

# **Mark Schemes for the Units**

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**June 2008**

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## General Certificate of Education Psychology (1989)

### MARK SCHEMES FOR THE UNITS

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# 1989/01 Paper 1

## Source A: Environment and Behaviour

Psychologists used observation in a study of personal space. They measured the average distance between pairs of children in a school playground. All the children were American but they came from different cultures within America – some were black, some were white.

The average distance in centimetres (cms) between pairs of same-sex children is shown in the table below:

	GIRLS	BOYS
white	25cm	30cm
black	16cm	13cm

### 1 From the source:

#### (a) Where was the research carried out?

School playground/America

[1]

#### (b) What was the average distance between black American boys?

13 cm

[1]

### 2 The method used in the research was observation.

#### (a) Explain what is meant by an observation.

E.g. research which involves watching and recording behaviour.  
1 mark e.g. looking at people, 2 marks for developed explanation.

[2]

#### (b) Identify one advantage of using observation as a method of research.

E.g. looking at behaviour in the real world/watching people behaving naturally/recording data easily/improves EV of study etc.  
1-2 marks depending on development of answer.

[2]

#### (c) Identify one disadvantage of using observation as a method of research.

E.g. impact of observers/time consuming/lack of control/other variables/misinterpretation of behaviour/subjective/observer bias/might miss something etc.  
1-2 marks depending on development of answer.

[2]

**3 Give TWO ways in which people sometimes mark out their territory in a public place.**

E.g. personal markers/fencing/CCTV/public notices/outside lights/personal possessions etc – accept any credible answer.

1 mark 1 word or phrase 2 marks for developed explanation.

1 [2]

2 [2]

**4 The Source gives an example of research into personal space. From your study of environmental psychology describe ONE OTHER study into personal space, and suggest ONE criticism of the research you describe. Likely customers Felipe & Sommer/Garfinkel/Hall et al/Fisher and Byrne/reference to appropriate personal research e.g. measuring personal space distances.**

(a) Description  
1-2 marks for sketchy outline description  
3-4 marks for accurate detailed description. [4]

(b) One criticism  
1-2 marks for appropriate relevant criticism. [2]

**Section total: [18 marks]**

**Source B: Phobias**

Watson and Rayner trained Little Albert, who was almost one year old, to fear a white rat. They used classical conditioning by making a loud noise with a hammer every time they saw Albert touch the rat.

After just seven trials of this procedure Albert started to show a fear response to the rat and to other animals e.g. a white rabbit and a dog.

**5 From the source,****(a) How did Watson and Rayner condition Albert to fear the rat?**

Made loud noises every time Albert touched the rat/classical conditioning. [1]

**(b) How many trials did the conditioning take to be established?**

7 [1]

**6 Select a term from the list below and write it next to the correct definition. Extinction, conditional stimulus, reinforcer, unconditional response, generalised.**

Definition	Term	
anything that strengthens the behaviour or increases the frequency of a response	<i>reinforcer</i>	
anything that causes a response	<i>conditional stimulus</i>	
when a conditional response to a stimulus no longer occurs	<i>extinction</i>	
showing a response to things from one situation to other similar situations	<i>generalised</i>	[4]

**7 The research described in the Source raises a number of ethical issues in psychological research.****Outline three of these issues.**

From: informed consent/stress /de-briefing/confidentiality etc (BPS).

1 mark for single word or phrase/identification of issue/description of issue. 2

marks for clear statement/identification of issue + description.

1 [2]

2 [2]

3 [2]

- 8 (a) Draw a line to match the definitions below with the correct phobia.

Definition	Phobia
fear of open spaces	xenophobia
fear of spiders	agoraphobia
fear of foreigners	arachnophobia

1 to 2

2 to 3

3 to 1

[3]

- (b) Explain how ONE of these phobias might have started.

1 mark for common sense account/identification of theory only. 2-3 marks for a psychological explanation e.g. SLT, psychoanalytic explanation, classical conditioning, operant conditioning, evolutionary theory. Maximum of 2 if theory not identified.

[3]

**Section total: [18 marks]**

**Source C Attachment**

Michelle Hi Jen, I hear you've been in hospital. Are you better now?  
 Jen Yes, thanks  
 Michelle So who looked after the kids when you were in hospital?  
 Jen Well, as I had no one to look after them they had to go to a nursery for two weeks.  
 Michelle And how did they cope with that?  
 Jen Well, the nursery nurse said that it had all gone ok – Sam's just two, he cried and screamed a lot when I first left him, but the nurse says he quietened down after a while; he was really quiet but still wouldn't join in with the others. Later on he did brighten up. The strange thing was that he didn't seem to want to know me when I collected him.

**9 From the source:****(a) Where were Jen's children looked after while she was in hospital?**

Nursery [1]

**(b) How did Sam react at first to his mothers' absence?**

He cried and screamed. [1]

**10 In the table below tick the correct true or false box on the right to go with each of the statements about secure and insecure attachment on the left – one is already done for you.**

Statement	True	False	
<b>secure attachment</b>			
a stranger can't comfort the child	*		
greet's mother's return warmly	[*]		
<b>insecure attachment</b>			
seeks to be close to the mother		*	
greatly distressed when left entirely alone	*		[3]

Give full credit for this answer whether; fully answered, partially answered or not answered.



**11 Describe two examples of cultural variations in childcare practices.**

E.g. infants cared for by a number of adults/community kibbutz care/detailed common sense answer/reference to Ainsworth, Fox et al etc.

1-2 marks depending on accuracy and detail. Second example must be different to first.

**1** [2]

**2** [2]

**12 Explain what is meant by 'case study' in psychological research, and give an example of why case studies are useful.**

**(a) Explanation**  
In-depth/detailed study of individual/small group/small community, often done over a long period of time. [2]  
1-2 marks depending on development of explanation 1 mark for every brief phrase.

**(b) Example**  
E.g. high quality data/insight into background/access to unusual participant/first step in further research... [2]  
Example of case study = 1, example + why useful / good description of why useful = 2.

**13 Describe research into long term effects of deprivation or separation.**

e.g. Rutter/Bowlby/Clarke/Tizard et al.

1-2 marks for sketchy undetailed account/list of effects only.

3-5 marks for detailed appropriate research. [5]

**Section total: [18 marks]**

**Section D: Social Influence**

Diane lives in Britain but spends nearly half of each year in Spain. She has noticed that young people are different there. For example, on average they are much more conforming and obedient to their parents. She has also noticed that generally Spanish young people binge drink less than British young people.

**14 From the source identify two differences in behaviour between young people in Britain and Spain.**

From: conforming/ obedient/ binge drinking.

- 1 \_\_\_\_\_ [1]
- 2 \_\_\_\_\_ [1]

**15 The Source mentioned “average”. In the table below draw one line from each definition in the left hand side to match the correct measure - one is already done for you.**

Definition	Type
The arithmetical average	Median
The number which occurs most often	Mean
The middle number in a set	Mode

Already done definition 1 to type 2, other answers 2 to 3, 3 to 1. [2]

**16 Explain two factors which can affect the level of conformity.**

From: unanimity/ambiguity/group size/low self esteem/culture etc.  
 1 mark bald word or phrase 2 marks for developed sentence, including the effect on conformity.

- 1 \_\_\_\_\_ [2]
- 2 \_\_\_\_\_ [2]

**17 From your study of social psychology, describe research into obedience and evaluate the research you describe.**

From Milgram/Hofling/Meeus/Bickman/Zimbardo etc.

**(a) Description**

1-3 marks very basic undetailed account, 4-6 marks reasonable account, 7-8 marks very well developed and detailed account.  
No more than 6 if no results and/or link to obedience

**[8]**

**(b) Evaluation**

1-2 marks simple comment, 3-4 valid developed evaluation of research.

**[4]**

Written communication.

0-2 marks Some attempt to distinguish a limited amount of relevant material. Poor clarity of expression – limited range of psychological terms used, often spelled incorrectly. Punctuation & sentence construction weak. Unclear attempt to communicate the meaning of the material used.

3-4 marks Reasonable attempt to distinguish relevant material. Correct use of specialist material when used. Some errors of punctuation and spelling. Clear expression and a reasonable attempt made to communicate the meaning of the relevant material.

5-6 marks Good attempt to distinguish material. Good quality of expression throughout. Specialist terms used with precision. Few if any errors of spelling and punctuation. The meaning of material used communicated clearly.

Written communication

**[6]**

**Section total: [26 marks]**

# 1989/02 Paper 2

## Section A Individual Differentiation

### Source A: Attitudes of Prejudice

Psychologists have identified three components of prejudice. Ethnocentrism is one example of prejudice.

Components of Prejudice	Examples of Ethnocentrism
Affective	Feeling superior to other cultures.
Behavioural	Discriminating against other cultures.
Cognitive	Stereotyping other cultures.

1 From the Source:

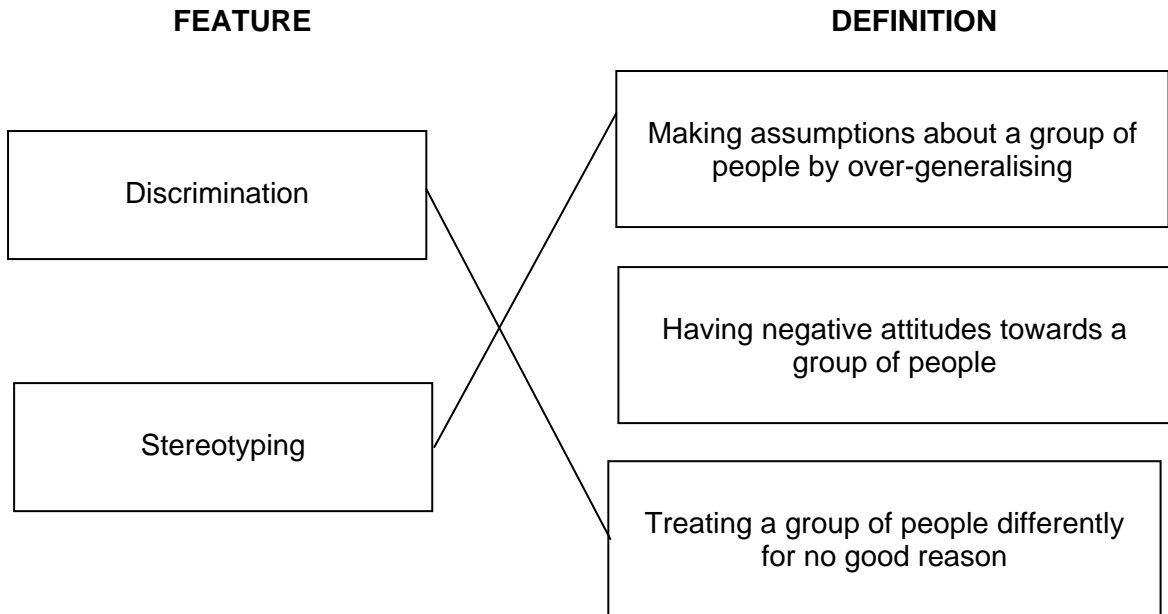
- (a) State how many components of prejudice psychologists have identified?  
**1 mark for “three” or 3** [1] x AO2
- (b) Give the example of the affective component of prejudice.  
**1 mark for “feeling superior (to other cultures)”** [1] x AO2

2 The Source uses *ethnocentrism* as an example of prejudice.

Give **two** other examples of prejudice. [1] x AO1  
**1 mark for each appropriately named example e.g., sexism, ageism, racism or for identifying a feature of a group that is associated with prejudice.**  
**And/or 1 mark for each example of a group which others are often prejudiced against e.g., “being prejudiced against people with disabilities”, “prejudice against youths”**  
**And/or 1 mark for each example described e.g., “women are paid less than men on average”**

3 There are a number of features of prejudice.

Draw **one** line from each feature on the left hand side to match it to its correct definition.  
**[2] x AO1**



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

4 Complete the table below by writing the correct ethical issue next to the example. You must choose the ethical issues from the following list.

**[4] x AO2**

Conduct	Confidentiality	Consent	Right to Withdraw	Use of Animals
ETHICAL ISSUE		EXAMPLE WHEN RESEARCHING PREJUDICE		
<b>Consent</b>		People must agree to have their prejudices investigated.		
<b>Confidentiality</b>		People's identities should be protected if they are going to reveal their prejudices.		
<b>Right to Withdraw</b>		People do not have to continue with the research if they feel uncomfortable talking about their prejudices.		
<b>Conduct</b>		Researchers should not purposefully make people prejudiced.		

**1 mark for each correctly placed answer as shown in the table above**

- 5 Outline **one** problem of using an *interview* to study prejudice. [2] x AO2

**1 mark for identifying a relevant problem e.g. participants may lie, interviewer bias, participants lack in sight/ability to articulate**

**Plus 1 mark for applying to the area of prejudice**

**e.g., “participants may be ashamed of their prejudices (1) and so may not reveal them when questioned (1)”**

**e.g., “interviewers may interpret respondents’ answers (1) as showing prejudice when in fact they are not (1)”**

- 6 Outline **one** way of reducing prejudice. [2] x AO1

**1 mark for a brief or basic response e.g., “the jigsaw technique”, “educate people”, “co-operation”**

**2 marks for a more elaborate or sophisticated response**

**e.g., “prejudiced people could be introduced to non-stereotyped individuals (1) to challenge their assumptions (1)”**

**e.g., “students could be educated against prejudice (1) by making them emphasise with weaker groups (1)”**

- 7 Describe **one** theory of prejudice. [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 and coherent response, including appropriate terminology**

**e.g., with Tajfel’s theory may refer accurately to in/out groups, self-esteem, competition, attribution**

**e.g., with Adorno’s theory may refer accurately to authoritarian personality, rigid thinking, strict upbringing, displacement of hostility**

**Section total: [18 marks]**

**Section B Cognitive Psychology**

**Source B: Memory**

One application of memory research is in advertising where companies want customers to remember their products.

Advertising techniques include:

- Repeating details about the product to prevent trace decay.
- Limiting information about the product to prevent displacement.
- Making an advert stand out to prevent interference.
- Using cues so a customer remembers the product when they are shopping.

8 From the Source: [1] x AO2

(a) State why adverts repeat details about the product. [1] x AO2  
*1 mark for “to prevent trace decay” or something similar. Also credit “so customers remember their products” or something similar.*

(b) State how adverts try to prevent displacement. [1] x AO2  
*1 mark for “limiting information (about the product)” or something similar*

9 Another application of memory research is the use of memory aids.

Identify **two** memory aids. [2] x AO1  
*1 mark for each correctly identified memory aid e.g., use of imagery, hierarchical organisation, method of loci, etc*  
*And/or 1 mark for each accurately described memory aid e.g., using pictures associated with a word, retracing footsteps when something is lost*  
*NB Do not double-credit similar responses e.g., use of imagery and use of pictures*

10 There are three different stages to memory.

Use **three** words from the list below to complete this diagram of the stages of memory. [3] x AO1



*1 mark for each correctly placed answer as shown in the diagram above*

- 11 (a) Name the theory which states that we have a short-term memory and long-term memory. [1] x AO1

**1 mark for Atkinson & Schiffrin's theory or two-process theory or multi-store model or other similarly accurate response**

- (b) Complete the table to show the differences between short-term memory and long-term memory. [4] x AO1

	Short-Term Memory	Long-Term Memory
How long does information last in this store?	<b>10 to 30 seconds (or any answer within this range)</b>	<b>(potentially) forever/infinitely</b>
How much information can be held in this store?	<b>7(+/-2) chunks/items</b>	<b>Unlimited</b>

- 12 Psychologists often use *experiments*.

Explain **one** disadvantage of using experiments. [2] x AO2

**1 mark for a brief or basic response e.g., demand characteristics, not true to life**  
**2 marks for a more elaborate or sophisticated response e.g., "because they are often artificial (1) the findings lack ecological validity (1)"**

- 13 Describe **one** theory of forgetting. [4] x AO1

**1 mark for naming a theory (even if given in Source) or a brief statement e.g., "memories fade", "memory gets overloaded"**

**Or 2-3 marks for increasing detail**

**Or 4 marks for a detailed and coherent response, including appropriate terminology e.g., for trace decay may include limited duration, lack of rehearsal, fading of neural trace, unavailability**

**e.g., for displacement may include limited capacity, overload, new data pushing out old, and unavailability**

**e.g., for cue dependent forgetting may include state, context, inaccessibility, tip-of-tongue phenomenon**

**e.g., for interference may include retroactive interference, proactive interference, distortion, schemes**

**e.g., for motivated forgetting may include repression, unconscious, traumatic experiences, inaccessibility**

**Section total: [18 marks]**



## Section C Bio-Psychology

## Source C: Sex &amp; Gender

A psychologist and her two assistants carried out a content analysis of teenage magazines. Five of the magazines were aimed at boys and five were aimed at girls.

They wanted to measure the amount of sex typing the magazines showed.

They used a standardised rating scale to do this.

The findings showed many differences between the magazines. Girls' magazines emphasised the importance of appearance and relationships.

Boys' magazines focused more on physical activity, as well as on jokes and humour.

14 From the Source:

(a) State the *method* used by the psychologist. [1] x AO2  
**1 mark for content analysis**

(b) Give **one** of the findings about girls' magazines. [1] x AO2

**1 mark for either "they emphasised (the importance) of appearance" or "they emphasised (the importance) of relationships" or both statements.  
 Also credit the general idea that there were differences between girls' and boys' magazines.**

15 The psychologist in the Source studied magazines.

Give **two** *other* types of media she could have investigated for sex typing. [2] x AO2

**1 mark for each appropriate type e.g., TV, films, computer games, Internet, music videos, newspapers, etc**

16 Identify which **one** of the following statements correctly describes 'sex typing'.

Tick one of the boxes below to show your answer. [1] x AO1

"Sex typing is treating males and females differently based on society's expectations."

"Sex typing is when a person does not take on the role expected of their sex."

"Sex typing is when a person takes on the role expected of their sex."

**1 mark for ticking the first statement as shown above  
 NB If more than one box is ticked then no credit given**

17 State whether the following statements are true or false.

[3] x AO1

Give your answer by circling either TRUE or FALSE as shown below.

TRUE

FALSE

TRUE

FALSE

(a) "A person's sex identify can be masculine or feminine."

TRUE

FALSE

**1 mark for FALSE**

(b) "A person's gender identity can be masculine or feminine."

TRUE

FALSE

**1 mark for TRUE**

(c) "Androgyny is a balance of masculine and feminine traits."

TRUE

FALSE

**1 mark for TRUE**

- 18 The table below gives examples of *biological factors* involved in sex differences.

Complete the table by ticking to show whether each factor is *male* or *female*. [4] x AO1

The first one is done for you as an example.

FACTOR	MALE	FEMALE
Ovaries		<input checked="" type="checkbox"/>
Oestrogen		<input checked="" type="checkbox"/>
Testosterone	<input checked="" type="checkbox"/>	
XX chromosomes		<input checked="" type="checkbox"/>
XY chromosomes	<input checked="" type="checkbox"/>	

**1 mark for each correctly placed answer as shown in the above table**

- 19 Give **one** criticism of biological factors as an explanation of gender role development.

[2] x AO2

**1 mark for a brief or basic response e.g., “it ignores the effects of nurture”, “not all men and women behave in the same way”**

**2 marks for a more elaborate or sophisticated response e.g., “it does not account for the effects of learning (1) as not all girls are raised to be feminine and can behave in masculine ways (1)”**

- 20 From your study of psychology, describe cultural differences in gender role development.

[4] x AO1

**If a study is presented (e.g., Mead) then:**

**1 mark: The study is just discernible from the description or only one point is made about the study e.g., the method used, the sample used, one of the main findings**

**2 marks: A brief or basic description of a study which shows some knowledge of methodology and/or findings**

**3 marks: A more detailed description of a study which shows some knowledge of methodology and/or findings**

**4 marks: A detailed and coherent description of a study which shows knowledge of how the study was conducted and its main finding(s)/conclusion.**

**Alternatively credit relevant descriptions of cultural differences between or within societies. Full marks may be given for a detailed example or for a number of brief examples. Description needs to be coherent for 4 marks.**

**Section total: [18 marks]**

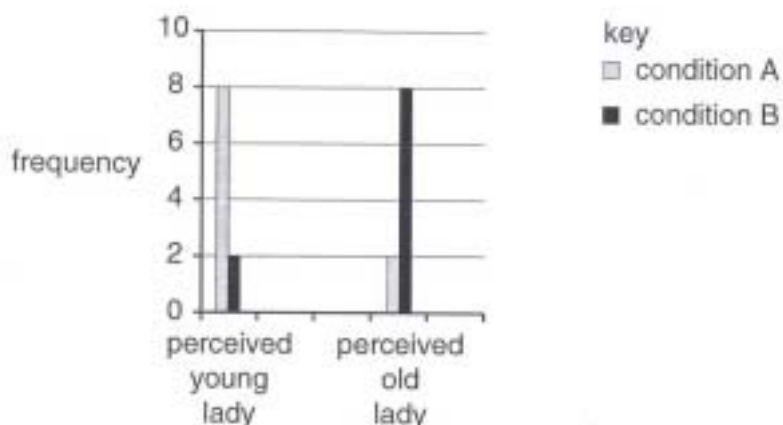
## Section D Cognitive Psychology

### Source D: Perception

A psychologist wanted to investigate the effects of expectations on perception. As his test stimulus he used an illusion. The illusion could be seen in one or two ways, either as a young lady or as an old lady.

He divided his 20 participants into two conditions. There were 10 participants in each condition. In Condition A, he showed participants a series of pictures of young women's faces and then the illusion. They had to say what face they perceived first in the illusion: the old lady or the young lady.

In Condition B, the other participants were tested in the same way but were shown a series of pictures of old women rather than young women. The following bar graph shows the results.



From this, the psychologist concluded that expectations do affect perception.

21 From the Source:

- (a) Identify what the psychologist used as his test stimulus. [1] x AO2  
**1 mark for illusion**
- (b) Give the number of participants in Condition A, who perceived the old lady in the illusion. [1] x AO2  
**1 mark for 2**

22 The psychologist in the Source used an independent groups design.

Name **one** other *experimental subjects design*.

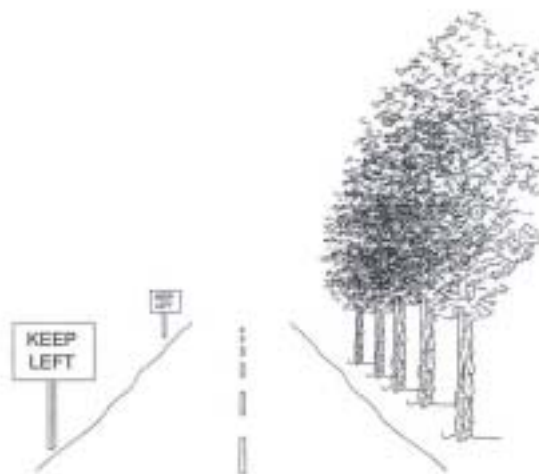
[1] x AO1

**1 mark for repeated measures/groups design or matched pairs/participants design or a description of one of these**

- 23 Name **two** types of visual *constancies* used in perception. [2] x AO1

**1 mark for each constancy from colour, shape, size**

- 24 Look at the following picture.



Identify **three** *depth cues* used in this picture.

[3] x AO2

**1 mark for each answer from linear perspective/converging lines, superimposition/overlapping, relative size, height in plane, texture gradient**  
**Alternatively credit descriptions of cues in the picture e.g., “the nearer tree is in front of the one further away” for 1 mark each**

- 25 (6 marks are available for the Quality of Written Communication in this question).

Describe and evaluate **one** study into the role of *nature* in perception and **one** study into the role of *nurture* in perception.

[4] x AO1

[2] x AO2

[4] x AO1

[2] x AO2

**1 mark: A study into nature in perception is just discernible from the description or only one point is made about the study e.g., the method used, the sample used, one of the main findings**

**2 marks: A brief or basic description of a study which shows some knowledge of methodology and/or findings**

**3 marks: A more detailed description of a study which shows some knowledge of methodology and/or findings**

**4 marks: A detailed and coherent description of a study which shows knowledge of how the study was conducted and its main finding(s)/conclusion(s)**

**NB Findings/conclusions must be related to “nature” for full credit.**

**Studies are likely to be infant studies or deprivation studies**

**1 mark for each brief evaluation point e.g., “six month old babies could have learnt about depth”**

**Or 2 marks for a more elaborative evaluative point relating to the study e.g., “cases of human deprivation are rare (1) so we cannot generalise from a few people’s perceptual experience (1)”**

**1 mark: A study into nurture in perception is just discernible from the description or only one point is made about the study e.g., the method used, the sample used, one of the main findings**

**2 marks: A brief or basic description of a study which shows some knowledge of methodology and/or findings**

**3 marks: A more detailed description of a study which shows some knowledge of methodology and/or findings**

**4 marks: A detailed and coherent description of a study which shows knowledge of how the study was conducted and its main findings(s)/conclusion(s)**

**NB Findings/conclusions must be related to “nurture” for full credit**

**Studies are likely to be cross-cultural studies or readjustment studies**

**1 mark for each brief evaluation point relating to the study e.g., “readjustment studies rely too much on self-report”**

**Or 2 marks for a more elaborative evaluative point e.g., “because of language barriers in cross-cultural research (1), participants may not be able to clearly express what they can really perceive”**

**Plus 1-6 marks for quality of written communications, 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>QWC</b>	<b>TOTAL</b>
<b>A</b>	<b>10</b>	<b>8</b>	<b>0</b>	<b>18</b>
<b>B</b>	<b>14</b>	<b>4</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>6</b>	<b>26</b>
<b>TOTAL</b>	<b>47</b>	<b>27</b>	<b>6</b>	<b>80</b>
<b>PERCENT</b>	<b>58%</b>	<b>34%</b>	<b>8%</b>	<b>100%</b>

## 1989/03 Paper 3

Question	Syllabus Ref	Expected Answer	Mark	Rationale									
		<p><b>Source A: Environment and Behaviour</b></p> <p>Psychologists used observation in a study of personal space. They measured the average distance between pairs of children in a school playground. All the children were American but they came from different cultures within America – some were black, some were white. The average distance in centimetres (cm) between pairs of same-sex children is shown in the table below:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td>GIRLS</td> <td>BOYS</td> </tr> <tr> <td>white</td> <td>25cm</td> <td>30cm</td> </tr> <tr> <td>black</td> <td>16cm</td> <td>13cm</td> </tr> </table>		GIRLS	BOYS	white	25cm	30cm	black	16cm	13cm		
	GIRLS	BOYS											
white	25cm	30cm											
black	16cm	13cm											
<b>1</b>		<b>From the source:</b>											
	<b>(a)</b>	<p><b>Where was the research carried out?</b></p> <p>Playground <b>OR</b> America</p>	<b>[1]</b>										
	<b>(b)</b>	<p><b>What was the average distance between black American boys?</b></p> <p>13 cm</p>	<b>[1]</b>										

Question	Syllabus Ref	Expected Answer	Mark	Rationale
2		<b>The method used in the research was observation.</b>		
(a)		<p><b>Explain what is meant by an observation.</b></p> <p>E.g. research which involves watching and recording behaviour.</p> <p><b>0 marks</b> - for use of the word observation, unless explained.</p> <p><b>1 mark</b> – either watching, or recording behaviour/people.</p> <p><b>2 marks</b> – watching and recording behaviour; watching natural behaviour/ in a natural setting; recording natural behaviour.</p>	[2]	
(b)		<p><b>Identify one advantage of using observation as a method of research.</b></p> <p>E.g. looking at behaviour in the real world/watching people behaving. Naturally/recording data easily etc.</p> <p><b>0 marks</b> – anything NOT pointing out advantage or disadvantage</p> <p><b>1 mark</b> – ecological validity; natural behaviour; qualitative data.</p> <p><b>2 marks</b> – looking at behaviour in real world/ natural behaviour + real life; high ecological validity like real life; qualitative data + explanation.</p>	[2]	



Question		Syllabus Ref	Expected Answer	Mark	Rationale
	(c)		<p><b>Identify one disadvantage of using observation as a method of research.</b></p> <p><b>Any from:</b> observer bias/misinterpretation of behaviour or results/ might miss something because cannot see everything or watch whole time/ethical issues e.g. consent/demand characteristics/cannot establish cause and effect.</p> <p><b>1 mark</b> – for mere identification of disadvantage</p> <p><b>2 marks</b> – if expanded/developed</p>	[2]	
3			<p><b>Explain what is meant by ‘defensible space’ in environmental psychology.</b></p> <p>E.g. territory/physical area, often centred on the home, which has been designed or arranged to protect against intruders etc.</p> <p><b>1 mark</b> – an identification with no explanation or simple phrase without explanation/</p> <p><b>2 marks</b> – physical space/area, often centred on the home, which can be protected/defended against intruders/invaders.</p>	[2]	

4

**Explain one way in which a person might protect their personal space.**

E.g. books/fences

Any appropriate reference to how personal space/defensible space/territory can be defended can be credited.

**1 mark** – for single word, e.g. books/fences

**2 marks** – for clear explanation

[2]

Question	Syllabus Ref	Expected Answer	Mark	Rationale
5		<p>The Source gives one example of research into personal space.            From your study of environmental psychology describe and evaluate ONE OTHER study into personal space.            Likely answers: Selge &amp; Sommer/Felipe &amp; SommerGarfinkel/Hall et al/Middlemist/Fisher &amp; Byrne etc</p>		
		<p><b>Description</b>            1-2 marks – description of method or results only            3 marks – study must be identifiable/brief outline of procedure and reference to results.</p>	[3]	
		<p><b>Evaluation</b>            1 mark – for appropriate single word e.g. consent, stress, deception, sample, EV, real life etc            2 marks – appropriate short phrase            3 marks – identification of appropriate issue with explanation.</p>	[3]	

**Section total: [18 marks]**

Question			Syllabus Ref	Expected Answer	Mark	Rationale
				<p><b>Source B: Phobias</b></p> <p>Watson and Rayner trained Little Albert, who was almost one year old, to fear a white rat. They used classical conditioning by making a loud noise with a hammer every time they saw Albert touch the rat.</p> <p>After just seven trials of this procedure Albert started to show a fear response to the rat and to other animals e.g. a white rabbit and a dog.</p>		
<b>6</b>				<b>From the source,</b>		
	<b>(a)</b>			<p><b>How did Watson and Rayner condition Albert to fear the rat?</b></p> <p><b>0 marks</b> – made a loud noise  <b>1 mark</b> - made a loud noise every time Albert touched the rat <b>OR</b> classical conditioning.</p>	<b>[1]</b>	
	<b>(b)</b>			<p><b>How many trials did the conditioning take to be established?</b></p> <p>7</p>	<b>[1]</b>	

Question		Syllabus Ref	Expected Answer	Mark	Rationale
7			<b>Explain what each of the following terms means in classical conditioning:</b>		
	(a)		<p><b>Conditional stimulus</b>            The stimulus that causes the conditional response <b>OR</b> an explained example from the source, i.e. the rat.  <b>1 mark</b> –identifying the conditional stimulus from the source (the rat) to the learning stimulus.  <b>2 marks</b> – for good explanation of conditional stimulus <b>OR</b> example + explanation.</p>	[2]	
	(b)		<p><b>Conditional Response</b>            E.g. the response that occurs when the conditional stimulus is presented, or an explained example from the source i.e. fear of rat.  <b>1 mark</b> - for bald statement /identification of conditional response from the source.  <b>2 marks</b> – for ‘learned response’ as a phrase/good explanation of conditional response/example + explanation.</p>	[2]	

Question		Syllabus Ref	Expected Answer	Mark	Rationale
8			<p>The research described in the Source raises a number of ethical issues in psychological research.</p> <p>Outline <u>three</u> of these issues. From: informed consent/deception/debriefing/confidentiality etc.</p> <p><b>1 mark</b> – identification, or reference to ethical issue. <b>2 marks</b> – appropriate ethical issue identified and explained OR contextualised.</p> <p><b>(a)</b></p> <p><b>(b)</b></p> <p><b>(c)</b></p>	<p>[2]</p> <p>[2]</p> <p>[2]</p>	

Question			Syllabus Ref	Expected Answer	Mark	Rationale
9				<p><b>Describe two alternative explanations of phobias.</b></p> <p>Operant conditioning/SLT/genetics/evolutionary theory/psychodynamic theory.</p> <p><b>1 mark</b> – identification of appropriate psychological theory e.g. SLT  <b>2 marks</b> – undeveloped, but identifiable description of known theory  <b>3 marks</b> – the description must be based on a clearly recognisable known theoretical explanation.</p> <p><b>(a)</b></p> <p><b>(b)</b></p>		<p>* Any explanation must be linked to phobias to gain credit.</p>
<b>Section total: [18 marks]</b>						

Question	Syllabus Ref	Expected Answer	Mark	Rationale
		<p><b>Source C: Attachment</b></p> <p>Michelle Hi Jen, I hear you've been in hospital. Are you better now?</p> <p>Jen Yes, thanks</p> <p>Michelle Who looked after the kids when you were in hospital?</p> <p>Jen Well, as I had no one to look after them they had to go in a nursery for two weeks.</p> <p>Michelle And how did they cope with that?</p> <p>Jen Well, the nursery nurse said that it had all gone ok – Sam's just two, he cried and screamed a lot when I first left him, but the nurse says he quietened down after a while; he was really quiet but still wouldn't join in with the others. Later on he did brighten up. The strange thing was that he didn't seem to want to know me when I collected him.</p>		
<b>10</b>		<b>From the source:</b>		
(a)		<p><b>Where were Jen's children looked after while she was in hospital?</b></p> <p>Nursery</p>	<b>[1]</b>	
(b)		<p><b>How did Sam react at first to his mothers' absence?</b></p> <p>He cried <b>AND/OR</b> screamed.</p>	<b>[1]</b>	

Question	Syllabus Ref	Expected Answer	Mark	Rationale																					
11		<p>In the table below tick the correct true or false box on the right to go with each of the statements about secure and insecure attachment on the left – one is already done for you.</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Statement</th> <th style="text-align: center;">True</th> <th style="text-align: center;">False</th> </tr> </thead> <tbody> <tr> <td colspan="3"><b>secure attachment</b></td> </tr> <tr> <td>a stranger can't comfort the child</td> <td style="text-align: center;">*</td> <td></td> </tr> <tr> <td>greet's mother's return warmly</td> <td style="text-align: center;">[*]</td> <td></td> </tr> <tr> <td colspan="3"><b>insecure attachment</b></td> </tr> <tr> <td>seeks to be close to the mother</td> <td></td> <td style="text-align: center;">*</td> </tr> <tr> <td>greatly distressed when left entirely alone</td> <td style="text-align: center;">*</td> <td></td> </tr> </tbody> </table>	Statement	True	False	<b>secure attachment</b>			a stranger can't comfort the child	*		greet's mother's return warmly	[*]		<b>insecure attachment</b>			seeks to be close to the mother		*	greatly distressed when left entirely alone	*		[3]	Give full credit for this answer whether; fully answered, partially answered or not answered.
Statement	True	False																							
<b>secure attachment</b>																									
a stranger can't comfort the child	*																								
greet's mother's return warmly	[*]																								
<b>insecure attachment</b>																									
seeks to be close to the mother		*																							
greatly distressed when left entirely alone	*																								



Question	Syllabus Ref	Expected Answer	Mark	Rationale
12		<p><b>Describe two examples of cultural variations in childcare practices.</b></p> <p>E.g. how many adults care for child/community kibbutz care etc?</p> <p><b>1 mark</b> – vague reference to cultural difference.  <b>2 marks</b> – a well described reasonable/credible example.  <b>3 marks</b> – a well described example based on/referenced to identifiable psychological research e.g. Sagi <i>et al</i> etc</p> <p>1 _____  2 _____</p>	<p>[3] [3]</p>	<p><b>*There must be reference to child care practices.</b></p> <p><b>* The second example must be different to the first.</b></p>
13		<p><b>Outline one application of research into attachment.</b></p> <p>E.g. role of caregiver/quality of attached care/multiple caregivers/role of day care/issue of separations etc.</p> <p><b>0 marks</b> – any reference to research e.g. Bowlby  <b>1 mark</b> – identification of application, e.g. role of caregiver  <b>2 marks</b> – identification of application, clearly explained</p>	<p>[2]</p>	

Question		Syllabus Ref	Expected Answer	Mark	Rationale
14			<p><b>Describe <u>how</u> psychologists studied the early development of human attachment.</b></p> <p>E.g. Ainsworth's research/Main and Solomon/Bowlby/Schaffer &amp; Emerson etc + privation cases e.g. Genie</p> <p><b>1-2 marks</b> - for sketchy, muddled account  <b>3-5 marks</b> - for recognisable research descriptions (higher marks require good detail)</p>	[5]	<p>* <b><u>For 5 marks</u></b>, research <b>MUST BE</b> referenced to <b><u>human attachment</u></b>, if an animal study is described (e.g. Harlow)</p> <p>* If animal study only described maximum of <b><u>4 marks</u></b>.</p> <p>* Reference to research findings without any reference to the procedure cannot be credited.</p>
			<b>Section total: [18 marks]</b>		

Question			Syllabus Ref	Expected Answer	Mark	Rationale
				<p><b>Section D: Social Influence</b></p> <p>Diane lives in Britain but spends nearly half of each year in Spain. She has noticed that young people are different there. For example, on average they are much more conforming and obedient to their parents. She has also noticed that generally Spanish young people binge drink less than British young people.</p>		
15				<p><b>From the source, identify two differences in behaviour between young people in Britain and Spain.</b></p> <p><b>TWO from:</b> conforming / obedient / binge drinking.</p> <p><b>(a)</b></p> <p><b>(b)</b></p>	<p>[1]</p> <p>[1]</p>	

Question		Syllabus Ref	Expected Answer	Mark	Rationale
16			<b>Explain the following terms which occur in calculating the average in research data.</b>		
	(a)		<b>mean</b>  The most familiar average – (simply adding up all the scores and dividing by the total of the number of scores). <b>0 marks</b> – average (only stated) <b>1 mark</b> – arithmetic average <b>2 marks</b> – arithmetic average + example	[2]	
	(b)		<b>mode</b>  The value which occurs most frequently in the data. <b>1 mark</b> – most frequent/common <b>2 marks</b> – most frequent + example/most frequent among the total of scores	[2]	
	(c)		<b>median</b>  If a set of scores has been placed in order from lowest to highest the median is the score that has half of the scores above it, and half of the scores below it. <b>1 mark</b> – middle number (only stated) <b>2 marks</b> – middle number + example/ middle number in a rank of numbers	[2]	

Question		Syllabus Ref	Expected Answer	Mark	Rationale
17			<p><b>From your study of social psychology, describe and evaluate one study into obedience.</b></p> <p>From:Milgram/ Hofling Bickman/ Zimbardo etc.</p>		<ul style="list-style-type: none"> <li>• <b>No marks for any study relating to conformity, in either (a) or (b).</b></li> <li>• <b>Part (a) and (b) are interdependent, so evaluation issues link to the study described in part (a), though they do not need to be referenced. Therefore any study linked to conformity, scores 0 in either (a) or (b)</b></li> </ul>
	(a)		<p><b><u>description</u></b>  <b>1-3 marks</b> – very basic undetailed account  <b>4-6 marks</b> – reasonable account, If no results and/or reference to obedience no more than 6.  <b>7-8 marks</b> – very well developed and accurate account.</p>	[8]	
	(b)		<p><b><u>evaluation</u></b>  <b>1 mark</b> – for identification of issue only  <b>2 marks</b> – for identification + elaboration</p>	[4]	
			<p><b><u>Written communication.</u></b>  <b>0-2 marks</b> Some attempt to distinguish a limited amount of relevant material. Poor clarity of expression – limited range of psychological terms used, often spelled incorrectly. Punctuation &amp; sentence construction weak. A muddled attempt to communicate the meaning of the material used.</p>		<ul style="list-style-type: none"> <li>• <b>Maximum of 2 marks can be gained, if parts (a) and (b) are irrelevant, because candidates should be entitled to some credit for literacy.</b></li> <li>• <b>Maximum of 3 marks can be gained if only bullet points used.</b></li> </ul>

Question			Syllabus Ref	Expected Answer	Mark	Rationale
				<p><b>3-4 marks</b> Reasonable attempt to distinguish <b>RELEVANT</b> material. Correct use of specialist material when used. Some errors of punctuation and spelling. Clear expression and a reasonable attempt made to communicate the meaning of the relevant material.</p> <p><b>5-6 marks</b> Good attempt to distinguish material. Good quality of expression throughout. Specialist terms used with precision. Few if any errors of spelling and punctuation. The meaning of material used communicated clearly.</p> <p style="text-align: center;"><b>Written communication</b></p>	<b>[6]</b>	
				<b>Section total: [26 marks]</b>		

# 1989/04 Paper 4

Question	Syllabus Ref	Expected Answer	Mark	Rationale						
		<p><b>Section A Individual Differentiation</b></p> <p><b>Source A: Attitudes of Prejudice</b></p> <p>Psychologists have identified three components of prejudice. Ethnocentrism is one example of prejudice.</p> <p><b>Components of Prejudice</b></p> <table border="0"> <tr> <td><b>Affective</b></td> <td>Feeling superior to other cultures.</td> </tr> <tr> <td><b>Behavioural</b></td> <td>Discriminating against other cultures.</td> </tr> <tr> <td><b>Cognitive</b></td> <td>Stereotyping other cultures.</td> </tr> </table>	<b>Affective</b>	Feeling superior to other cultures.	<b>Behavioural</b>	Discriminating against other cultures.	<b>Cognitive</b>	Stereotyping other cultures.		
<b>Affective</b>	Feeling superior to other cultures.									
<b>Behavioural</b>	Discriminating against other cultures.									
<b>Cognitive</b>	Stereotyping other cultures.									
<b>1</b>		<b>From the Source:</b>								
	<b>(a)</b>	State how many components of prejudice psychologists have identified? <b>1 mark for “three” or 3</b>	<b>[1xAO2]</b>	If candidate responds with a sentence, credit as long as ‘3’ or ‘three’ is contained within it.						
	<b>(b)</b>	Give the example of the affective component of prejudice. <b>1 mark for “feeling superior (to other cultures)”</b>	<b>[1xAO2]</b>	Only credit answer quoting directly from source.						

Question		Syllabus Ref	Expected Answer	Mark	Rationale
2			<p>Explain what is meant by the term 'stereotyping'.</p> <p><b>1 mark for a brief or basic definition e.g., "saying something is typical of a group when it's not", "over-generalising".</b></p> <p><b>2 marks for a more detailed definition e.g. "making the assumption (1) that a certain group all share a certain characteristic (1)"</b></p>	<b>[1xAO1]</b>	<ul style="list-style-type: none"> <li>▪ Do <i>not</i> credit reference to term 'cognitive', as given in the source.</li> <li>▪ Do <i>not</i> credit examples unless they show understanding of the term. E.g. do not credit 'women should stay at home' but do credit 'The <b>belief</b> that women should stay at home (1 mark).</li> <li>▪ NB Rule of thumb:</li> <li>▪ Look for cognitive terms (e.g. assumptions, belief, expectation for 1 mark and then terms relating to generalisation, categories, etc for 2<sup>nd</sup> mark.</li> <li>▪ If candidate gives a general definition of prejudice, only credit elements specific to stereotyping e.g. 'judging someone without knowing them' would gain 1 mark for reference to cognitive term (judging) but there is no reference to generalisation.</li> </ul>
3			<p><b>Another example of prejudice is sexism. Give two examples of sexist behaviour.</b></p> <p><i>1 mark for each appropriate example, which could be specific e.g. "women get paid less than men on average" or more general e.g. "when men are treated differently from women".</i></p>	<b>[2xAO1]</b>	<ul style="list-style-type: none"> <li>▪ The example has to be a prejudice <i>action</i> or <i>expectation</i>.</li> <li>▪ Be careful not to credit overlap e.g. 'men get paid more' and 'women have lower wages'. (this would only earn 1 mark)</li> <li>▪ Do <i>not</i> credit the word 'discrimination' as already in the source.</li> </ul>



Question	Syllabus Ref	Expected Answer	Mark	Rationale	
4		<p>Complete the table below by writing the correct ethical issue next to the example. You must choose the ethical issues from the following list.</p> <p>Conduct    Confidentiality    Consent Right to Withdraw    Use of Animals</p>	[4xAO1]		
		ETHICAL ISSUE		EXAMPLE WHEN RESEARCHING PREJUDICE	
		<b>Consent</b>		People must agree to their prejudices being investigated.	
		<b>Confidentiality</b>		People's identities should be protected if they are going to reveal their prejudices.	
		<b>Right to Withdraw</b>		People do not have to continue with the research if they feel uncomfortable talking about their prejudices.	
		<b>Conduct</b>		Researchers should not purposefully make people prejudiced.	
		<b>1 mark for each correctly placed answer as shown in the table above.</b>			

Question	Syllabus Ref	Expected Answer	Mark	Rationale
5		<p>Outline <b>one</b> problem of using an <i>interview</i> to study prejudice.</p> <p><b>1 mark for identifying a relevant problem e.g. participants may lie, interviewer bias, participants lack in sight/ability to articulate</b>  <b>Plus 1 mark for applying to the area of prejudice</b>  <b>E.g. “participants may be ashamed of their prejudices (1) and so may not reveal them when questioned (1)”.</b>  <b>E.g., “interviewers may interpret respondents’ answers (1) as showing prejudice when in fact they are not (1)”.</b></p>	<b>[2xAO2]</b>	<ul style="list-style-type: none"> <li>▪ Reference to prejudice does not have to be explicit for 2<sup>nd</sup> mark. On this basis, can use all problems relating to interview:  e.g. ‘people may lie (1) because they don’t want to look bad (1)’.  e.g. ‘interviewees may lack insight (1) and not be able to express their true feelings (1)’.  e.g. ‘method relies on participants being able to articulate experiences (1) to get valid results (1)’.  All of the above could pertain to studying prejudice so could receive full credit.</li> <li>▪ Problems should be relatively specific to the interview technique and not general:  e.g. ‘it’s unreliable’ receives no credit but if candidate explains why then they may receive credit.</li> <li>▪ Do <i>not</i> credit problems of sampling, e.g. ‘cannot generalise as based on individual responses’.</li> <li>▪ Do <i>not</i> credit ethical problems in this answer.</li> </ul>

Question	Syllabus Ref	Expected Answer	Mark	Rationale
6		<p>Describe and evaluate <b>at least one</b> way of reducing prejudice.</p> <p><b>1 AO1 mark for each correctly identified way of reducing prejudice e.g. reducing conflict, contact with non-stereotyped individuals, education, laws etc.</b></p> <p><b>with 2-3 AO1 marks for increasing detail</b></p> <p><b>Or 4 AO1 marks for one way described in detail</b></p> <p><b>E.g. “Psychologists could use the jigsaw technique (1) where people share information by working in lots of different groups with different types of people (1). This encourages people to co-operate with other people who may be prejudiced against (1) with the aim of achieving common goals (1)”.</b></p>	<p><b>[4xAO1]</b> <b>[2xAO2]</b></p>	<ul style="list-style-type: none"> <li>▪ To award 3-4 AO1 marks there has to be psychological content e.g. key terms/research/theory. i.e. better than a lay-person response.</li> <li>▪ If a study is used as a vehicle for illustrating a technique, it can receive full credit if appropriately detailed in terms of psychological ideas/techniques. However, most studies will earn 1 or 2 marks because they will tend to be examples of a technique already raised.</li> <li>▪ Where a candidate does use a study, only credit evaluation of the <i>technique</i>. Do not give credit for evaluation of the study itself e.g. sample.</li> </ul>

Question	Syllabus Ref	Expected Answer	Mark	Rationale
		<p><b><i>NB Maximum of 3 marks for just listing ways of reducing prejudice (rather than describing).</i></b></p> <p><b><i>Plus 1 AO2 mark for each brief or basic evaluative point e.g. “parents views may be more influential than teachers”, “people may not be interested in the goals set”</i></b></p> <p><b><i>Or 2 AO2 marks for a well elaborated point</i></b></p> <p><b><i>E.g. “the law assumes people behave rationally (1) when prejudice may be more unconscious than this (1)”.</i></b></p> <p><b><i>E.g. “if some people are born with the innate tendency to pre judge (1) then this may not be open to manipulation (1)”</i></b></p> <p><b><i>NB if evaluation does not directly relate to a technique described it can still be credited if it is a discernible and relevant comment.</i></b></p>		<p>Only credit evaluation of technique rather than the evaluation study.</p> <p>E.g. Jane Elliot experiment</p>
		<b>Section total: [18 marks]</b>		

Question	Syllabus Ref	Expected Answer	Mark	Rationale
		<p><b>Section B Cognitive Psychology</b></p> <p><b>Source B: Memory</b></p> <p>One application of memory research is in advertising where companies want customers to remember their products.</p> <p>Advertising techniques include:</p> <ul style="list-style-type: none"> <li>• Repeating details about the product to prevent trace decay.</li> <li>• Limiting information about the product to prevent displacement.</li> <li>• Making an advert stand out to prevent interference.</li> <li>• Using cues so a customer remembers the product when they are shopping.</li> </ul>		
7		From the Source:		
(a)		<p>State why adverts repeat details about the product.</p> <p><b>1 mark for “to prevent trace decay” or something similar. Or 1 mark for “want to make customers remember their product” or something similar.</b></p>	<b>[1xAO2]</b>	
(b)		<p>State how adverts try to prevent displacement.</p> <p><b>1 mark for “limiting information (about the product)” or something similar.</b></p>	<b>[1xAO2]</b>	

Question	Syllabus Ref	Expected Answer	Mark	Rationale
8		<p>The source says advertising is one application of memory research.</p> <p>Outline <b>one</b> other application of memory research.</p> <p><i>Applications may include memory aids/education, eye-witness testimony/police investigations, ergonomics, limiting lists to 7 (e.g. car registration plates, postcodes, etc), etc</i></p> <p><i>1 mark for identifying an application or for a brief/basic description of an application.</i></p> <p><i>Or 2 marks for a more detailed response</i></p> <p><i>E.g. “the method of loci (1) is when people associate new items with locations on a well rehearsed route (1)”.</i></p> <p><i>E.g. “the police use reconstructions (1) to cue witnesses’ memories through context (1)”.</i></p>	<p>[1xAO1] [1xAO2]</p>	<p>Memory aids can include rehearsal, writing things down, and diagrams as well as more psychological techniques e.g. method of loci.</p>

Question	Syllabus Ref	Expected Answer	Mark	Rationale										
9		<p>There are three different stages to memory.</p> <p>Draw <b>one</b> line from each of the stages on the left hand side to match the correct definition.</p> <table border="0" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; width: 30%;"><b>STAGE</b></th> <th style="text-align: center;"><b>DEFINITION</b></th> </tr> </thead> <tbody> <tr> <td style="text-align: center; vertical-align: middle;"> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Encoding</div> </td> <td style="vertical-align: top;"> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">To retain data for later use.</div> </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;"> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Storage</div> </td> <td style="vertical-align: top;"> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">To produce a response.</div> </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;"> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Retrieval</div> </td> <td style="vertical-align: top;"> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">To find data for current use.</div> </td> </tr> <tr> <td></td> <td style="vertical-align: top;"> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">To format data so that it can be stored.</div> </td> </tr> </tbody> </table> <p><i>1 mark for each correct match as shown above.</i></p>	<b>STAGE</b>	<b>DEFINITION</b>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Encoding</div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">To retain data for later use.</div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Storage</div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">To produce a response.</div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Retrieval</div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">To find data for current use.</div>		<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">To format data so that it can be stored.</div>	<b>[3xAO1]</b>	<ul style="list-style-type: none"> <li>▪ If candidate makes the effort to delete (e.g. scribbles out) line, then this does not count as a response.</li> <li>▪ If candidate writes in or labels answers to show matching then credit as appropriate.</li> </ul>
<b>STAGE</b>	<b>DEFINITION</b>													
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Encoding</div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">To retain data for later use.</div>													
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Storage</div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">To produce a response.</div>													
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Retrieval</div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">To find data for current use.</div>													
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Question			Syllabus Ref	Expected Answer	Mark	Rationale
10	(a)			<p>Name the theory which states that we have a short-term memory and long-term memory.</p> <p><b><i>1 mark for Atkinson &amp; Shiffrin's theory or two-process theory or multi-store model or other similarly <u>accurate</u> response.</i></b></p>	[1xAO1]	<ul style="list-style-type: none"> <li>▪ Credit any correct response wherever it is in the answer.</li> <li>▪ e.g. 'Tajfel's multi-store model' would get credit even though the name is wrong.</li> <li>▪ If candidate name Atkinson or Shiffrin (one name right), can still receive credit.</li> <li>▪ Credit mis-spelt names if discernible, but not if it could be another psychologist e.g. Sheriff.</li> <li>▪ Do credit Multi-storey model</li> <li>▪ Do credit answers with 'two' and 'process' in even if other words are added e.g. 'two stage process' would get credit.</li> <li>▪ Do <i>not</i> credit references to 'stages of memory' as opposed to 'stores'.</li> </ul>







Question	Syllabus Ref	Expected Answer	Mark	Rationale
(b)		<p>Describe <b>two</b> differences between the short-term and long-term memory stores.</p> <p><b>Up to 2 marks for each accurate difference identified.</b></p> <p><b>Only award 1 mark if difference only related to one store and not the other</b></p> <p><b>E.g. “LTM uses mainly semantic coding”</b></p> <p><b>E.g. “STM has a limited capacity but LTM does not”</b></p> <p><b>Award 2 marks if difference applied to both stores</b></p> <p><b>E.g. “STM has a duration of 10-30 seconds whereas LTM has a potentially infinite duration”</b></p> <p><b>E.g. “LTM can hold unlimited amounts of data but STM can only hold 7+/-2 chunks”.</b></p>	<b>[4xAO1]</b>	<ul style="list-style-type: none"> <li>▪ View 10b as one response even though divided into (i) and (ii). If candidate refers only to STM in (i) and only to LTM in (ii) or vice versa then can still earn all marks. Can import/export – this means differences can be credited across lines. e.g. (i) ‘STM has limited capacity and a duration of 30 seconds’ (ii) ‘LTM has an infinite duration and unlimited capacity’ The above would gain 4 marks.</li> <li>▪ If differences expressed using a <i>table</i>, can receive full credit if accurate.</li> <li>▪ If candidate muddles the features of the stores e.g. ‘STM has unlimited capacity and LTM limited capacity’ then credit 1 mark rather than 2.</li> <li>▪ If candidate does not identify stores when describing the difference e.g. ‘one uses semantic coding the other uses more acoustic coding’ then credit 1 mark rather than 2.</li> <li>▪ STM: capacity must be described as ‘limited’ or if measured must be in the range of 5-9 and must have units e.g. ‘chunks’, ‘items’, ‘pieces of info’, ‘words’, ‘digits’, so ‘7-11 chunks’ receives no credit (as out of range) Or ‘7 + or -2’ receives no credit (as no units)</li> <li>▪ STM: duration must be described as ‘limited’ or if measured must be in the range 0 – 30 seconds and must use units (probably seconds)</li> </ul>

						<p>e.g. '0-30 seconds' receives no credit (because out of range).</p> <ul style="list-style-type: none"> <li>▪ LTM duration – do not allow vague terms: e.g. 'years', 'long time' or 'ages'</li> <li>▪ LTM capacity – do not allow vague terms: e.g. 'loads', 'lots of info', etc</li> </ul> <p>▪ If candidate describes coding, they must describe how stores are different not how they are similar e.g. 'STM acoustic and LTM semantic' would receive credit.</p>
11				<p>Describe and evaluate <b>one</b> theory of forgetting.</p> <p><i>1 AO1 mark for naming a theory (even if given in Source) or for a brief statement e.g., "memories fade", "memory gets overloaded"</i></p> <p><i>Or 2-3 AO1 marks for increasing detail</i></p>	<p><b>[4xAO1]</b> <b>[2xAO2]</b></p>	

Question	Syllabus Ref	Expected Answer	Mark	Rationale
		<p><b>Or 4 AO1 marks for a detailed and coherent response, including appropriate terminology</b>  <b>E.g. for trace decay may include limited duration, lack of rehearsal, fading of neural trace, unavailability</b>  <b>E.g., for displacement may include limited capacity, overload, new data pushing out old, unavailability</b>  <b>E.g., for cue dependent forgetting may include state, context, inaccessibility, tip-of-tongue phenomenon</b>  <b>E.g., for interference may include retroactive interference, proactive interference, distortion, schemas</b>  <b>E.g., for motivated forgetting may include repression, unconscious, traumatic experiences, inaccessibility.</b></p> <p><b>Plus 1 mark for each brief or basic evaluative point (which must apply to the theory described) e.g. “evidence lacks ecological validity”, “it ignores the idea that data may just be inaccessible”</b>  <b>Or 2 marks for a more detailed/sophisticated comment e.g. “if mainly traumatic experiences are repressed then why do we often remember the bad events in our life (1) as well as frequently forget the mundane? (1)”.</b></p>		<ul style="list-style-type: none"> <li>▪ If candidate muddles theory or describes more than one, then credit the best one.</li> </ul> <p>In these circumstances please annotate credited theory clearly.</p> <ul style="list-style-type: none"> <li>▪ If candidate offers a study rather than a theory then credit a maximum of 1 mark. However, if the description identifies any theoretical points (perhaps in conclusion) then can award additional AO1 marks.</li> <li>▪ Credit ‘amnesia’ as theory</li> <li>▪ If candidate describes ‘remembering’ rather than ‘forgetting’ e.g. use of cues/rehearsal then credit 1 mark maximum (as theory of forgetting implicit rather than explicit).</li> </ul> <p>However evaluation may still earn both AO2 marks if relevant.</p> <ul style="list-style-type: none"> <li>▪ NB it does not matter where description and evaluation points are placed in the answer, however do not credit more AO1 or AO2 marks than are available. It may be useful to use annotation at this point.</li> </ul>
			<b>Section total: [18 marks]</b>	

Question			Syllabus Ref	Expected Answer	Mark	Rationale
				<p><b>Section C Bio-Psychology</b></p> <p><b>Source C: Sex &amp; Gender</b></p> <p>A psychologist and her two assistants carried out a content analysis of teenage magazines. Five of the magazines were aimed at boys and five were aimed at girls. They wanted to measure the amount of sex typing the magazines showed. They used a standardised rating scale to do this. The findings showed many differences between the magazines. Girls' magazines emphasised the importance of appearance and relationships. Boys' magazines focused more on physical activity, as well as on jokes and humour.</p>		
<b>12</b>				<b>From the Source:</b>		
	<b>(a)</b>			<p>State the <i>method</i> used by the psychologist.</p> <p><b>1 mark for content analysis</b></p>	<b>[1xAO2]</b>	

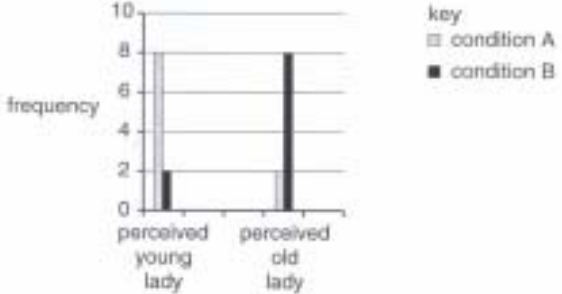
Question	Syllabus Ref	Expected Answer	Mark	Rationale
(b)		<p>Give <b>one</b> of the findings about girls' magazines.</p> <p><b>1 mark for either "they emphasised (the importance) of appearance" or "they emphasised (the importance) of relationships" or both statements. Also credit the general idea that there were differences between girls' and boys' magazines.</b></p>	[1xAO2]	If candidate only refers to 'appearance' or 'relationships' then still credit.
13		<p>Give <b>two</b> controls that the psychologist used in her research.</p> <p><b>1 mark for each answer from the following list: same number of boys' and girls' magazines, (standardised) rating scale, using two assistants, only teenage magazines.</b></p>	[2xAO2]	<ul style="list-style-type: none"> <li>▪ More general responses should be credited e.g. 'type of magazine' or 'number of magazines' as long as they indicate <u>understanding</u> of controls.</li> <li>▪ Candidates who identify same control twice, only 1 mark e.g. (a) '5 boys magazines' and (b) '5 girls magazines'.</li> <li>▪ Do not credit 'boys and girls magazines', as this is the IV and not a control.</li> </ul>
14		<p>Explain what is meant by the term 'sex typing'.</p> <p><b>1 mark for a brief or basic definition e.g. "sex typing is using gender stereotypes".</b>  <b>2 marks for a more detailed definition e.g. "sex typing is using gender stereotypes (1) to make assumptions about males' and females' behaviour (1)".</b></p>	[2xAO1]	<ul style="list-style-type: none"> <li>▪ Do not credit examples unless they illustrate understanding of the term e.g. 'giving girls dolls and boys cars' receives no credit, but '<u>expecting</u> girls to play with dolls' does receive credit.</li> <li>▪ Examiners might find it useful to look for explicit phrases e.g. making assumptions, treating differently, stereotyping when giving credit. Weaker phrases, such as 'putting boys and girls into different groups' are not to be creditworthy.</li> </ul>

Question	Syllabus Ref	Expected Answer	Mark	Rationale
15		<p data-bbox="555 272 1196 336">State whether the following statements are true or false.</p> <p data-bbox="555 376 1196 440">Give your answer by circling either TRUE or FALSE as shown below.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p data-bbox="689 512 777 539">TRUE</p> </div> <div style="text-align: center;"> <p data-bbox="920 512 1016 539">FALSE</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p data-bbox="689 683 777 710">TRUE</p> </div> <div style="text-align: center;">  <p data-bbox="913 683 1010 710">FALSE</p> </div> </div>	<b>[3xAO1]</b>	<ul style="list-style-type: none"> <li>▪ If candidate circles both true and false, no marks.</li> <li>▪ If candidate makes the effort to delete a circle (e.g. crossed through) then this counts as no response and therefore opposing response should be assessed if circled.</li> <li>▪ If candidate writes out answers, can still be credited.</li> </ul>
(a)		<p data-bbox="555 783 1196 847">“A person’s sex identity can be different from their gender identity”.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p data-bbox="689 919 777 946">TRUE</p> </div> <div style="text-align: center;"> <p data-bbox="920 919 1016 946">FALSE</p> </div> </div> <p data-bbox="958 986 1182 1013" style="text-align: right;"><b>1 mark for TRUE</b></p>		
(b)		<p data-bbox="555 1091 1196 1123">“Androgyny is one form of gender identity.”</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p data-bbox="689 1195 777 1222">TRUE</p> </div> <div style="text-align: center;"> <p data-bbox="920 1195 1016 1222">FALSE</p> </div> </div> <p data-bbox="958 1262 1182 1289" style="text-align: right;"><b>1 mark for TRUE</b></p>		


Question		Syllabus Ref	Expected Answer	Mark	Rationale
16			<p>From your study of psychology, describe cultural differences in gender role development.</p> <p><b><i>If a study is presented (e.g., Mead) then:</i></b>  <b><i>1 mark: The study is just discernible from the description or only one point is made about the study e.g., the method used, the sample used, one of the main findings</i></b></p> <p><b><i>2 marks: A brief or basic description of a study which shows some knowledge of methodology and/or findings</i></b></p> <p><b><i>3 marks: A more detailed description of a study which shows knowledge of how the study was conducted and its main finding(s)/conclusion.</i></b></p> <p><b><i>4 marks: A detailed, coherent and accurate description of a study which shows knowledge of how the study was conducted and its main finding(s)/conclusion.</i></b></p> <p><b><i>Alternatively credit relevant descriptions of cultural differences between or within societies. Full marks may be given for a detailed example or for a number of brief examples.</i></b></p>	<b>[4xAO1]</b>	<p>Please use following guidance when candidate <b>does not</b> present a study:</p> <p>Always award (1mark) when candidate makes reference to a culture e.g. 'society', community', 'working or middle class', sub-cultures, named countries, 'western culture', 'tribes', religions, etc.</p> <p>Award 1 mark for differing gender roles e.g. 'Men stay at home and women go hunting'. e.g. 'Men in one culture are dominant and women are submissive'.</p> <p>NB Examiners do not have to make judgements on accuracy if awarding 2 marks or less</p> <p>For 3 marks examiners need to be convinced of the accuracy of response, but it can be essentially anecdotal.</p> <p>For 4 marks examiners need to be convinced that description is supported by research even if it is not cited.</p> <p>NB Candidates can receive full credit for using one culture, including British cultures, but must make gender differences very clear. Therefore if candidate only describes the role of women in Saudi Arabia, for example, then no credit apart from 1 marks for identifying a culture.</p>

Question		Syllabus Ref	Expected Answer	Mark	Rationale
17	(a)		<p>Describe the role of biological factors in sex differences.</p> <p><b>1 mark for brief statement e.g. “the biological theory says males and females are born different” e.g. males and females are physically different.</b></p> <p><b>Or 2-3 marks for increasing detail</b></p> <p><b>Or 4 marks for a detailed and coherent response, including appropriate terminology</b></p> <p><b>E.g. nature/innate/instinctive/physiological, chromosomes/XX/XY, gonads/ovaries/testes, hormones/testosterone/oestrogen, brain organisation, etc.</b></p>	[4xAO1]	<ul style="list-style-type: none"> <li>▪ Be careful not to award full marks if features are just <i>listed</i>. This would receive a maximum of 3.</li> <li>▪ If candidate draws a table of sex differences this would not score more than 3 because some level of <i>description</i> required for 4 marks.</li> <li>▪ If candidate offers a study (e.g. Bruce/Brenda case study, Batista family) rather than theory then credit a maximum of 1 mark. However, if the description identifies any theory (e.g. effect of hormones, effect of chromosomes) then can award additional AO1 marks.</li> <li>▪ If candidate evaluates biological factors in part (a) they can be awarded to part (b) as exported marks. Please use annotation box to show this.</li> </ul>
	(b)		<p>Evaluate the role of biological factors in gender role development.</p> <p><b>1 mark for a brief or basic response e.g. “it ignores the effects of nurture”, “not all men and women behave in the same way”</b></p> <p><b>2 marks for a more elaborate or sophisticated response e.g. “it does not account for the effects of learning (1) as not all girls are raised to be feminine and can behave in masculine ways (1)”</b></p> <p><b>Or 2 marks for two brief points.</b></p>	[2xAO2]	<ul style="list-style-type: none"> <li>▪ If candidate continues to describe biological factors in part (b) they can be awarded marks which are exported to part (a). Please annotate to show this.</li> <li>▪ NB Do allow references to cross-cultural differences as an evaluation point even though credited in 16 too.</li> </ul>
<b>Section total: [18 marks]</b>					



Question	Syllabus Ref	Expected Answer	Mark	Rationale									
		<p><b>Section D Cognitive Psychology</b></p> <p><b>Source D: Perception</b></p> <p>A psychologist wanted to investigate the effects of expectations on perception. As his test stimulus he used an illusion. The illusion could be seen in one or two ways, either as a young lady or as an old lady.</p> <p>He divided his 20 participants into two conditions. There were 10 participants in each condition.</p> <p>In Condition A, he showed participants a series of pictures of young women's faces and then the illusion. They had to say what face they perceived first in the illusion: the old lady or the young lady.</p> <p>In Condition B, the other participants were tested in the same way but were shown a series of pictures of old women rather than young women.</p> <p>The following bar graph shows the results.</p>  <table border="1" data-bbox="593 1029 1153 1324"> <caption>Data from Bar Graph</caption> <thead> <tr> <th>Perceived</th> <th>Condition A</th> <th>Condition B</th> </tr> </thead> <tbody> <tr> <td>perceived young lady</td> <td>8</td> <td>2</td> </tr> <tr> <td>perceived old lady</td> <td>2</td> <td>8</td> </tr> </tbody> </table> <p>From this, the psychologist concluded that expectations do affect perception.</p>	Perceived	Condition A	Condition B	perceived young lady	8	2	perceived old lady	2	8		
Perceived	Condition A	Condition B											
perceived young lady	8	2											
perceived old lady	2	8											

Question	Syllabus Ref	Expected Answer	Mark	Rationale
18		From the Source,		
(a)		Identify what the psychologist used as his test stimulus.  <b>1 mark for illusion.</b>	[1xAO2]	Allow 'Old lady / Young lady picture' or similar response.
(b)		Give the number of the participants in Condition A, who perceived the old lady in the illusion.  <b>1 mark for 2 or two.</b>	[1 AO2]	
19		The psychologist in the Source used an independent groups design. Outline <b>one</b> disadvantage of using an <i>independent groups design</i> .  <b>1 mark for a brief or basic response e.g. "you need more participants", "you are comparing different people".</b> <b>Or 2 marks for a more elaborate or sophisticated response e.g. "the researcher needs to find more participants (1) than he would if he used repeated measures (1)", "because of participant variables (1), the differences between conditions could be due to individual differences (1)".</b>	[2xAO2]	<ul style="list-style-type: none"> <li>▪ If candidate <i>describes</i> independent groups e.g. 'two sets of different people', then credit can credit 1 mark for demonstrating some understanding of the term.</li> <li>▪ Do <i>not</i> credit reference to conformity (irrelevant)</li> <li>▪ Do <i>not</i> credit reference to sampling problems.</li> <li>▪ Do <i>not</i> credit references to participants being treated as individuals as this is inaccurate.</li> </ul>

Question	Syllabus Ref	Expected Answer	Mark	Rationale
20		<p data-bbox="555 276 931 308">Look at the following picture.</p>  <p data-bbox="555 882 1144 914">Describe <b>two</b> depth cues used in this picture.</p> <p data-bbox="555 954 1173 1423"><b>1 mark for any two cues identified from the following list: linear perspective/converging lines, superimposition/overlapping, relative size, height in plane, texture gradient. Plus 1 mark for each cue that is then explained in the context of the picture E.g. "linear perspective (1) where the sides of the road appear to come together as they go into the distance (1)" NB can award marks for explaining depth cues even if they are not identified or are incorrectly identified. E.g. parallel lines(1 mark) converge into the distance (1 mark)</b></p>	<p data-bbox="1227 882 1335 914"><b>[2xAO1]</b></p> <p data-bbox="1227 922 1335 954"><b>[2xAO2]</b></p>	<ul style="list-style-type: none"> <li data-bbox="1350 276 2063 411">▪ Do <i>not</i> credit simple references to the picture e.g. 'the road', 'the trees', etc But do credit the 'road narrows', 'the trees overlap' (1 mark in each case).</li> <li data-bbox="1350 443 2063 507">▪ Please ensure the same depth cue is not credited twice.</li> <li data-bbox="1350 547 2063 611">▪ Allow 'monocular depth cues' but be aware that this would overlap with other depth cues.</li> <li data-bbox="1350 651 2063 818">▪ When identifying depth cues, can credit 'linear' alone or with another term e.g. 'linear perception'. Can credit 'texture' or 'gradient' alone. However all other terms need to be in full e.g. 'relative size' not just 'size'.</li> </ul>

Question	Syllabus Ref	Expected Answer	Mark	Rationale
		<p><i>Alternatively full marks can be given for a general description of one of the above cues</i>  <i>E.g. "relative size (1) shows depth because if two objects are the same size, one that is further will appear to be smaller (1)"</i>  <i>E.g. "height in plane (1) because the more distant an object then the higher up it will appear in a picture or scene (1)"</i></p>		
21		<p>(6 marks are available for the Quality of Written Communication in this question).</p> <p>Describe and evaluate research into the role of nature <b>and</b> nurture in perception.</p> <p><b>Research is likely to include infant studies (mainly in support of nature), deprivation studies (in support of nature and/or nurture), cross-cultural studies and readjustment studies (mainly in support of nurture).</b></p> <p><b>1-3 AO1 marks: A basic description of relevant research, demonstrating a weak understanding of key details/ideas. There is little focus on the concepts of nature and nurture, and description mainly centres on methodology.</b></p>	<p><b>[8xAO1]</b> <b>[4xAO2]</b></p>	<ul style="list-style-type: none"> <li>▪ Cannot award more than 8 x AO1 marks however good the description is.</li> <li>▪ Cannot award more than 4 x AO2 marks however good the evaluative commentary is.</li> <li>▪ Candidates do not have to use the terms 'nature' and 'nurture', alternatives are appropriate: experience v instinct, learning v biology, etc.</li> <li>▪ If candidate makes reference to the nature/nurture debate (without referring to studies) then this can earn up to a maximum of 2 x AO1 marks. Any <i>research</i> thereafter could earn additional marks.</li> <li>▪ Common examples of studies;          Infant studies; Gibson and Walk, Bower, Fantz.          Deprivation: Von Senden, Hubel and Wiesel, Gregory and Wallace's case study of SB.          Cross-cultural: Hudson, Seagall.          Readjustment: Stratton, Kohler.</li> </ul>

					<ul style="list-style-type: none"> <li>▪ Rule of Thumb: each feature of a study gains a mark e.g. sample, method, procedure, aim, findings, etc However will need some description for AO1 top band (7-8)</li> <li>▪ An answer can only be awarded top band AO1 (7-8) if there is accurate description of findings/conclusions. In other words do not give 7 or 8 AO1 marks to candidates who only describe the procedure/design of studies.</li> <li>▪ Can credit pictures/sketches (1 x AO1 each) where there offer something additional to a description of a study e.g. sketch of Hudson’s ‘hunting’ picture, drawing of Gibson &amp; Walk’s visual cliff, the Muller-Lyer illusion used by Seagall.</li> <li>▪ Evaluation of studies can include ethics as well as methodological problems.</li> <li>▪ The same evaluation point can be credited twice if it applies to a different study e.g. lack of ecological validity for different experiments.</li> <li>▪ Do <i>not</i> credit nature/nurture debate described in context of other topic areas e.g. Gender, Phobias etc.</li> <li>▪ Do <i>not</i> credit studies about perception generally e.g. cognitive development research, conformity studies, etc.</li> <li>▪ Only credit studies into <i>visual</i> perception.</li> </ul>

Question	Syllabus Ref	Expected Answer	Mark	Rationale
		<p><b>4-6 AO1 marks: An adequate description of relevant research, demonstrating a sound understanding of key details/ideas. There is reasonable focus on the concepts of nature and nurture and therefore should be some reference to findings/conclusions as well as methodology.</b></p> <p><b>7-8 AO1 marks: A good description of relevant research, demonstrating a high level of understanding of key details/ideas. There is a clear focus on the concepts of nature and nurture and therefore accurate description of findings/conclusions. NB it is possible to award the full 8 marks for describing <u>one</u> study, but it would have to be related to both nature <u>and</u> nurture.</b></p> <p><b>1-2 AO2 marks for each brief or simple criticism</b>  <b>E.g. “infants are unable to tell you what they can perceive (1) so researchers have to infer what behaviour shows (1)”.</b>  <b>E.g. “because of language barriers in cross-cultural research (1), participants may not be able to clearly express what they can really perceive”.</b></p>		

Question	Syllabus Ref	Expected Answer	Mark	Rationale
		<p><i>Or 3-4 AO2 marks for an increasingly detailed/sophisticated criticism e.g. "In Gibson &amp; Walk's study the infants were already six months old (1) and, in this time, they could have learnt about depth by exploring their environment (1). Indeed, by measuring heart rate, Campos et al showed that 6 month old infants react differently to the visual cliff compared to 2 month old infants (1). However, even 2 month old babies recognise the drop as their heart rates slowed down indicating some degree of innate perception (1)."</i></p> <p><i>Or a combination of both</i></p> <p><i><u>NB if research only focuses on nature or nurture then credit a maximum of 10 marks out of 12. However, if studies only focus on one side of the debate but the evaluative commentary considers both sides then the response can access the full 12 marks.</u></i></p>		

Question			Syllabus Ref	Expected Answer	Mark	Rationale
				<p><b>Plus 1-6 marks for quality of written communication, as follows:</b></p> <p><b>0 marks: no use of psychological terminology and very low literacy levels.</b></p> <p><b>1-2 marks: minimal use of psychological terminology and poor level of literacy.</b></p> <p><b>3-4 marks: appropriate use of psychological terminology and imperfect level of literacy.</b></p> <p><b>5-6 marks: sophisticated use of psychological terminology and virtually perfect level of literacy.</b></p>		<p>Even if content of essay scores no marks (0), in theory, Written communication can be still awarded up to the full 6 marks but there must be psychological content to score. This may happen where the candidate has written the 'wrong' essay but written it very well!</p>
				<b>Section total: [26 marks]</b>		



# Grade Thresholds

General Certificate of Secondary Education  
Psychology (Specification Code 1989)  
June 2008 Examination Series

## Component Threshold Marks

Component	Max Mark	A*	A	B	C	D	E	F	G
1	80	-	-	-	43	36	29	23	17
2	80	-	-	-	41	35	29	24	19
3	80	-	66	58	50	38	-	-	-
4	80	-	61	52	43	32	-	-	-
5	40	-	34	28	23	19	15	12	9

## Specification Options

### Foundation Tier

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	-	-	-	106	90	73	59	45
Percentage in Grade	-	-	-	-	22.9	19.6	10	3.9	0.6
Cumulative Percentage in Grade	-	-	-	-	43.0	65.9	85.5	95.5	99.4

The total entry for the examination was

### Higher Tier

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	175	156	136	116	89	75	-	-
Percentage in Grade	-	3.8	17.4	26.4	25.7	20.8	4.6	-	-
Cumulative Percentage in Grade	-	3.8	21.2	47.6	73.3	94.1	98.7	-	-

The total entry for the examination was

### Overall

	A*	A	B	C	D	E	F	G
Percentage in Grade	2.2	10.3	15.5	32.8	21.6	10.9	4.1	1.6
Cumulative Percentage in Grade	2.2	12.5	28.0	60.8	82.4	93.3	97.4	99.0

The total entry for the examination was

Statistics are correct at the time of publication.

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