section Total: 18 marks**

**Section B**  
**Behavioural Psychology**

**Source B: Aggression**

*Williams researched the possible effects of television on aggressive behaviour in a town where television had just been introduced.*

*The method used was naturalistic observation of children's behaviour. This was combined with teacher and peers ratings of the children's aggression.*

*The major finding was that aggressive behaviour in 6 - to 11 year olds increased over a two year period following the introduction of television in the town. No similar increase was found in towns where television was already available.*

**6 From source**

**(a) What was the aim of Williams' research?** AO2

*the possible effects of television on aggression* [1]

**(b) What was the major finding about the impact of the new television service on levels of aggression?**

*aggressive behaviour of 6 - 11 year olds increased in the first 2 years* [1]

**7 Williams' research used observation. Identify and describe two types of observation** AO2

*answers from: participant v non-participant/experimental/structured  
1 mark for bold word or phase 2 marks for more developed description. Description can be through giving an example.*

*(1)* [2]

*(2)* [2]

**8 Explain why Williams used teacher and peer ratings in assessing the children's level of aggressive behaviour.** AO2

*answers: baseline of information about children's original aggressive/basis for comparison etc*

*1 - 2 marks depending on detail/logic of answer* [2]

**9 Describe two ethical guidelines which psychologists must follow in research involving children** AO1

*answers from: informed parental consent/avoiding causing distress or harm/right to withdraw etc*

*1 mark for single word or phrase answer 2 marks for clearer statement of principle* [2 + 2]

10 Describe one non-behavioural theory of aggression e.g. Freud AO1

*For example, basic instincts theory/link between ID and instincts/thanatos build up/release etc*

*other explanations possible e.g. biological/frustration hypothesis*

*1 - 3 marks for very basic description of a chosen theory*

*4 - 6 marks for sound description with research detail/psychological mechanisms/jargon etc.*

**[6]**

**Section total: 18 marks**

**Section C**  
**Developmental Psychology**

**Source C: Attachment**

*John Bowlby worked with emotionally disturbed adolescents. He reported that from a sample of 44 adolescents who had been caught stealing, 17 had been separated from their mothers for a short period.*

*He contrasted this with another group of the same age who had no criminal records. Bowlby also found that 14 of the 17 separated adolescents showed no regret or guilt for what they had done.*

- 11 From Source,** AO2
- (a) **how many adolescents caught stealing had experienced separation from their mothers?**
- 17* [1]
- (b) **how did most of the separated adolescents feel about their stealing?**
- showed no regret or sense of guilt* [1]
- 12 Some psychological research into deprivation has used case studies.** AO1 AO2
- (a) **What is meant by 'case study'?**
- an indepth study of an individual or small group*  
*1 mark very brief phrase 2 marks for fuller definition* [2]
- (b) **Identify one limitation of the case study method**
- results can be generalised/researcher bias often relies on memory/*  
*1 mark for bald statement 2 marks for elaborated answer* [2]
- 13 It is important for psychologists to maintain confidentiality in research. Tick two boxes below which show how a researcher might ensure confidentiality.** AO2

KEEPING PARTICIPANTS' NAMES SECRET	X
KEEPING PARTICIPANT'S RESEARCH SCORES PRIVATE	X
USE PARTICIPANTS ONLY FROM UNIVERSITIES	
CONDUCT RESESARCH ONLY ON ADULTS	

- 14 Explain the difference between deprivation and privation in Attachment Theory.**  
AO1 AO2

*deprivation is when an attachment is broken or interrupted  
privation is when no attachment was formed in the first place  
1 - 2 marks for very basic attempt to distinguish  
3 - 4 marks for a clear distinction between the two concepts*

**[4]**

- 15 Explain cultural variations in childcare practices**

*possible answers: Fox and Kibbutz arrangements/Ainsworth in Uganda and mother proximity/Ijzendoorn and Japan and physical contact  
1 - 3 marks brief common sense descriptions  
4 - 6 marks for detailed accurate variations*

**[6]**

**Section total: 18 marks**

**Section D**  
**Social Psychology**

**Source D: Environment and Behaviour**

*A study was conducted on managers' office space. It was claimed that the state of a manager's office says something about their personality. The researchers studied managers at a bank, an estate agents, an advertising agency and an architect's office. Firstly, they gave personality rating to managers based only on the state of their offices. Secondly, their personalities were assessed using a survey. It was claimed that is a positive correlation between personality and the state of their office space.*

- 16 From the Source,** AO2
- (a) **what was the main claim of the researchers?**
- state of managers' workspaces point to their personality* [1]
- (b) **identify one way the managers' personalities were assessed**
- either standardised questionnaires or ratings based on the state of their offices or using a survey* [1]
- 17 Describe what is meant by correlation in psychological research** AO1
- an association/relationship/connection etc that is found between two variables etc*  
*1 - 2 marks depending on explicitness of answer* [1]
- 18 Describe one way in which people sometimes personalise their space.** AO2
- eg name plates/photographs/personal effects/rules of "admission" etc*  
*1 - 2 marks depending on the detail/accuracy etc* [2]
- 19 Describe one gender difference regarding personal space**
- answer from: Fisher & Byrne research females tend to interact with other females more closely than males with males/different space "shapes" eg females resist other sitting next to, males resist others sitting opposite etc*  
*1 - 2 marks for detail/examples* [2]

20 [6 marks are available for Quality of Written Communication in this question]

Environmental psychologists have identified three different types of territory which people move in and out of in everyday life:

- Primary
- Secondary
- Public

Choose any two of the types and explain them fully, using what you know about territory from research in psychology

*1-2 marks for common-sense explanation*

*3-4 marks for concepts referred to or research*

*5-6 marks for both concepts and references to research: eg Altman & Haber, Sandstrom & Newman, etc.*

(1)	14 lines	[6]
(2)	14 lines	[6]

Written Communication [6]

**Section total: 26 marks**



**Quality of Written Communication**

Maximum 6 marks available on the extended answer in Section D of the written papers. Answers will be assessed according to the clarity and accuracy of expression and the quality of language used. The marks may only be awarded to material appropriate to the context of the question; the Quality of Written Communication marks are not content-free.

Some attempt to distinguish a limited amount of relevant material. Poor clarity of expression. A limited range of psychological terms used, often spelt incorrectly. Punctuation and sentence construction are weak. The overall impression of the answer is that a muddled attempt has been made to communicate the meaning of the material used. **0-2**

A reasonable attempt made to distinguish relevant material. Specialist language when used is usually used correctly. Some errors of punctuation and spelling. Clear expression with a reasonable attempt being made to communicate the meaning of the material used in the answer. **3-4**

Good attempt to distinguish relevant material. There is good quality of expression throughout. Specialist terms used with precision. Few, if any, errors of spelling or punctuation. The overall impression is that the meaning of the material used in the answer has been communicated clearly. **5-6**



**Mark Scheme 1989/04**  
**June 2005**

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**Section A**  
**Social Psychology**

**Source A: Attitudes of Prejudice**

As part of a study, a psychologist gave two groups of participants a story to read about a patient who was ill in hospital. The stories were identical, except that the patient was either:

(iii) described as having AIDS

or

(iv) described as having heart disease.

When they had read the story, both groups' attitudes were tested, using a questionnaire. Findings showed that people had very negative attitudes towards the AIDS patient. For example, the AIDS patient was seen as being more responsible for his illness and more dangerous to other people. Most people said they would be more willing to let their children visit the patient with heart disease.

**1 From the Source,**

**(a) State which patient people were more prejudiced against. 1 x AO2**

*1 mark for AIDS patient*

**(b) Identify the method that was used to test the participants' attitudes. 1 x AO2**

*1 mark for questionnaire or 'reading a story'*

**2 Give one definition of prejudice. 2 x AO1**

*1 mark for brief or simple response e.g. "prejudice means to prejudge someone" or "to make assumptions about a person"*  
*or two marks for a fuller or more sophisticated response e.g. "prejudice means to make a judgement about a person (1) based on limited evidence, such as external characteristics (1)"*

**3 State whether the following definitions are true or false. 2 x AO1**

**Circle the correct answer ...**

**(c) "Discrimination means to behave differently towards people."**

**True**

**False**

*1 mark for TRUE*

- (b) “Stereotyping means to have negative feelings towards someone.”

True

False

- (c) “Attitudes refer to the affective component of prejudice.”

True

False

- 4 Some psychologists believe that different cultures show different levels of prejudice.

Explain one way psychologists could research *cultural diversity* in levels of prejudice. 1 x AO1 2 X AO2

*1 mark for identifying cross-cultural research (or similar idea) as a means of study plus 1 mark for explaining the rationale behind cross-cultural research plus 1 mark for explaining how this type of research may be carried out in the context of prejudice e.g. “psychologists could use cross-cultural research (1) to investigate the similarities/differences between cultures’ (1) levels of prejudice, by surveying people’s attitudes (1)”*

- 5 (a) Describe one theory of prejudice (e.g. Adorno’s personality theory, Tajfel’s social identity theory). 6 x AO1

*1 mark for brief statement e.g. “Adorno’s theory says that prejudiced people are fascists”*

*or 2 – 3 marks for increasing detail*

*or 4 – 5 marks for a detailed response, including appropriate terminology e.g. with Tajfel’s theory may refer accurately to in/out groups, self-concept, self-esteem, social identity*

*or 6 marks for a very detailed response including depth of understanding as well as breadth of ideas*

*If more than one theory offered, then credit best one.*

*Maximum 2 marks if theory implicit within a description of the study.*

(b) Give one criticism of this theory. 2 x AO2

*1 mark for a basic criticism e.g. "Ardorno places too much emphasis on upbringing"*

*2 marks for a more detailed/sophisticated criticism e.g. "SIT focuses too much on positive attitudes towards the in-group (1) and not enough on negativity towards the out-group (1)"*

*If more than one criticism, credit best one.*

*Criticisms of relevant studies can be credited.*

**Section total: 18 marks**

**Section B**  
**Cognitive Psychology**

**Source B: Memory**

Arfan went up to his teacher at the end of a psychology lesson on memory. This is the conversation they had.

Arfan: "I want to check something. Did you say that our short-term memory has a limited capacity?"

Teacher: "Yes – that's right – you can cope with about seven chunks of information at a time."

Arfan: "And did you say our short-term memory has a limited duration?!"

Teacher: "Yes. Information only lasts about 15 seconds unless you rehearse it."

Arfan: "So, if you know all this about the short-term memory, then why do you give us so much information to learn so quickly?"

**6 From the Source,**

- (a) Identify the type of memory Arfan and his teacher were talking about. 1 x AO2**

*1 mark for short-term (memory) or STM*

- (b) State what Arfan's teacher said we should do to make information last longer in memory. 1 x AO2**

*1 mark for "rehearse it"/rehearsal*

**7 (a) Complete the table below, by writing in the missing headings next to A and B. Choose the hearing from the following list:**

**attention, capacity, coding, duration, rehearsal 2 x AO2**

HEADINGS	A: Capacity	B: Duration
<b>Short-Term Memory</b>	<b>7 chunks</b>	<b>approx. 15 seconds</b>
<b>Long-Term Memory</b>	<b>Unlimited</b>	<b>potentially forever</b>

*1 mark for "capacity" as heading A*

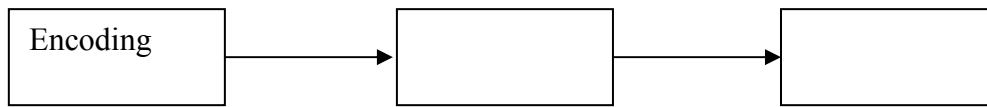
*1 mark for "duration" as heading B*

- (b) Name the theory identified in the table above. 1 x AO1**

*1 mark for "two process theory" or "multi-store model/theory" or "two/three/multi-stage theory" or "Atkinson & Shiffrin's theory/model"*



**8 Complete the following diagram to show the stages of the memory. 2 x AO1**



*1 mark for storage/storing/store in the middle box*

*1 mark for retrieval/retrieving in end box*

**9 Explain one possible application of research into memory. 1 x AO1 2 x AO2**

*1 mark for identifying an appropriate application e.g. memory aid (or something more specific such as imagery, organisation), eye-witness testimony, advertising*

*plus 1 mark for an explanation of this application*

*plus 1 mark for relating it to memory*

*If more than one application offered, credit best one.*

**10 (a) Identify one theory of forgetting. 1 x AO1**

*1 mark for identifying a relevant theory e.g. interference, motivated forgetting, (trace) decay, displacement, retrieval failure/cue dependency*

**(b) Describe one theory of forgetting. 4 x AO1**

*1 mark for basic outline e.g. "interference happens when we forget something because another thing interferes with it"*

*2 – 3 marks for increasing detail with some appropriate terminology and/or evidence or examples*

*4 marks for a detailed description with appropriate terminology and/or evidence or examples*

*e.g. "Motivated forgetting occurs when an individual represses (1) memories in to unconscious (1). This is often because the memory is too traumatic to consciously recall (1), for example an adult may repress the fact they have been sexually abused (1).*

*If more than one theory described, then credit best one.*

*Credit description only.*

*If a theory is not identified then still credit any relevant description.*

**(c) Evaluate one theory of forgetting. 3 x AO2**

*1 mark for a brief or basic evaluative point (positive or negative) which applies to a theory credited above or another named theory*

*or 2 – 3 marks for a more detailed or sophisticated evaluative point (positive or negative); or a number of briefer evaluative points*

*If the evaluative point applies to a theory of forgetting not named, then maximum of 2 marks.*

**Sectional total: 18 marks**

**Section C**  
**Bio-Psychology**

**Section C: Stress**

A researcher carried out a study into prison life. Her aim was to find ways of helping prisoners who were suffering from stress.

At the start of the study, 40 prisoners from a male prison and 20 prisoners from a female prison completed the survey for the researcher. One of the questions asked prisoners to tick the causes of stress in their prison.

The finding showed that the causes of stress were:

- noise
- violence
- over-crowding
- lack of privacy
- the poor state of the buildings.

**11 From the Source,****(a) Identify one of the causes of stress for the prisoners. 1 x AO2**

*1 mark for any of the following: noise, violence, over-crowding, lack of privacy, the poor state of the buildings*

*Answer must be quoted directly from the source e.g. do not allow just "privacy" or "buildings"*

**(b) State how many participants were in the sample in this study. 1 x AO2**

*1 mark for 60 or '40 males and 20 females'*

**12 Describe one limitation of using a survey for this study. 2 x AO2**

*1 mark for a brief or basic limitation which may be general e.g. "people can lie easily on a survey"*

*or 2 marks for a detailed limitation which makes some reference to this study e.g. "surveys rarely give respondents the chance to expand on answers (1) and so the researcher would not have a deeper understanding of the prisoners' experiences of stress (1)"*

Credit a response which makes sense in the context of the study.

**13 Before carrying out any study, researchers need to consider ethical issues and possible solutions.**

**Using your own knowledge, suggest solutions to the issues below. 2 x AO1**

ETHICAL ISSUE	A SOLUTION
Right to Withdraw	Participants must not be forced to continue the study.
Confidentiality	
Consent	

1 mark for any reasonable solution to confidentiality e.g. not using names of participants  
1 mark for any reasonable solution to consent e.g. getting permission from participants, using volunteers

**14 From the list below, identify one *psychological* signs of stress. Tick one of the boxes to show your answers.**

headaches	<input type="checkbox"/>
heart disease	<input type="checkbox"/>
problems with concentration	<input checked="" type="checkbox"/>

*1 mark for ticking "problems with concentration"*  
*If more than one box is ticked then no marks to be awarded.*

**15 (a) Describe one *physiological (biological)* way of measuring stress. 2 x AO1**

*1 mark for identify one way e.g. measuring blood pressure, using GSR, using voice stress analysers, measuring heart rate, etc.*

*Allow answers which simply state "heart rate", "blood pressure", etc plus a mark for further detail*

*e.g. "using galvanic skin resistance (1) to test how much a person is sweating (1)"*

*e.g. "measuring blood pressure (1) because it goes up in people who have stress (1)"*

- (d) State one problem with measuring stress in this way. 1 x AO2

*1 mark for a statement about one difficulty of a specific physiological measure of physiological measures in general e.g. "a nervous person may appear stressed"*  
The answer to (b) can be credited if it is appropriate to the answer given in part (a) even if the answer in part (a) was not given credit i.e. it was a psychological measure of stress.

**16 The study in the Source showed that prison life can cause stress.**

- (a) Outline one other piece of research that has been carried out to investigate stress. 6 x AO1

*For an appropriate study;*

*1 mark for aim, which could refer to cause(s) under investigation plus up to 3 marks for description of methodology, depending on level of detail plus 1 or 2 marks for description of findings/conclusions depending on level of detail*

The study does not have to be referenced but should be identifiable as a feasible piece of research.

- (b) Give one criticism of the research you have outlined above. 2 x AO2

*1 mark for a general criticism or a simple criticism which is relevant to the research credited in part (a) e.g. "it is difficult to measure stress levels", "other factors affect stress"*

*or 2 marks for a more detailed/sophisticated criticism e.g. "the sample was only drawn from a narrow population (1) so it may not be representative (1)"*

The answer to (b) can be credited 1 mark if it is appropriate to the answer given in part (a) even if the answer in part (a) was not given credit.

If the criticism is irrelevant to identified piece of research but is relevant to another piece of research into stress then credit 1 mark only.

**Section total: 18 marks**

**Section D**  
**Bio-Psychology**

**Source D: Sex and Gender**

Two students carried out an observation, for one hour, in a nursery. They both watched a group of 3 – 4 year old children playing with toys. There were six boys and six girls playing in the room. The students recorded the types of toys that the nursery workers gave the girls and boys to play with. Below is part of their table of results.

TOY	NUMBER OF BOYS GIVEN THIS TOY	NUMBER OF GIRLS GIVEN THIS TOY
Car	6	3
Cooking Set	2	4
Doll	1	6
Drum	4	3

**17 From the Source,**

- (a) **State how many girls were given the car to play with? 1 x AO2**

*1 mark for 3*

- (b) **Name the toy that was given to the children the least number of times. 1 x AO2**

*1 mark for cooking set*

**18 Explain what is meant by the term “sex typing”. 2 x AO1**

*1 mark for brief or basic outline e.g. “sex typing is gender stereotypes”*

*2 marks for a more detailed outline e.g. “sex typing is using gender stereotypes (1) to make assumptions about males’ and females’ behaviour (1)”*

**19 The students found that boys and girls still tended to choose different types of toys.**

**From the options below, identify two terms associated with biological factors.**

**Identify two biological factors by ticking the boxes below. 2 x AO1**

hormones <input checked="" type="checkbox"/>	learning <input type="checkbox"/>	reinforcement <input type="checkbox"/>
gender <input type="checkbox"/>	genetics <input checked="" type="checkbox"/>	environment <input type="checkbox"/>

*1 mark for ticking “hormones”*

*1 mark for ticking “genetics”*

*If more than two boxes ticked then award no marks.*

- 20 State one advantage of using more than one observer to carry out an observation.  
2 x AO2**

*1 mark for a brief or basic advantage e.g. "they can check their findings with each other", "it is more reliable"*

*2 marks for a more detailed response e.g. "it is more reliable (1) because it avoids one person putting their perspective on findings (1)"*

- 21 Describe and evaluate one non-biological explanation of gender role development (e.g. social learning theory, cognitive approach, psychoanalytic explanation).**

*[6 marks are available for the Quality of Written Communication in this question]*

*9 x AO1 3 x AO2 6 x QoWC*

*1 – 3 AO1 marks: A basic description of an alternative theory, demonstrating a weak understanding of key concepts. There is little focus on gender and examples/evidence are generally inappropriate and poor.*

*4 – 6 AO1 marks: An adequate description of an alternative theory, demonstrating a sound understanding of key concepts. There is reasonable focus on gender and possibly examples/evidence which are generally appropriate and effective.*

*7 – 9 AO1 marks: a good description of an alternative theory, demonstrating a high level of understanding of the key concepts. There is a clear focus on gender and probably appropriate examples/evidence which illustrate points very well.*

*N.B. Key concepts for SLT include: observations, imitation, reinforcement, role models, identification*

*Key concepts for psychoanalytic include: phallic stage, Oedipus complex, castration anxiety, Electra complex, penis envy, identification*

*Key concepts for cognitive include: stages of development, mind, gender identity/stability/constancy*

*1 AO2 mark for a brief or basic evaluative point e.g. "SLT ignores biological factors"*

*e.g. "psychoanalytic theory is not very scientific"*

*e.g. "the cognitive approach's stages have been demonstrated across cultures"*

*or 2 – 3 marks for a more detailed/sophisticated evaluative point(s)*

*e.g. "psychoanalytic theory relies on subjective concepts (1) that are not easy to test (1) making it an unscientific approach (1)"*

*or 3 AO2 marks for a combination of both*

*If criticism is not relevant to chosen theory then no credit available.*

*Plus 1 – 6 marks for quality of written communication, as follows:*

*0 marks: no use of psychological terminology and very low literacy levels.*

*1 – 2 marks: minimal use of psychological terminology and poor level of literacy.*

*3 – 4 marks: appropriate use of psychological terminology and imperfect level of literacy.*

*5 – 6 marks: sophisticated use of psychological terminology and virtually perfect level of literacy.*

**Section total: 26 marks**

**Distribution of marks**

<b>SECTION</b>	<b>AO1</b>	<b>AO2</b>	<b>QoWC</b>	<b>TOTAL</b>
<b>A</b>	<b>12</b>	<b>6</b>	<b>0</b>	<b>18</b>
<b>B</b>	<b>11</b>	<b>7</b>	<b>0</b>	<b>18</b>
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# **Report on the Components**

## **June 2005**

**1989 / GCSE Psychology**

**Chief Examiner's Report**

**General Comments**

It was pleasing to see that there were increases in both candidature and centres this year. Many candidates who might otherwise have struggled with the Higher papers seemed to benefit from being entered for the Foundation papers and both Principal Examiners have commented on how centres could enhance their candidates' examination performance by selecting them for the appropriate tier.

It was clear that candidates performed well on questions which were source based or required a choice from a list of responses. Questions which required an evaluative type answer were useful for differentiating between candidates and gave the examiners the opportunity to award the full range of marks.

Overall, many candidates produced high quality work on both the written papers and the coursework.

To obtain the maximum benefit from this report, centres are strongly advised to read it in conjunction with the examination papers and mark schemes for this examination session.

INSET attendance has been encouraging this year, and provided a forum for centres to discuss any problems they may encounter and to gain valuable guidance on ways to approach the coursework requirement of the specification.

## 1989/01: Foundation paper

### General Comments

The examination appeared to function as in previous years, distinguishing effectively between quite a few candidates who did poorly and those with high scores. Concern remains that many candidates may not be being adequately briefed about managing the examination questions for technical reasons, for example, many candidates are clearly not well trained in distinguishing between 'Describe' and 'Identify'. In fact candidates will lose marks for writing telegraphically when it should be assumed that the number of lines attached to questions is a reasonable pointer to the detail required. Also many candidates still fail to recognise the significance of instruction words such as 'other' and 'in psychology' and 'from research', meaning referencing to known studies.

### Comments on Individual Questions

#### Section A - Koresh source on Social Influence

- Q1 Virtually every candidate correctly identified two of Koresh's strict rules e.g. no beer or meat.
- Q2 Most candidates were able to define 'social influence' in terms of the ways in which our behaviour is affected by those around us.
- Q3 The great majority of candidates found the concept/definition line drawing question straightforward and achieved full marks.
- Q4 The search for reasons for obedience went in many directions – the mark scheme called for 'psychological explanations' such as the power of the situation/authority figure/fear etc, rather than personal confessional situations. Candidates were awarded 1-2 marks depending on the psychological referencing in their answers rather than just common sense statements.
- Q5 Milgram and Hofling emerged as the most popular studies (a surprisingly high number of candidates answered in terms of conformity e.g. Asch). The question was a good discriminator – thankfully there were a good number of very sound descriptions of research, and a good grasp of popular criticisms e.g. ethical malpractice/gender bias in Milgram etc.

#### Section B - Williams source on Aggression

- Q6
- (a) The vast majority of candidates correctly identified Williams' aim as identifying possible effects of television on behaviour.
- (b) Again, most candidates correctly answered that the observed impact of television on levels of aggression was an increase.
- Q7 This typical 'all things to all candidates' question about possible factors producing aggressive behaviour and it produced the traditional wide range of psychology and common sense answers. The mark scheme looked for the influences of modelling parental influence/the impact of the environment/sport etc.

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- Q8 Too many candidates answered the instruction to describe observation by reference to the common sense street sense – the question was focussed with ‘psychological research’ and looked for 2 marks for methodological answers e.g. controlled setting/participant and non-participant styles etc.
- Q9 The second matching/line drawing question on concepts and definition methodology was generally accurately answered.
- Q10 The first traditional, expected ethics question was addressed to the issue of research involving children i.e. special ethical considerations e.g. informed parental consent/distress and harm avoidance. Many candidates knew the answers – too many lost some marks by writing bald single phrases when the instruction word was ‘Describe’ and not ‘Identify’.
- Q11 This question on ‘one other theory of aggression’ proved a real discriminator, and on the whole was well answered, but too many candidates ignored the instruction word ‘other’, losing all 6 marks in the process. Candidates were in fact given direct hints about possible answers on the paper, but most accounts were erratic, lacked psychological jargon and meandered around the topic.

### Section C - Bowlby source on attachment

- Q12 The vast majority of candidates collected both marks in the source question, correctly identifying the 17 adolescents who showed no regret or guilt about stealing.
- Q13 The question on criticism of Bowlby’s theory of attachment was poorly answered. The mark scheme generously looked for ideas such as retrospective data/case study limitations/determinism etc – it even allowed reference to maternal deprivation.
- Q14 Most candidates knew the difference between deprivation, ‘when an attachment is broken or interrupted’, and privation, ‘the failure to form an attachment in the first place’, but a surprising number got the definitions the wrong way round.
- Q15 The second ethics question, ticking correct ethical guidelines, was almost universally answered correctly i.e. the first 3 statements correct.
- Q16 The question on cultural variations in childcare was very poorly answered. The mark scheme looked for research evidence and references e.g. Ainsworth in Uganda, Fox or Sagi in Israel, van Ljendoorn in Japan. Most candidates ‘waffled’ about differences between countries, provided no hard evidence at all, and scored just 2 marks at best.

### Section D - Managers’ offices source

- Q17 The majority of candidates achieved both marks in the source question correctly identifying the claim that the state of managers’ work spaces points to their personality as researched by standardised questionnaires and ratings based on the state of the offices.
- Q18 The second methodology question about surveys in psychological research suffered in the same way as the earlier one on observation i.e. not answered as a generalised question on methods in psychology – the mark scheme mentioned ideas such as ‘a way of gathering information by asking many people to answer questions’.
- Q19 The great majority of candidates offered acceptable suggestions of ways in which people personalise their space e.g. name plates/photographs etc.

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- Q20 A number of candidates confused 'personal space' and 'territory' and lost marks in this question. The mark scheme talked in terms of strangers getting too close/unacceptable touching and nearness etc.
- Q21 The final high tariff question provided the usual wide range of answers. The best candidates were able to deal well with two types of territory e.g. bedroom primary territory, in terms of ownership/control/value/access regulation/personalising etc. The very best answers also included references to named research e.g. Felipe & Sommer, Newman, Garfinkle et al., all detailed in the textbooks. This referencing was implied in the wording of the question, 'from research in psychology'.

## 1989/02: Foundation paper

### General Comments

Candidates performed well on this paper this session. Indeed, some candidates would easily have been capable of sitting the Higher paper. Most candidates attempted most or all questions and it was encouraging to see very few gaps in responses. Candidates were better this year at answering 'from the source' questions, and the majority were successful on questions where they had to give a one word answer, match concepts, or make a choice from a list of possible responses. Such questions allowed candidates to demonstrate a sound knowledge of Psychology. There was more differentiation between candidates where questions required longer, written answers, but this gave examiners the opportunity to award a good range of marks.

As with last year, there was some confusion where questions asked for descriptions of *theories* and *studies* and although there is some overlap, candidates do need to be aware of the distinction to be able to access the higher grades. Evaluation skills continue to be weak amongst candidates as well. On a positive note, many more candidates were putting in the effort to answer the final question on the paper which obviously carries more marks.

Overall, candidates performed best on the 'Stress' section, and the performed least well on the 'Attitudes of Prejudice' section.

### Comments on Individual Questions

Q1

(a) This caused few problems for candidates and nearly all answered this correctly.

(b) Similarly this caused few problems, although some candidates chose not to identify the method explicitly given in the source (i.e. questionnaire) and offered alternatives – for example 'survey' (which got credit) and 'interview' (which did not gain credit). A number of candidates suggested the method was to 'read a story' and although this was given credit, it is expected that candidates should be familiar with the term 'method' and what this refers to.

Q2 This was answered correctly by nearly all candidates.

Q3 This produced a range of responses. Nearly all candidates had the 'gist' of what prejudice is, but too many responses focused on specific examples or only focused on certain components of prejudice (e.g. discrimination). For 2 marks, examiners were looking for a broad definition of the term.

Q4 Nearly all candidates were able to score full marks here, demonstrating a sound knowledge of different types of prejudice. The most common mistake was to assume homophobia is being prejudiced against the working class.

Q5 Most candidates scored both of the marks available and candidates were clearly doing more than just 'guessing' the right response. Out of the two terms, it was 'stereotyping' that candidates seemed less sure about.

Q6 This produced some good responses but these were often centre-specific. There were many disappointing responses, with significant numbers of candidates not even attempting the question or offering very vague 'common sense' responses which rarely received credit. However, where candidates were well informed about theories of

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prejudice (such as Tajfel's and Adorno's) answers often scored at least 3 of the marks. Some candidates made a brave effort to apply SLT to the development of prejudice and this could receive credit if done appropriately. This was a question where studies (e.g. Sherif's) were described rather than theories and such responses only received credit where they referred to theoretical issues (e.g. the Rattlers and Eagles being *in competition*).

- Q7 Like the previous question candidates showed a lack of psychological knowledge with regard to how prejudice could be reduced. Despite this, most candidates attempted the question which was a good policy as 'common sense' answers could gain credit here as long as they had some psychological basis to them.

Better candidates could talk about ideas such as 'common goals', 'inter-group contact' and 'creating empathy'. It was common for candidates to describe the 'blue/brown eyed' experiment carried out by Elliott, which was creditworthy if its objectives and/or consequences were considered. It is worth referring to the rubric of this question as a number of candidates offered more than one way of reducing prejudice, so only the best could get credit. In addition the command word 'explain' required candidates to go beyond describing a way of reducing prejudice and to also outline how it would or should work, if they were to gain full marks.

Q8

- (a)-(b) These presented very few problems for candidates.

- Q9 This was answered correctly by nearly all candidates showing good understanding of the technical terms of 'capacity' and 'duration'.

- Q10 This allowed the majority of candidates to score full marks. Nearly all candidates selected the correct three terms from the list but a significant minority of students muddled the processes of encoding and storing when filling in the gaps.

- Q11 This produced a range of responses. Nearly every candidate that answered this question went with the suggested application of improving memory. 'Rehearsal' was a popular technique offered, despite other techniques having proved themselves to be more successful. Many candidates could not go beyond naming or briefly outlining a technique and very few scored the third mark by relating it to improvements in memory – again a requirement given the command 'explain'.

- Q12 Generally this was either answered reasonably well or quite poorly. A worrying number of candidates appeared to have no knowledge of psychological theories of forgetting and if they did attempt the question offered common sense explanations relating to ideas such as being stressed, or not concentrating enough. Some candidates offered the same theory twice, and this was particularly evident with interference. Other candidates demonstrated a sound understanding of theories such as trace decay, interference, and motivated forgetting, although the *names* of these theories did elude a number of candidates. Even good candidates struggled with the requirement to criticise a theory and answers were generally vague and weak.

Q13

- (a) This presented no real problems for candidates.

- (b) This was answered correctly by most candidates; although a number of candidates offered the response '40', perhaps suggesting they had not read the source carefully enough, as they clearly understood what was meant by a *sample*.

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- Q14 This produced the least number of incorrect responses. The vast majority of candidates pleasingly demonstrated a good understanding of these ethical issues.
- Q15 This question suggested there was less confusion between physiological and psychological symptoms compared to previous years as most candidates scored full marks here. Where errors were made it was normally because 'aggressive behaviour' was not ticked (and 'headaches' were ticked instead).
- Q16
- (a) This was answered appropriately by most candidates, and it was encouraging to see very few candidates offering psychological measures by mistake. It is worth noting that with 2 marks available a brief response was not enough (e.g. 'measuring heart rate') but almost any additional detail would have gained the second mark (e.g. 'measuring heart rate using an ECG' or 'measuring heart rate to see if it has increased').
- (b) This showed that most candidates were aware of the problem of causing additional stress by taking a physiological measure but not all candidates could explain this clearly enough or fully enough for 2 marks.
- Q17 A wide variety of responses was produced from a non-response to good descriptions of relevant studies, which clearly followed the structuring of the question. Some candidates did struggle to follow the structure offered by the question, although they were not penalised as examiners would import and export relevant points between the sub-sections. However, it may be useful for candidates to understand studies in terms of method, findings and criticisms in order for them to access the full range of marks.
- Disappointingly, a number of candidates appeared to have no knowledge of research into stress, evidenced in common sense responses (e.g. about their own examination stress), in responses which used the study in the source, and in responses focusing on studies from other areas of the specification (e.g. Milgram, Watson & Rayner, Ainsworth). The latter type of responses rarely received credit unless made explicitly relevant to the study of stress. Criticisms were better here, but still generally disappointing given the fact that it is a skill which is frequently assessed.
- Q18 Nearly all candidates score both marks.
- Q19 This produced quite weak responses given the fact the concept is explicitly listed in the specification. Nearly all candidates had the 'gist' of what sex typing is, but too many responses focused on specific examples and/or failed to recognise that sex typing is 'done to' others.
- Q20 This tended to see candidates either scoring both marks or no marks, suggesting they knew which factors to pair together but not necessarily which ones were the biological terms.
- Q21 This showed that most candidates understood the problems of observation, but not many candidates were able to elaborate on their answer to gain the second mark.
- Q22 This was answered more competently than last year's final question. Nearly all candidates understood what was required of a *non-biological* explanation of gender role development and there were some excellent descriptions of theories, particularly Freud's psychoanalytic explanation and Kohlberg's cognitive development (although the latter was rarely offered).

Where SLT was offered, it tended to be less well done possibly because there are less key concepts to describe and explain. Another problem with answers focusing on SLT



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was that a number failed to relate the theory to gender (and were limited to the bottom band) or only made brief reference to gender (and were limited to the middle band). The weakest answers adopted a SLT-type explanation but really just talked in very common sense terms about the socialisation of gender roles often through examples of sex typing.

Consistent with the rest of the paper, criticism tended to be weak. Overall, candidates seemed to struggle least if they were criticising Freud's psychoanalytic theory although they did find it difficult to focus on *one* criticism as required by the question. Criticisms of SLT often missed the point, and a large number of candidates interpreted a criticism of the theory as meaning a criticism of the way in which children are socialised into gender roles e.g. saying it was sexist to dress girls in pink, or that it was wrong to encourage your son to play with dolls. Another common mistake was to assume that SLT only explains socialisation by parents. However, what was clearly absent in nearly every criticism of any theory was the recognition that the theory was a *non-biological* explanation of gender role development and therefore obviously ignored the evidence for the effect of chromosomes and/or hormones – a relatively easy criticism to make.

The quality of written communication was generally satisfactory with the majority of candidates scoring 3 or 4 marks.

### **1989/03: Higher (Written Examination)**

#### **General Comments**

The examination paper and questions appeared to function as in previous years. It discriminated effectively between quite a few candidates who did poorly overall showing little understanding of either Psychology, or the course content, and those with high scores revealing excellent content knowledge and good understanding of psychological terms and concepts. The bulk of the candidates came in between these two extremes.

Concern remains that many candidates may not be being adequately briefed about managing the examination questions technically, for example, many candidates are clearly not well trained in distinguishing between the command words 'describe' and 'identify'. Many candidates lost marks for writing telegraphically when it should be assumed that the number of lines attached to questions on the paper is a reasonable pointer to the detail required for full marks, and too many candidates still fail to recognise the significance of instruction words such as 'other' and 'in Psychology' and 'from research' meaning an invitation to quote/refer to actual research as mentioned in the textbooks, for example. Again, candidates need to be told that if a question calls for ONE reason then it is inappropriate and a waste of time to offer 2 or three; and that many methodology questions are generalised questions e.g. 'what is meant by correlation' does not ask for an answer from the source.

#### **Comments on Individual Questions**

##### Section A - Koresh source on Social Influence

- Q1 Virtually every candidate correctly identified two of Koresh's strict rules e.g. no beer or meat.
- Q2 Most candidates were able to define 'social influence' in terms of the ways in which our behaviour is affected by those around us.
- Q3 The majority of candidates showed an awareness of the difference between conformity, 'going along with or fitting in with...' and obedience, 'carrying out an order or command or instruction'.
- Q4 The search for a reason for obedience went in many directions – the mark scheme called for psychological explanations such as the power of the situation/authority, figure/authoritarian, personality etc. Candidates were awarded 1-2 marks for bald brief explanations and 3-4 marks for developed explanations.
- Q5 Milgram and Hofling emerged the most popular studies. It was clear that the Milgram research was particularly well known. Many candidates scored full marks in the evaluation section e.g. ethical problems/sample gender bias/self-selecting sample etc.

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Section B - Williams source on Aggression

Q6

- (a) The vast majority of candidates correctly identified Williams' aim as identifying possible effects of television on behaviour.
- (b) Again, most candidates correctly answered that the observed impact of television on levels of aggression was an increase.

Q7 The methodology question on observation tested directly candidates' knowledge of two types or styles e.g. participant, non-participant etc. Full marks in each sub-section were awarded for fuller descriptions, not just casual labelling.

Q8 The mark scheme suggested that Williams' use of teacher and peer ratings was to provide a baseline of information about children's original aggressiveness as a basis of comparison. Best candidates identified the idea of comparison, weaker candidates merely wrote of better information or more intimate information.

Q9 The first traditional, expected ethics question was addressed to the issue of research involving children i.e. special ethical considerations e.g. informed parental consent/distress and harm avoidance. Many candidates knew the answers – too many lost some marks by writing bald single phrases when the instruction word was 'describe' i.e. not 'identify'.

Q10 This question on 'one non-behavioural theory of aggression' discriminated well between candidates, many of whom took the hint in the question and wrote about Freud in terms of instinct/thanatos/build-up/displacement/catharsis etc. There were some good answers, but also some totally wrong ones. A significant number of candidates confused Freud with Dollard, some chose to refer to SLT. Many accounts were erratic, lacking psychological jargon.

Section C - Bowlby source on attachment

Q11 The vast majority of candidates collected both marks in the source question, correctly identifying the 17 adolescents who showed no regret or guilt about stealing.

Q12 The second methodology question about case studies was generally and surprisingly poorly answered. The mark scheme looked for 'an in-depth study of an individual or small group over a period of time', the textbook definition – limitations accepted in part (b) included the predictable inability to generalise/research bias/reliance on memory etc.

Q13 The great majority of candidates picked up the full 2 marks in correctly ticking the top two boxes about ensuring confidentiality.

Q14 Most candidates knew the difference between deprivation, 'when an attachment is broken or interrupted' and privation, 'when no attachment was formed in the first place'.

Q15 This question on cultural variations in childcare provided some interesting answers, but also many vague suggestions and answers which related more to attachment than to childcare practices. The mark scheme looked for research evidence and references eg Ainsworth in Uganda, Fox or Sagi in Israel, van Ljzendoorn in Japan. Most candidates 'waffled' about difference between countries, provided no hard evidence at all, and scored just 3 marks at best.

Section D - Managers' offices source

- Q16 The majority of candidates collected both marks in the source question, correctly identifying the claim that the state of managers' work spaces points to their personality as researched by standardised questionnaires and ratings based on the state of the offices.
- Q17 The question on the meaning of correlation in psychological research was generally poorly answered. The mark scheme called for the textbook language of 'an association/relationship/connection between two or more variables' etc. Too many candidates, surprisingly, seemed unskilled in understanding the general thrust of the question, and attempted to answer the question using the source.
- Q18 The great majority of candidates offered acceptable suggestions of ways in which people personalise their space e.g. name plates/photographs etc.
- Q19 Many candidates seemed well versed in research e.g. Fisher & Byrne into how males and females tend to interact with others in different ways eg whether the other person was of the same sex/to the side or in front etc.
- Q20 The final high tariff question provided the usual wide range of answers. Some candidates scored at least 4 marks in each section. Many candidates were able to combine concepts and research e.g. Haber/Altman/Newman et al effectively. Some remained confused by the different environmental psychological terms e.g. personal space/territory/personal distance.

## 1989/04: Higher paper

### General Comments

Candidates performed as well on this paper as in the previous series. However, there were a significant number of candidates who clearly struggled with the level of this paper and who may have been much more successful if they had been entered for the Foundation paper. Most candidates attempted most or all questions and it was encouraging to see very few gaps in responses. Candidates were better this year at answering 'from the source' questions, and the majority were successful on questions where they had to give a one word answer, match concepts, or make a choice from a list of possible responses. Such questions allowed candidates to demonstrate a sound knowledge of Psychology. There was more differentiation between candidates where questions required longer, written answers but this gave examiners the opportunity to award the full range of marks.

The questions that seemed to cause the most problems for candidates were those that focused on 'Themes and Processes' (e.g. questions 4 and 9) rather than topic content. Centres should be aware that there is an expectation that *all* themes and processes are covered in *all* topics. On a more positive note, candidates' evaluative skills were generally much better in this paper compared to the last series'.

Overall, candidates performed best on the 'Stress' section, and the performed least well on the 'Memory' section.

### Comments on Individual Questions

Q1

(a) This caused few problems for candidates and nearly everybody answered this correctly.

(b) Similarly caused few problems, although some candidates chose not to identify the method explicitly given in the Source (i.e. questionnaire) and offered alternatives – for example 'survey' (which got credit) and 'interview' (which did not gain credit). A number of candidates suggested the method was to 'read a story' and although this was given credit, it is expected that candidates should be familiar with the term 'method' and what this refers to.

Q2 This produced a range of responses. Nearly all candidates demonstrated some knowledge of what prejudice is but too many responses focused on specific examples or only focused on certain components of prejudice (e.g. discrimination). For 2 marks, examiners were looking for a broad definition of the term, and surprisingly only a minority of candidates seemed prepared for this.

Q3 This question saw most candidates score full marks so candidates were clearly doing more than just 'guessing' the right response. Out of the three terms, it was 'stereotyping' that candidates seemed least sure about.

Q4 This produced a wide range of responses and acted as a good discriminator between candidates. Most candidates focused on the term cultural diversity, but too many candidates responded by essentially offering ways of reducing prejudice (e.g. by bringing different cultures together) rather than offering ways of measuring levels of prejudice across cultures. The best answers focused on the concept of cross-cultural

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research and suggested ways in which prejudice could be measured in this context. However, 3 marks were rarely awarded.

Q5

- (a) Generally produced good to excellent responses, particularly where Adorno's theory of prejudice was described. Candidates were clearly well prepared for this question. Only a few candidates relied on common sense explanations.
- (b) This also produced good responses with most candidates being able to give one criticism worthy of two marks. Very few candidates gave a criticism of people's prejudices rather than an actual criticism of theory.

Q6

- (a)-(b) These presented very few problems for candidates.

Q7

- (a) This was answered correctly by nearly all candidates showing good understanding of the technical terms of 'capacity' and 'duration'.
- (b) This caused problems for a number of candidates who did not seem to know of Atkinson & Shiffrin or of their two process (multi-store) model, but who were apparently familiar with the theory generally, given responses elsewhere on the paper.

Q8

This was answered correctly by most candidates, but a common mistake was for candidates to suggest STM and LTM followed encoding. Although there was some feasibility to this response, the specification clearly refers to encoding, storage and retrieval as being the *stages* of memory and this was what was being assessed.

Q9

This produced some very disappointing responses. Large numbers of candidates described tests of memory rather than applications and received no credit. Indeed, some candidates wrote that they did not know what the term application meant, despite it clearly occurring under 'Themes & Processes'. However, there were some good responses and candidates commonly focused on 'memory aids in teaching and learning' as an area of application. More original responses identified areas such as eye witness testimony and advertising.

Q10

This produced some good answers, but it was unusual to award full marks on this question. The best responses focused on the same theory throughout although it was possible to still gain full marks by referring to a different theory in each sub-section of the question. Nearly all candidates could identify a theory of forgetting by name – although it was worrying that some could not.

Descriptions of theories varied in standard and some candidates chose theories where they struggled to write enough about it to gain the 4 marks available. The evaluation was quite weak on this question compared to others, and too many candidates simply outlined another theory of forgetting for 10(c) rather than evaluating the one they had identified and/or described above. It is worth noting here that the 3 marks for evaluation could have been gained by offering one well elaborated point or by offering a number of shorter points.

Q11

- (a) This presented no real problems for candidates.
- (b) This was answered correctly by most candidates although a number of candidates offered the response '40' perhaps suggesting they had not read the Source carefully enough as they clearly understood what was meant by a *sample*.

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- Q12 This question saw many candidates score full marks. This was made easier by the fact that candidates could offer a general limitation of surveys (which they seem well informed of) or alternatively could offer a specific limitation of using them in the study in the source.
- Q13 Generally produced good responses. Candidates who did not score full marks often gave brief solutions which basically repeated what the ethical issue was (e.g. a solution was to 'get consent' or 'keep things confidential').
- Q15
- (a) This was answered appropriately by most candidates, and it was encouraging to see very few candidates offering psychological measures by mistake. It is worth noting that with 2 marks available a brief response was not enough (e.g. 'measuring heart rate') but almost any additional detail would have gained the second mark (e.g. 'measuring heart rate using an ECG' or "measuring heart rate to see if it has increased").
- (b) This showed that nearly every candidate was aware of the problem of causing additional stress by taking a physiological measure.
- Q16
- (a) This was generally well answered. Most candidates appeared well informed about key studies into causes of stress, and could structure their descriptions to illustrate this. Weaker answers left 'gaps' in the descriptions and relied on examiners' knowledge to make sense of these. There were some obscure studies offered which received credit if they appeared feasible.
- (b) This showed most candidates were able to criticise the study they had described although some statements were not full or clear enough to gain 2 marks. It is worth noting that when a question asks for *one* criticism only one can be credited.
- Q17
- (a) This was answered correctly by virtually all candidates.
- (b) This was generally answered correctly, although "doll" was a commonly offered incorrect answer. Presumably candidates had not read the question carefully enough and were offering the toy given to boys the least number of times rather than the children generally.
- Q18 This produced some quite poor responses given the fact the concept is explicitly listed in the specification. Nearly all candidates scored at least one mark for demonstrating some awareness of the term but it was disappointing that more candidates were not better prepared for this relatively standard question.
- Q19 This saw most candidates score both marks. Where candidates did not, they often selected "gender" over 'genetics' as a biological factor, which is not easily explained.
- Q20 This showed that most candidates understood the benefits of using two observers but not all candidates were able to elaborate on their answer to gain the second mark. Although there were some very sophisticated responses which referred to ideas such as "inter-rater reliability" there were also weaker responses which referred to 'observers not missing things'.
- Q22 This was answered much more competently than last year's final question. Virtually all candidates understood what was required of a *non-biological* explanation of gender role development and there were some excellent descriptions of theories, particularly

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Freud's psychoanalytic explanation and Kohlberg's cognitive development (although the latter was rarely offered). Indeed, a number would have been considered good responses on an A-level script. Where SLT was offered, it tended to be less well done possibly because there are less key concepts to describe and explain. Another problem with answers focusing on SLT was that a number failed to relate the theory to gender (and were limited to the bottom band) or only made brief reference to gender (and were limited to the middle band). The weakest answers adopted a SLT-type explanation but really just talked in very common sense terms about the socialisation of gender roles often through examples of sex typing.

Some candidates' evaluation of their chosen theory was very impressive, and a number offered much more than they needed for the 3 marks available. In general, most candidates attempted some form of evaluation and the majority scored at least 1 mark for doing this. Overall, candidates seemed to find evaluation easiest if they were criticising Freud's psychoanalytic theory and found it most challenging with SLT. Criticisms of SLT sometimes missed the point as candidates interpreted a criticism of the theory as meaning a criticism of the way in which children are socialised into gender roles e.g. saying it was sexist to dress girls in pink, or that it was wrong to encourage your son to play with dolls. Another common mistake was to assume that SLT only explains socialisation by parents. Interestingly, what was clearly absent in nearly every criticism of any theory was the recognition that the theory was a *non-biological* explanation of gender role development and therefore obviously ignored the evidence for the effect of chromosomes and/or hormones – a relatively straightforward criticism to make.

The quality of written communication was generally good with the majority of candidates scoring 4 or 5 marks.



## 1989/05: Coursework

### General Comments

The June 2005 has been an interesting one for the moderators. It was clear from the work sampled that the majority of candidates were tackling the coursework with confidence and understanding. The general standard was good, confirming that teachers are continuing to provide their GCSE candidates with a thorough grounding in research techniques. However, there was a noticeable rise in the number of contacts that moderators had to have with their centres because of administrative issues. This meant a considerable increase in workload for everyone involved.

The moderation process begins with the selection of the sample from the MS1, the mark sheet submitted by the centre. Every moderator reported an increase in the number of MS1s arriving late. The sample is selected from the information given on the MS1, so it is important that it is filled in correctly. If more than one teacher is delivering the course at a centre, then the teaching groups should be indicated in the TG column. This helps the moderators to select the appropriate sample.

Each centre must complete a *Centre Authentication Form* signed by the teacher(s) delivering the course. A *Candidate Authentication Statement*, signed by the candidate, must then accompany each piece of work included in the sample. Both of these forms are available on the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)). Every moderator reported that they had to follow up some of their centres for the *Centre Authentication Form*.

When sending off the sample, only a small number of completed response sheets should be included in the appendices of each investigation. Moderators refer to them if they are not clear how the marks have been awarded for M1, or to clarify the procedures that the candidate followed, but this does not require that the complete set of response sheets are present in each piece of coursework.

A requirement of the specification is that the coursework should be annotated. This shows both the candidate and the moderator what has been credited and where in the report the marks have been awarded. The most straightforward way of doing this is to put the appropriate symbol, e.g. I1, M2 in the margin alongside the statement gaining credit. There are eight individual assessment categories because the introduction, the method and the discussion are each divided into two. Teachers should show a complete breakdown of these marks awarded on the coursework itself, as well as filling in the assessment categories required on the mark sheet. This would enable the moderators to give more feedback to centres if differences in awarding strategies needed to be addressed on the centre report. Thanks to those centres that do this as a matter of course; other centres, please note this good practice.

Experience suggests that candidates are most likely to gain the marks they deserve for their hard work if they follow the conventional format for writing up an investigation. For the weakest candidates, the imposition of a formal structure focuses them on the information they have to provide in each section in order to gain marks. Weaker candidates seem to have problems in writing down what they found out and it is clear that in some cases, the inclusion of an abstract allows them to gain marks in I2 and D1 that they might not otherwise achieve. An abstract is not required by the mark scheme, but when it is included, it does seem to enhance the final mark because candidates have had to pull the threads of their investigation together to state what they were investigating and what they found out.

### *Report on the Components taken in June 2005*

There was strong evidence this year that centres have been encouraging their candidates to choose simple designs with clear aims and hypotheses for their investigations. Writing up the report is made easier when the candidates understand what variables they are manipulating and can find information about them in the literature. Unfortunately, moderators still saw examples of reports with variables stated in hypotheses which had not been mentioned in the introduction, the classics being investigations looking for differences in memory performance because of age or gender. Some candidates even confused their IVs and DVs or referred to IV/DVs when they were clearly using a non-experimental design.

A pleasing trend noted this session was the way in which candidates discussed the reasons for their choice of design in the method section and the confident way in which they identified the variables correctly. There remains the problem with surveys and questionnaires where the candidates fail to explain how questions or events were chosen for inclusion in the procedure. This prevents them from reaching top band in M1.

There were very few ethical issues that caused concern to the moderators this year, but candidates are still guaranteeing their participants anonymity and then naming the response sheets in the appendices. To gain top band marks in M2 candidates are expected to show an awareness of ethical issues and to explain how they have applied them to their investigation.

Discussion sections were still acting as the discriminator between candidates, particularly D1, where better candidates were able to summarise their results and link them back to the research and hypotheses that they had started out with. The **D2** marks, available for the recognition of bias and limitations of the investigation, were generally correctly awarded. Many centres seem to prepare their candidates to offer both problems and improvements.

Teachers are reminded that there are several sources of help available to learn about coursework and the application of the mark scheme. The coursework task should be chosen from the list printed in *Section D: Coursework* of the specification and be written up following the guidelines in *Appendix C: Notes for Candidates writing up an Investigation*. Examples of annotated and marked coursework are given in the *Teacher Support Booklet* designed to accompany the OCR GCSE specification in Psychology. A Coursework Consultant, who can be contacted through OCR, is available to answer specific queries. INSET courses are scheduled for the Autumn and these give teachers the opportunity of taking part in workshops on coursework run by the Principal Moderator.

**General Certificate of Secondary Education  
Psychology (1989)  
June 2005 Assessment Session**

Component Threshold Marks

Component	Max Mark	A	B	C	D	E	F	G	U
1	80	-	-	44	38	32	26	20	0
2	80	-	-	45	39	33	27	21	0
3	80	69	58	48	33	-	-	-	0
4	80	62	51	41	30	-	-	-	0
5	40	34	28	23	19	15	12	9	0

**Specification Options**

**Foundation Tier**

	Max Mark	A*	A	B	C	D	E	F	G	U
Overall Threshold Marks	200	-	-	-	112	96	80	65	50	0
Percentage in Grade	-	-	-	-	39.0	24.5	17.8	7.6	4.4	6.7
Cumulative Percentage in Grade	-	-	-	-	43.4	70.9	90.3	97.1	99.5	100

The total entry for this option was 1096

**Higher Tier**

	Max Mark	A*	A	B	C	D	E	F	G	U
Overall Threshold Marks	200	180	160	135	112	82	67	-	-	-
Percentage in Grade	-	3.0	15.7	26.9	21.4	21.4	3.8	-	-	-
Cumulative Percentage in Grade	-	3.1	19.7	47.8	72.5	94.6	98.0	-	-	-

The total entry for this option was 1984

**Overall**

	A*	A	B	C	D	E	F	G	U
Percentage in Grade	1.9	10.0	17.2	29.4	22.5	8.8	2.7	2.0	5.9
Cumulative Percentage in Grade	2.0	12.9	31.1	62.4	86.4	95.3	97.7	98.5	100

The total entry for the examination was 3084

These statistics are correct at the time of publication.









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