

Psychology

General Certificate of Secondary Education

Unit **B542**: Studies and Applications in Psychology 2

Mark Scheme for June 2013

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

Annotation	Meaning
	Correct response
	Incorrect response
	Unclear/needs explanation
	Banded down
	Benefit of doubt
	No benefit of doubt
EXP	Credited in another part of the response
	Irrelevant
E	Evaluation
	Knowledge and understanding
	Vague
/	Separate part of response
	Something missing from response

Question		Answer	Marks	Guidance	
1	(a)	1 mark for ticking (i) an adoption study	1	If more than one box ticked then zero marks.	1 x AO1
	(b)	1 mark for ticking (i) criminal records	1	If more than one box ticked then zero marks.	1 x AO1
	(c)	1 mark for ticking (i) Danish	1	If more than one box ticked then zero marks.	1 x AO1
	(d)	1 mark for (ii) biological parents	1	If more than one box ticked then zero marks.	1 x AO1

Question		Answer	Marks	Guidance	
2	(a)	1 mark for any reasonable example e.g. parent or other family member, media personality/character, peer, etc	1	Essentially give credit for the candidate recognising that a role model has to be a person (or a representation of one i.e. symbolic model) If a symbolic model is chosen then it must be clear that they are observed and/or 'looked up to' e.g. cool, respected. Please do not credit socially incongruent role models e.g. priest, teacher. Please do not credit a definition of a role model – an example is what we are looking for.	1 x AO2
	(b)	1 mark for identifying a way in which a criminal act may be generally reinforced e.g. attention, respect. Also accept lack of punishment e.g. getting away with it. If the reinforcer/reward is more specific then it must be related to a more specific (and relevant crime) to earn the mark e.g. a mugger may get away with someone's handbag, a bank robber is rewarded with money, a shoplifter gets sweets, etc	1	NB It is NOT necessary for the candidate to get across the idea that someone else is being reinforced since only 1 mark is on offer. Do not give credit to broad examples alone i.e. getting a reward, not being punished – needs to be more specific.	1 x AO2

Question		Answer	Marks	Guidance	
3	(a)	1 mark for any reasonable suggestion e.g. crooked nose, strong jaw, large ears, fleshy lips, etc	1	Be careful to only award facial features eg not reference to (facial) hair. If more than one answer is offered then award zero unless the answers <i>do not</i> contradict each other.	1 x AO1
	(b)	1 mark for a brief or basic response e.g. 'it means there is a gene for criminal behaviour', 'it suggests people are born criminals' 2 marks for a more developed and detailed response e.g. 'it means that there is a gene for criminal behaviour (1) which is inherited from parents (1)', 'people inherit a predisposition to commit crime (1) which is passed on from criminal parents (1)'	2	NB Do not credit the idea that criminal behaviour is instinctive (evolutionary). Do credit responses which illustrate the idea through example. Rule of thumb: 1 mark for reference to genes/DNA 1 mark for this being inherited/passed through family/parents/	2 x AO1

Question	Answer	Marks	Guidance
(c)	<p>1 mark for a brief or basic response e.g. 'brain damage can lead to criminal behaviour', 'the limbic system has been associated with crime'</p> <p>2 marks for a more developed and detailed response e.g. 'the idea that the brain is not working properly (1) so that the criminal is unable to think rationally about their crimes (1)', 'criminals who commit violent sexual crimes (1) may have damage to the limbic system (1)'</p> <p>3 marks for a highly developed and sophisticated response e.g. 'the limbic system (1) is a part of the brain which controls sexual and aggressive urges (1) so when this is not functioning as it should it means that an individual is no longer able to easily monitor these urges leading to crimes such as rape (1)', 'damage to corpus callosum is associated with crime (1) because when working effectively it allows the rational and spontaneous sides of the brain to communicate with each other (1) but when not it means that a person acts less rationally which may lead to 'spur of the moment' crimes like mugging (1)'</p>	3	<p>NB It is possible to award full marks to a response that focuses on just one part of the brain.</p> <p>Only award full marks where the candidate makes a reference to a specific crime (related to a part of parts of the brain they have decided to include in their answer. This only needs to happen once if more than one part of brain covered.)</p> <p>If a candidate covers a number of relevant parts of the brain only award full marks if there is some level of description/explanation (as opposed to a list).</p> <p>Do not credit phrases such as 'not functioning' or 'malfunctioning' alone as too similar to dysfunction. However, a phrase like 'not working properly' or 'operating differently from normal' is creditworthy.</p> <p>Do not credit the simplistic idea that the brain has shut down/stopped working.</p> <p>Rule of thumb: 1 mark for a part of the brain associated with criminal behaviour 1 mark for its normal function/abnormal functioning 1 mark for how its malfunction can explain a particular type of crime</p>

Question	Answer	Marks	Guidance
4	<p>1 mark for each brief, relevant evaluative comment or up to 3 marks for one elaborated evaluative comment, or a combination of both.</p> <p>Evaluation points may focus on;</p> <ul style="list-style-type: none"> • ignores evidence for crime being learnt • does not explain success of penal system • possibly explains high re-offending rates • unlikely to be one gene that accounts for range of crime • crime is a social construct so how can it be biological? • brain dysfunction better at explaining spontaneous crimes • limited evidence for criminals having distinct facial features • many criminals have normally functioning brains 	3	<p>Evidence can be used but should be used analytically rather than merely described.</p> <p>If candidate makes the point about 'not all criminals have certain facial features' <i>and</i> 'not all criminals have brain dysfunction' then counts as one as bases of points very similar. Apply same rule when candidate says 'some law abiding have criminal faces' etc. However, if the candidate expresses each point either way then they can earn both marks e.g. 'not all criminals have certain facial features' and 'some law abiding people have brain dysfunction in named areas'.</p> <p>Be careful not to credit a criticism that simply says the theory ignores other theories (whether a general point or naming theories). Candidate needs to explain how other theories are ignored e.g. ignores imitation of crime (as opposed to ignores SLT).</p> <p>NB Evaluation points can be positive as well as negative.</p>

Question	Answer	Marks	Guidance
5	<p>1 mark for each constancy correctly named from colour (or light), and shape (and placed in table).</p> <p>Plus 1 mark for an appropriate example (in table) which illustrates that constancy.</p> <p>E.g. colour constancy: we know that a white jacket is still the same colour under a blue strobe light although appears to have changed colour</p> <p>shape constancy: even though a door appears to change shape as it opens it is still recognised as a rectangle</p> <p>The ingredients to look for an illustration are: an object (or colour/shape) which is named, the reason for change, the apparent change, and knowledge of shape/colour remaining constant.</p>	2 x 2	<p>It is possible to credit an illustration (as in written example) without the constancy being named (or if it is misnamed) as long as it is clear which constancy is being illustrated.</p> <p>If name of constancy and illustration do not match then credit a maximum of 1 (out of 2) marks for that row on the table.</p> <p>If more than one answer is offered for each constancy then award zero unless the answers <i>do not</i> contradict each other e.g. light/colour.</p>

Question	Answer	Marks	Guidance	
6	<p>For each depth cue offered; 1 mark for identifying the cue, either by name (i.e. superimposition, height in plane, relative size) or by description.</p> <p>Plus 1 mark for applying it to the stimulus e.g. 'superimposition (1) where the hills nearer to us overlap the hills which are further away (1)' e.g. 'relative size (1) – we know the elephant is in the distance because it appears to be smaller than the man (1)' e.g. 'the tree is close to the horizon which tell us it is further away (1) than the gazelle which is lower down in the picture (1)'</p>	2x2	<p>Do not credit both marks unless answer is clearly applied to the picture.</p> <p>Do mark response as a whole meaning relevant information may be linked across the two parts of the question.</p> <p>Be careful not to fully credit where depth cues and descriptions do not match.</p> <p>Be careful not to double credit descriptions/ examples which apply to the same depth cue.</p> <p>If the candidate does not name or mislabels the depth cue, the response can go on to earn two marks as long as a description is clearly discernible and distinct from the point of application e.g. if the references to the picture were omitted there would still be a comprehensible description of the cue.</p> <p>Do be flexible about how gazelle is identified – accepting deer, antelope, reindeer, goat and even a dog with horns if necessary! (as we are not testing their knowledge of species).</p> <p>Application to picture <i>must</i> refer to distance in some way and this does NOT include use of front/at back/foreground/etc.</p>	4 x AO2

Question	Answer	Marks	Guidance	
7	<p>2 marks for each distinction made e.g. expectations vs data driven, immediate perception vs interpretation, experience vs instinct, etc</p> <p>For each distinction; 1 mark for a statement about the top-down or bottom-up processing and then a further mark for a statement which shows an explicit distinction with reference to the other type of processing. 'top-down processing relies on experience with the environment (1) whereas bottom-up processing is instinctive (1)', 'the brain dominates perception according to top-down processing (1) but bottom-up processing suggests that it is the eyes that dominate what we perceive while the brain merely integrates this information (1)'</p> <p>1 mark only for an implied distinction e.g. 'bottom-up processing uses information from the environment more', 'top-down processing relies on past experience but bottom-up processing does not'</p>	2x2	<p>Be careful not to credit a distinction that overlaps with another.</p> <p>If the distinction is correct but attributed to the wrong type of processing then maximum 1 mark (where it is explicit). Therefore if distinction is implicit and wrongly attributed to a type of processing/process not named then zero marks.</p> <p>Do mark the response holistically, so a difference may be identifiable across the two parts of the answer, or there may even be two distinctions within what seems to be one response. However, if candidate deals with two features of one type of processing and then two features of another type so that the examiner has to make the links for them then do not award full marks. Limit to 3.</p> <p>Please do not credit responses which simply link the processes to the relevant theories (constructivist/nativist) but it is acceptable to suggest that top down processing is an acquired skill whereas bottom up processing is instinctive (or similar).</p> <p>Be careful how 'experience' is credited i.e. use of past experience and use of expectations count as same point unless experience is clearly related to developing perceptual skills.</p> <p>Do not credit a feature which actually applies to both types of processing e.g. data comes from environment, the eyes/senses are used, the brain is responsible for perception, etc.</p>	<p>1 x AO1 1 x AO2 1 x AO1 1 x AO2</p>

Question	Answer	Marks	Guidance
8	<p>1 mark for a brief or basic response which may be general e.g. 'it's been used to exploit people's motivation' or a specific technique e.g. ' through subliminal advertising' or an example e.g. 'fish fingers may be branded as budget so people perceive them as being value for money'</p> <p>2 marks for a more developed and detailed response e.g. 'subliminal advertising (1) has been used to subconsciously persuade people that they need a particular product or service (1)', 'advertisers may use a sexy celebrity to sell a car so that the audience makes an association (1) and then expects the car to make them feel or appear sexy themselves (1)'</p> <p>3 marks for a highly developed and sophisticated response e.g. 'Advertisers may convince an audience to purchase a particular pie by advertising it just before meal times (1) when people are motivated by hunger and more likely to perceive the pie favourably (1). In addition, by showing a pie on a small plate they can manipulate context to make it appear bigger (1)'</p>	3	<p>It is possible to credit a number of examples/techniques but there needs to be some level of explanation to award full marks i.e. not just a list of ideas.</p> <p>For full marks there needs to be some evidence of psychological content e.g. by linking to a research finding or psychological concepts.</p> <p>For subliminal advertising the rule of thumb is: Up to 2 marks for any two of these three: naming technique, speed of exposure to stimulus, target sub or unconscious. 3rd mark for outcome e.g. changing behaviour through motivation.</p> <p>For 'advertising to brain', rule of thumb is:</p> <ul style="list-style-type: none"> • 1 mark for presenting text on right • 1 mark for presenting emotional content on left • 1 mark for explaining how each side of brain is better equipped to deal with certain types of info. <p>NB The focus needs to be on the perception of products not the retention.</p> <p>NB The goal of all adverts is to promote sales so this is not enough for an explanation (and isn't very psychological anyway).</p>

Question		Answer	Marks	Guidance	
9	(a)	1 mark for '(it is like) she does not know how others see things'	1	If more than one answer is offered then award zero unless the answers <i>do not</i> contradict each other.	1 x AO2
	(b)	1 mark for pre-operational	1	Allow 'pre-operation' but not 'pre' by itself.	1 x AO2
	(c)	1 mark for Alex	1		1 x AO2

Question		Answer	Marks	Guidance	
10	(a)	1 mark for reference to fixed order, set sequence, cannot skip forward/go back, etc	1	<p>Do not credit statements such as 'does not vary/change' alone. They have to focus on what the order of stages <i>is</i>, not what it <i>is not</i>.</p> <p>Do credit ideas such as 'same order' or 'correct order' as long as coupled with 'always' or 'every time' or similar.</p> <p>It is acceptable to credit the idea of stages being age-related as this implies invariance.</p>	1 x AO1
	(b)	1 mark for reference to global/same all over the world/true of all cultures or similar phrase.	1	It is not enough to just refer to 'all children' or 'everyone' or similar. Award no marks in these cases.	1 x AO1

Question	Answer	Marks	Guidance
11	<p>Candidates are likely to describe Piaget's experiment into the conservation of number as detailed below but do credit other experiments investigating conservation of other properties e.g. volume (using different shaped beakers with same volume of water), mass (by changing shape of plasticine balls), length (by straightening string), etc.</p> <p>Credit 1 mark for each relevant feature of the study e.g. variable (manipulation of rows of counters), procedure (question asked), details of sample (different aged children), findings (children over 7 tended to understand a more stretched row still has the same number of counters).</p> <p>To award full marks both procedure and findings need to be covered, but this does not have to be a balanced coverage.</p>	4	<p>If aim and conclusion are similarly worded then only give credit to one to avoid double crediting.</p> <p>Reference to counters/water/etc. alone would not gain credit; this would be gained with reference to the set up and transformation in addition to the counters.</p> <p>Do not credit 'children' as sample, credit would only be given if answer details 'different aged children' or 'children of different stages' or an appropriate age range (e.g. 4 to 7 years).</p> <p>Credit for findings can be given if only one group of children is referred to, as long as their age/stage is detailed.</p> <p>Credit 1 mark max for a diagram that clearly illustrates the set-up, but not if mark has already been awarded for set-up.</p> <p>Do not credit studies which follow Piaget's (e.g. Rose & Blank) nor other types of research carried out by Piaget (e.g. three mountains experiment into egocentrism).</p>
12	<p>1 mark for ticking the 1st box 1 mark for ticking the 3rd box</p>	2	<p>For each additional box ticked beyond the two required, subtract 1 mark.</p>

Question	Answer	Marks	Guidance
13	1 mark for each brief but relevant criticism e.g. culturally biased/stages not necessarily universal, stages too rigid/ignores individual differences, underestimated the influence of others on development, not all people reach the final stage, focus on logical thinking over creative thinking, etc	2	<p>Do not credit criticisms which are essentially descriptive e.g. 'Piaget believed children were scientists', 'Vygotsky believed children were apprentices', 'Piaget believed in universal stages'</p> <p>Be careful to only credit criticisms of the Piaget's theory and not of his research. However, if research is criticised in terms of its impact on the theory then this may be creditworthy.</p> <p>Do not credit criticisms that overlap e.g. 'stages too rigid' and 'ignores individual differences'</p> <p>Only credit statements 'stages are not universal' and 'stages are not invariant/fixed' as one mark in total as too much overlap. However, if candidate elaborates to make them more distinct e.g. cultural bias vs ignoring individual differences then 2 marks can be awarded.</p> <p>Do not credit the idea that children may skip stages as a criticism as there is little evidence for this.</p> <p>Please mark this question holistically, looking across both parts for the two criticisms.</p>

Question		Answer	Marks	Guidance	
14		1 mark for knowing that ZPD is the difference between where a child is now cognitively/mentally/academically/etc and where they could be potentially. Plus 1 further mark for recognising the potential can be reached with the support of others/through scaffolding/etc. However, second mark can only be awarded with the first.	2	If the response is generic and does not have a clear enough reference to the cognitive aspects of ZPD then one mark can still be awarded for the overall answer but it will need a reference to support of others still. If a response has the required elements i.e. definition of now and future potential, focus on cognition and reference to others but is muddled it is possible to limit to 1 mark.	2 x AO1
15	(a)	1 mark for any feasible reason e.g. depression, eating disorder, low self-esteem, needing careers advice, relationship problems, etc.	1	Do credit more specific reasons where relevant e.g. 'because parent has died' If more than one answer is offered then award zero unless the answers <i>do not</i> contradict each other.	1 x AO2
	(b)	1 mark for any relevant feature (not including 'listening' or similar) e.g. (being) non-directive, (showing) empathy, (giving) unconditional positive regard, genuineness, reflecting clients' thoughts, etc.	1	Be careful not to credit features which are relevant but too generic i.e. apply to most or all therapies e.g. talking through issues. If more than one answer is offered then award zero unless the answers <i>do not</i> contradict each other.	1 x AO2
16	(a)	1 mark for identifying 'false'	1	If both options identified then no marks.	1 x AO1
	(b)	1 mark for identifying 'true'	1	If both options identified then no marks.	1 x AO1
	(c)	1 mark for identifying 'false'	1	If both options identified then no marks.	1 x AO1
	(d)	1 mark for identifying 'false'	1	If both options identified then no marks.	1 x AO1

Question	Answer	Marks	Guidance	
17	<p>1 mark for a brief or basic limitation e.g. 'children may not tell the truth', 'age biased', 'only cats and dogs counted as pets'</p> <p>2 marks for a more developed and detailed limitation e.g. 'the sample largely consisted of white children so can be accused of cultural bias (1) and cannot be generalised to other ethnic groups reliably', 'issues to do with self-esteem are too complex to be measured using rating scales (1) so findings lacked construct validity (1)'</p> <p>3 marks for a highly developed and sophisticated limitation e.g. 'the study only counted certain types of pets therefore biasing findings (1) which makes the results unreliable (1) as they do not represent the effects of all pets on self-esteem (1)', 'self-report relies on participants having insight into their feelings (1) which may be particularly difficult for pre-adolescents who may not understand themselves that well (1) thus leading to invalid findings (1)'</p>	3	<p>When marking this response, look for the broadest limitation that the candidate offers so that distinct examples may be credited as part of the same general limitation e.g. unrepresentative sample could cover both age bias and cultural bias for 3 marks.</p> <p>Please only credit statements which are evaluative (as opposed to descriptive).</p>	3 x AO3

Question	Answer	Marks	Guidance
18	<p>Likely theories are humanistic theory or trait theory as reflected in the examples below but do credit other feasible theories that relate to the development of self e.g. psychodynamic.</p> <p>For Humanistic: AO1 marks for concepts such focus on individual, role of free will, self-concept/ideal self/self-esteem, the drive to self-actualise, unconditional positive regard, etc</p> <p>AO2 marks for evaluative comments such as theory is generally unscientific or more specific comments about lack of generalisability, subjectivity of theory, lack of reliable evidence. Also credit ignoring genetic factors, over-estimating potential for change, etc.</p> <p>NB The Humanistic theory can encompass both Rogers' and Maslow's ideas, or either can be presented as a theory alone.</p> <p>For Trait: AO1 marks for concepts such as relatively fixed traits/personality, people can be categorised, traits are universal, traits largely innate, extraversion/neuroticism (if Eysenck specifically).</p> <p>AO2 marks for evaluative comments such as ignoring individual/over-generalising, scientific/too scientific, pessimistic about change, etc</p>	6	<p>2 AO2 marks can be awarded for one well developed evaluative point.</p> <p>If the theory is misnamed or not named the full range of marks can still be awarded.</p> <p>For Humanistic., it is acceptable to credit the following evaluation points:</p> <ul style="list-style-type: none"> • focuses too much on individual (nomothetic/idiographic debate) • focuses too much on free will (determinism/free will debate) • focuses too much on whole person (holism/reductionism debate) <p>However, do not credit all points on this basis e.g. focuses too much on self, UPR, etc</p> <p>Be careful not to credit a criticism that simply says the theory ignores other theories (whether a general point or naming theories). Candidate needs to explain how other theories are ignored.</p> <p>4 x AO1 2 x AO2</p> <p>5–6 marks: There is an explanation of at least two key concepts. This should be done with accuracy and clarity. Evaluation should be present but can be brief as long as clear. Quality of written communication is at least good, and uses psychological terms. The spelling, punctuation and grammar is largely accurate. Meaning is communicated clearly.</p> <p>3–4 marks: There is an explanation of at least one key concept (in the absence of evaluation). This should be done with some accuracy. Evaluation may be present but can be simple and/or brief. Quality of written communication is at least satisfactory, using some psychological terms. There are few errors in spelling, punctuation and grammar. Meaning is communicated.</p> <p>1–2 marks: There is a brief reference to one or more concepts. Explanation may be more common sense than technical. Evaluation may be present but will be simple and/or brief.</p>

Question			Answer	Marks	Guidance	
						<p>Quality of written communication can be basic, using few if any psychological terms. There can be some errors in spelling, punctuation and grammar.</p> <p>0 marks: No or irrelevant response.</p>
19	(a)		1 mark for 'winking' or 'wiggling bottoms'	1	If more than one answer is offered then award zero unless the answers <i>do not</i> contradict each other.	1 x AO2
	(b)		1 mark for 'glaring' or 'clenching fists'	1	If more than one answer is offered then award zero unless the answers <i>do not</i> contradict each other.	1 x AO2

Question	Answer	Marks	Guidance
<p>20</p>	<p>1 mark for each correctly matched pair of boxes as shown below;</p> <div style="display: flex; flex-direction: column; align-items: center; gap: 10px;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">observation</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">imitation</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">reinforcement</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">punishment</div> </div> <div style="display: flex; flex-direction: column; align-items: center; gap: 10px; margin-top: 20px;"> <div style="border: 1px solid black; padding: 5px; width: 80%;">Children are less likely to use a rude gesture again if they are told off for it.</div> <div style="border: 1px solid black; padding: 5px; width: 80%;">From the day they are born, babies see lots of different facial expressions.</div> <div style="border: 1px solid black; padding: 5px; width: 80%;">If an individual's smile is returned by another person smiling, then the individual is more likely to smile again.</div> <div style="border: 1px solid black; padding: 5px; width: 80%;">When a person uses eye contact regardless of what other people around them do.</div> <div style="border: 1px solid black; padding: 5px; width: 80%;">Teenagers are likely to copy the kind of body language that they see their idols using.</div> </div>	<p>4</p>	<p>For each additional line drawn beyond the four required subtract 1 mark</p> <p>4 x AO2</p>

Question	Answer	Marks	Guidance
21	<p>1 mark for each brief, relevant evaluative comment, or up to 4 marks for one elaborated evaluative comment or a combination of both.</p> <p>Evaluation points may focus on the success/failure of social skills training in NVC, persistence of punished behaviours, the origin of expressions/gestures if learnt, ignoring the role of instinct/evolution, people with the same role models displaying distinctly different NVC, problems explaining universal NVC, support from cross-cultural variations in NVC, etc</p>	4	<p>For full marks to be awarded the evaluation must partially focus on NVC. A response that is a generic evaluation of SLT will be limited to 3 marks.</p> <p>4 x AO2</p>
22	<p>Yuki <i>et al</i>'s experiment into the interpretation of facial expressions is the most likely response but do credit other relevant research such as Ekman's study into universal facial expressions.</p> <p>Assuming Yuki <i>et al</i>:</p> <p>AO1 marks for reference to features of the study, such as: the aim, features of the sample, details of emoticons, controls used (e.g. same facial expressions), measures (how faces rated), results (specific or general), conclusion.</p> <p>AO3 marks for valid evaluation points such as: artificiality of setting, limitations of using emoticons, bias in sampling, lack of construct validity in measurement of dependent variable.</p>	10	<p>1 x AO3 mark should be awarded for each distinct evaluative point but a well-developed point could earn 2 or more AO3 marks as long as it is in the context of the study.</p> <p>For Yuki;</p> <ul style="list-style-type: none"> • Do not credit cultural bias as a valid evaluation point. • Do not credit demand characteristics as a valid evaluation point. • If candidates present findings as a graph then this is creditworthy and can be worth up to 2 marks if both detailed and accurate (including labelling). • It is acceptable to credit a description of the study which includes the use of real photographs as well as or instead of the emoticons. <p>5 x AO1 5 x AO3</p> <p>8–10 marks: There is a description of the main features of the study which includes procedure and findings. This is done with accuracy and clarity. Evaluation offers breadth and/or depth, and points are coherent and relevant. Quality of written communication is at least good, and uses psychological terms. The spelling punctuation and grammar is largely accurate. Meaning is communicated clearly.</p>

Question	Answer	Marks	Guidance
			<ul style="list-style-type: none"> • Two features of sample are needed to credit this particular feature e.g. Japanese, American, students. • Aim should be relatively specific (ref to facial features and cross-cultural) • Conclusion only gets credit if worded differently from aim. • On findings, do not credit results for Japanese and American as separate marks. If there is muddling or lack of clarity this can be used when making a judgement on the banding. <p>If a candidate appears to describe a study viewed online, on TV, etc then this can receive credit using the criteria given but it is unlikely to score beyond the middle band unless described as a more academic study. These are likely to be pieces of research on cultural variations in NVC.</p> <p>Studies investigating social skills training are creditworthy as long as the aim or conclusion makes a clear reference to non-verbal communication.</p> <p>4–7 marks: There is a description of one or more key features of the study. This is done with some accuracy. There must be an attempt to evaluate to score above 5 marks. Evaluation points may be brief but should be relevant. Quality of written communication should be at least satisfactory, using some psychological terms. There are few errors in spelling, punctuation and grammar. Meaning is communicated.</p> <p>1–3 marks: There is a brief reference to one or more key features of the study. Key features may be described in simplistic ways. There may be some attempt at evaluation but it will be weak. Quality of written communication can be basic, using few if any psychological terms. There can be some errors in spelling, punctuation and grammar.</p> <p>0 marks: No or irrelevant response.</p>

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