



GCSE MARKING SCHEME

PSYCHOLOGY

SUMMER 2014

INTRODUCTION

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

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

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

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UNIT 1 - SOCIAL, BIOLOGICAL AND DEVELOPMENTAL PSYCHOLOGY

Summer 2014 Mark Scheme

Unit 1

Question	AO1	AO2	AO3	TOTAL
1	9	0	4	13
2	5	2	4	11
3	0	8	6	14
4	5	2	6	13
5	5	4	4	13
6	0	4	4	8
7	0	4	4	8
Total	24	24	32	80

Question	AO1	AO2	AO3	TOTAL
1	9	0	4	13

Question	Answer	Marks
1. (a)	Social roles, participants, guards, prisoners 1 mark for each correct response	4 (A01)
(b)	Key aspects include: Instructions, sample, use of the cards, use of confederates, critical trials. 5 marks Description shows range and depth, though not necessarily in equal measure. Answer is well organised and covers key aspects of the research. 3-4 marks Description shows either range or depth. Answer is organised, however some key aspects are missing. 1-2 marks Description is basic OR response is muddled. Information is poorly organised. 0 marks No relevant information.	5 (A01)
(c) (i)	Possible answer: <ul style="list-style-type: none"> • Ground breaking study • Controlled conditions reduced extraneous variables • Deception reduced possibility of demand characteristics • Any other relevant strength 2 marks – one detailed strength explained 1 mark – one basic strength identified 0 marks – no relevant strength identified	2 (A03)
(ii)	Possible answer: <ul style="list-style-type: none"> • Ethical issues e.g. failure to protect participants from harm • Lack of validity as participants may have guessed aim • Study is a ‘child of its time’ • Any other relevant weakness 2 marks – one detailed weakness explained 1 mark – one basic weakness identified 0 marks – no relevant weakness identified	2 (A03)
		Total 13

Question	AO1	AO2	AO3	TOTAL
2	5	2	4	11

Question	Answer	Marks
2 (a)	<p>Racism = Discriminating against someone on the basis of their race</p> <p>Discrimination = Treating people unfavourably on the basis of prejudiced attitudes</p> <p>Sexism = Discriminating against someone on the basis of their sex</p> <p>1 mark for each correct answer</p>	3 (A01)
(b)	<p>Possible answer:</p> <ul style="list-style-type: none"> Shops that actively recruit older people / pensioners Any other relevant example of ageism <p>2 marks – two appropriate examples 1 mark – one appropriate example 0 marks – no relevant example</p>	2 (A02)
(c)	<p>Possible answer:</p> <ul style="list-style-type: none"> A positive or negative attitude for, or against, a group (or member of a group), usually based on generalisations Any other relevant definition <p>2 marks – detailed definition 1 mark – basic definition 0 marks – no relevant definition</p>	2 (A01)
(d) (i)	<p>Possible answer:</p> <ul style="list-style-type: none"> Real life setting was high in ecological validity Pupils believed the situation Any other relevant strength <p>2 marks – one detailed strength explained 1 mark – one basic strength identified 0 marks – no relevant strength identified</p>	2 (A03)
(ii)	<p>Possible answer:</p> <ul style="list-style-type: none"> Limited sample Ethical issues e.g. protection from harm Any other relevant weakness <p>2 marks – one detailed weakness explained 1 mark – one basic weakness identified 0 marks – no relevant weakness identified</p>	2 (A03)
		Total 11

Question	AO1	AO2	AO3	TOTAL
3	0	8	6	14

Question	Answer	Marks
3 (a)	One mark for each of the following (max 4) <ul style="list-style-type: none"> • Modelling • Imitation / copying • Observation / watching / attention • Motivation • Reinforcement / reward / punishment • Any other relevant explanation 	4 (A02)
(b) (i)	Visual learning style <ul style="list-style-type: none"> • Demonstrating baking a cake • Show pictures of someone baking a cake • Any other relevant explanation <p>2 marks – detailed explanation with link to scenario 1 mark – basic explanation with no link to scenario 0 marks – no relevant explanation</p>	2 (A02)
(ii)	Kinaesthetic learning style <ul style="list-style-type: none"> • His students making a cake • Having someone assist the students in making a cake • Any other relevant explanation <p>2 marks – detailed explanation with link to scenario 1 mark – basic explanation with no link to scenario 0 marks – no relevant explanation</p>	2 (A02)
(c)	Advantages such as: <ul style="list-style-type: none"> • Respect for individual differences • Encourages a range of activities to be used in the classroom • Students can learn in a way that they prefer • Any other appropriate advantage <p>(at least two must be discussed to gain top band marks)</p> <p>5-6 marks Information is selected illustrating range and depth, though not necessarily in equal measure. Information is well organised and a balanced discussion is communicated.</p> <p>3-4 marks Some relevant information is selected, illustrating either range or depth. Information is organised and ideas are expressed in a logical manner.</p> <p>1-2 marks Basic information is selected OR response is muddled.</p> <p>0 marks No relevant answer</p>	6 (A03)
		Total 14

Question	AO1	AO2	AO3	TOTAL
4	5	2	6	13

Question	Answer	Marks
4 (a) (i)	1 mark – hearing 0 marks – no relevant answer	5 (A01)
(ii)	1 mark – taste 0 marks – no relevant answer	
(iii)	1 mark – light 0 marks – no relevant answer	
(iv)	1 mark – touch 0 marks – no relevant answer	
(v)	1 mark – nose 0 marks – no relevant answer	
(b) (i)	1 mark – telepathy 0 marks – no relevant answer	1 (A02)
(ii)	1 mark – precognition 0 marks – no relevant answer	1 (A02)
(c)	Credit can be given for: For: <ul style="list-style-type: none"> • Some research has shown the existence of ESP • Many people have personal/anecdotal experiences • Titan/Titanic example • Rhine’s research with Zener cards • Ganzfeld target experiments • Use of random number generators Against: <ul style="list-style-type: none"> • Could simply be coincidence • Research is poorly controlled • Anecdotal evidence is not scientific • Researcher bias in supporting evidence • Goes against ‘rules of the universe’ • Brain processing unconscious information • Any other relevant material NB – to gain top band marks there must be at least one argument in favour and one against.	6 (A03)

Question	Answer	Marks
(c) continued	<p>5-6 marks Information is selected illustrating range and depth, though not necessarily in equal measure. Information is well organised and a balanced discussion is communicated.</p> <p>3-4 marks Some relevant information is selected, illustrating either range or depth. Information is organised and ideas are expressed in a logical manner.</p> <p>1-2 marks Basic information is selected OR response is muddled. Information is poorly organised.</p> <p>0 marks – no relevant information.</p>	
		Total 13

Question	AO1	AO2	AO3	TOTAL
5	5	4	4	13

Question	Answer	Marks
5 (a)	<p>Answers could include:</p> <ul style="list-style-type: none"> • Circumcision as a baby boy • Corrective surgery • Raised as a girl • Became male again as an adult <p>5 marks Description shows range and depth, though not necessarily in equal measure. Answer is well organised and covers key aspects of the research.</p> <p>3-4 marks Description shows either range or depth. Answer is organised, however some key aspects are missing.</p> <p>1-2 marks Description is basic OR response is muddled.</p> <p>0 marks No relevant information.</p>	5 (A01)
(b) (i)	<p>Possible answer:</p> <ul style="list-style-type: none"> • Both approaches suggest that you have no control over your gender identity • Both simplistic • Any other answer <p>2 marks – detailed explanation 1 mark – basic explanation 0 marks – no relevant answer</p> <p>Possible answer:</p>	2 (A03)
(ii)	<p>Possible Answer:</p> <ul style="list-style-type: none"> • Biological approach ignores environmental influences whereas the behaviour approach ignores biological influences • Any relevant answer <p>2 marks – detailed explanation 1 mark – basic explanation 0 marks – no relevant answer</p>	2 (A03)
(c) (i)	<p>Possible answers:</p> <ul style="list-style-type: none"> • More male role models in team sports • More exposure of male participation in football in the media • Males have higher testosterone so are more competitive / aggressive. • Male hunter – gatherers would need to work together in teams to hunt • Any relevant answer <p>3-4 marks Detailed explanation which clear reference to the stimulus. Answer is organised.</p> <p>1-2 marks Basic explanation with some reference to the stimulus. Information may lack organisation.</p> <p>0 marks No relevant answer.</p>	4 (A02)
		Total 13

Question	A01	A02	A03	Total
6	0	4	4	8

Question	Answer	Marks
6 (a)	<p>Possible answers:</p> <ul style="list-style-type: none"> • Couple identified • Balance of cost versus rewards of the relationship to both partners • Comparison of both relationships • Examples from stimulus material • Any relevant answer <p>3-4 marks Detailed explanation with clear reference to the stimulus. Answer is organised.</p> <p>1-2 marks Basic explanation with some reference to the stimulus. Information may lack organisation.</p> <p>0 marks No relevant answer</p>	4 (A02)
(b) (i)	<p>Possible answers:</p> <ul style="list-style-type: none"> • It helps people/us understand how to maintain a successful relationship • It can be applied to many different relationships • Any relevant strength <p>2 marks - one detailed strength explanation 1 mark – one basic strength identified 0 marks – no relevant strength</p>	2 (A03)
(ii)	<p>Possible answers:</p> <ul style="list-style-type: none"> • Ignores cultural differences • Too simplistic • Any other relevant weakness <p>2 marks – one detailed weakness explanation 1 mark – one basic weakness identified 0 marks – no relevant weakness</p>	2 (A03)
		Total 8

Question	A01	A02	A03	Total
7	0	4	4	8

Question	Answer	Marks
7 (a)	<p>Possible answer:</p> <ul style="list-style-type: none"> • It is possible to survive serious brain injury • Damage to frontal lobe can affect your personality • Different parts of the brain have different functions • Any relevant answer <p>3-4 marks Detailed explanation with clear reference to the stimulus. Answer is organised.</p> <p>1-2 marks Basic explanation with some reference to the stimulus. Information may lack organisation.</p> <p>0 marks No relevant answer.</p>	4 (A02)
(b)	<p>Possible answers:</p> <ul style="list-style-type: none"> • MRI – could provide a detailed image of where the brain damage has occurred • PET scan – Scan could provide information about which areas of the brain function abnormally following brain damage • ERP – technique could provide information about damage to electrical activity in the brain • Any other relevant answer <p>3-4 marks Detailed evaluation with clear reference to brain damaged individuals.</p> <p>1-2 marks Basic evaluation with some reference to brain damaged individuals.</p> <p>0 marks No relevant answer.</p>	4 (A03)
		Total 8

UNIT 2 -COGNITIVE PSYCHOLOGY; INDIVIDUAL DIFFERENCES AND ETHICS AND RESEARCH ISSUES IN PSYCHOLOGY

Summer 2014 Mark Scheme

Unit 2

Question	AO1	AO2	AO3	TOTAL
1	5	0	0	5
2	3	3	6	12
3	7	7	2	16
4	0	5	8	13
5	9	0	10	19
6	0	9	6	15
Total	24	24	32	80

Question	AO1	AO2	AO3	TOTAL
1	5	0	0	5

Question	Answer	Marks
1 (a) (i)	Carries information from the eye to the brain. 0 marks – no relevant answer	1 (A01)
(ii)	Transparent cover on the front of the eye that allows light in while also protecting it. 0 marks – no relevant answer	1 (A01)
(b) (i)	Closure 0 marks – no relevant answer	1 (A01)
(ii)	Similarity 0 marks – no relevant answer	1 (A01)
(iii)	Proximity 0 marks – no relevant answer	1 (A01)
		Total 5

Question	AO1	AO2	AO3	TOTAL
2	3	3	6	12

Question	Answer	Marks
2 (a)	<p>Pre-operational = 2 to 7 years</p> <p>Sensorimotor = Birth to two years</p> <p>Concrete operational = 7 to 11 years</p> <p>0 marks – no relevant answer</p>	<p>1 (A01)</p> <p>1 (A01)</p> <p>1 (A01)</p>
(b)	<p>Possible answers include:</p> <ul style="list-style-type: none"> • Teaching activities appropriate for different stages of development. • Focus on child centred/discovery learning • Influenced educational policy • Children should only be taught things that they are capable of learning • Using concrete examples when describing abstract concepts • Any other relevant material <p>3 marks – detailed answer with clear application to education 2 marks – limited answer with some application to education 1 mark – limited answer with no application to education 0 marks – no relevant answer</p>	3 (A02)
(c)	<p>Possible answers may include:</p> <ul style="list-style-type: none"> • V = focus on social environment, P = focus on children's independence • V = language drives thought, P = thought drives language • V = variable cognitive development dependant on experiences, P = universal cognitive changes • Any other relevant material <p>NB Candidates should emphasise difference rather than a description of two different points.</p> <p>2 marks – one difference explained in detail 1 mark – one difference identified but lacks detail 0 marks – no relevant answer</p>	2 (A03)

Question	Answer	Marks
(d)	Possible answers may include: <ul style="list-style-type: none"> • Children cannot give informed consent so parental consent required • Risk of psychological harm • Confidentiality • Deception Ethical issue must be made <u>explicitly relevant to the use of children in psychological research.</u>	4 (A03)
	<p>4 Marks – two ethical issues identified and explained in detail.</p> <p>3 marks – two ethical issues identified but only one explained in detail.</p> <p>2 marks – two ethical issues identified OR one ethical issue identified and explained in detail.</p> <p>1 mark – one ethical issue identified.</p> <p>0 mark – no relevant ethical issue identified.</p>	
		Total 12

Question	AO1	AO2	AO3	TOTAL
3	7	7	2	16

Question	Answer	Marks
3 (a)	<p>Answer could include:</p> <ul style="list-style-type: none"> The aim of the study was to show how the information given to a witness after an event may change a person's perception of that event. Two experiments were conducted Change of verb in critical question Conclusions <p>Credit can be given for aim, hypothesis, procedure, findings and conclusions of the study</p> <p>5 marks Description shows range and depth, though not necessarily in equal measure. Answer is well organised.</p> <p>3-4 marks Description shows either range or depth. Answer is organised.</p> <p>1-2 marks Description is basic OR response is muddled. Information is poorly organised.</p> <p>0 marks No relevant information.</p> <p>NB Both experiments must referred to for 5 marks</p>	5 (A01)
(b)	<p>Possible answers include:</p> <ul style="list-style-type: none"> The security guard had previous negative experiences of people wearing hoodies and had stored that knowledge in their memory. The security guard used their previous experiences of people in hoodies to make a judgement about Jamie. <p>3 marks – detailed answer with clear link to scenario 2 marks – limited answer with some link to scenario 1 mark – limited answer with no link to scenario 0 marks – no relevant answer</p>	3 (A02)
(c) (i)	<p>A method that involves watching <u>and</u> recording behaviour.</p> <p>2 marks – detailed answer i.e. includes watching AND recording behaviour 1 mark – limited answer i.e. only states watching behaviour 0 marks – no relevant answer</p>	2 (A01)

Question	Answer	Marks
(ii)	<p>Possible answer:</p> <ul style="list-style-type: none"> • Young people wearing a hoodie will be stopped more often than a person not wearing a hoodie • There will be a difference between the number of times a person wearing a hoodie will be stopped compared to a person not wearing a hoodie. <p>2 marks – detailed hypothesis with reference to both IV and DV 1 mark – basic hypothesis 0 marks – no relevant answer</p> <p>N.B. Credit may be given for a null hypothesis.</p>	2 (A02)
(iii)	<p>Possible advantages include:</p> <ul style="list-style-type: none"> • Behaviour of the security guard can be seen in the natural environment of the shopping centre. • You can see what the security guard actually does rather than what they would do (if a questionnaire was used) <p>2 marks – advantage identified and linked to this study 1 mark – advantage identified but no link to study 0 marks – no relevant answer</p>	2 (A02)
(iv)	<p>Possible answer:</p> <ul style="list-style-type: none"> • Young people wearing a hoodie are stopped more often than young people not wearing a hoodie <p>2 marks – detailed conclusion 1 mark – basic conclusion 0 marks – no relevant answer</p>	2 (A03)
		Total 16

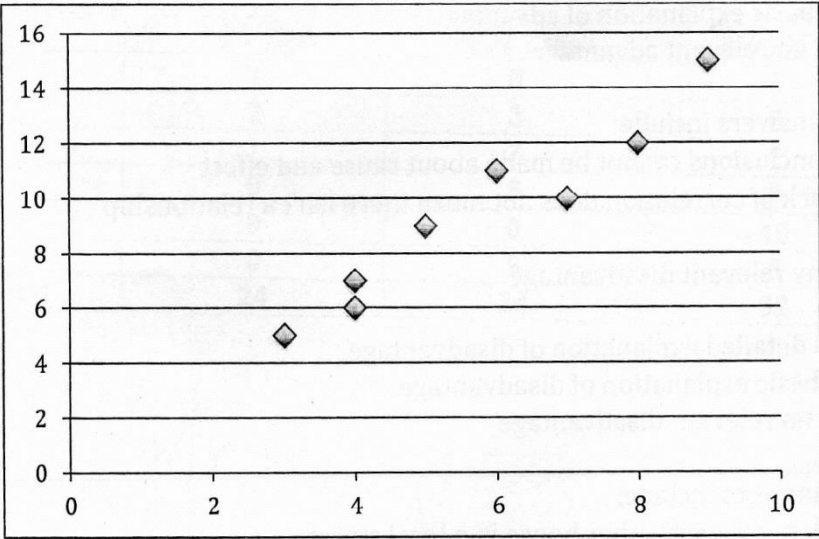
Question	AO1	AO2	AO3	TOTAL
4	0	5	8	13

Question	Answer	Marks
4 (i)	<p>Possible questions include:</p> <ul style="list-style-type: none"> • Why do you use your mobile phone? • When do you use your mobile phone? • How many times a day do you use your phone? • Any relevant question <p>One mark for any relevant question that is different to the one given in the table.</p> <p>0 marks – no relevant question given</p>	1 (A02)
(ii)	<p>$15 / 5 = 3$</p> <p>Mean = 3</p> <p>2 marks – correct answer 1 mark – correct method but incorrect answer 0 marks – no relevant answer</p>	2 (A03)
(iii)	<p>$40 / 5 = 8$</p> <p>Mean = 8</p> <p>2 marks – correct answer 1 mark - correct method but incorrect answer 0 marks – no relevant answer</p>	2 (A03)
(iv)	<p>Sex / gender of participants (male or female)</p> <p>0 marks – no relevant answer</p>	1 (A02)
(v) (1)	<p>Independent Groups/Measures</p> <p>0 marks – no relevant answer</p>	1 (A02)
(2)	<p>Due to participants only being male or female.</p> <p>2 marks – explanation linked to research 1 mark – explanation not linked to research 0 marks – no relevant answer</p>	2 (A02)
(vi)	<p>Possible answers may include:</p> <ul style="list-style-type: none"> • Lack of informed consent • Lack of confidentiality • No right to withdraw • Any other relevant ethical issue <p>4 marks – two relevant ethical issues identified and linked to research 3 marks – two relevant ethical issues identified but only one linked to research 2 marks – two relevant ethical issues identified OR one relevant ethical issues identified and linked to research 1 mark – one relevant ethical issue identified 0 marks – no relevant ethical issue</p>	4 (A03)
		Total 13

Question	AO1	AO2	AO3	TOTAL
5	9		10	19

Question	Answer	Marks
5 (a)	Abnormal behaviour defined by a group norm / not behaving in a way that society would expect e.g. kissing strangers 2 marks – detailed definition 1 mark – basic definition 0 marks – no relevant answer	2 (A01)
(b) (i)	Create anxiety hierarchy 0 marks - no relevant answer	1 (A01)
(ii)	Learn relaxation techniques 0 marks – no relevant answer	1 (A01)
(iii)	counterconditioning 0 marks – no relevant answer	1 (A01)
(c) (i)	Possible answer include: <ul style="list-style-type: none"> • Both include intense feelings of sadness • Both may include a loss of energy • Both may include changes in appetite • Both may include changes in sleep patterns • Any other relevant similarity according to DSM criteria 2 marks – two similarities identified 1 mark – one similarity identified 0 marks – no relevant similarity	2 (A03)
(ii)	Possible answers include: <ul style="list-style-type: none"> • Bipolar includes long periods of feeling 'high' whereas unipolar depression only includes periods of sadness • Bipolar can include an increased interest in activities whereas unipolar depression only includes decreased interest in activities. 2 marks – two differences identified 1 mark – one difference identified 0 marks – no relevant difference	2 (A03)

Question	Answer	Marks
(d)	<p>Possible answers may include:</p> <ul style="list-style-type: none"> • Surgical procedure on the brain to treat mental disorders • Deep brain stimulation • Capsulotomy • Contribution of Egas Moniz and/or Walter Freeman • Use of leucotomy / pre-frontal lobotomy • Transorbital lobotomy or ice pick method <p>• Any other relevant material</p> <p>3-4 marks Description shows either range or depth. Answer is organised, however some key aspects are missing.</p> <p>1-2 marks Description is basic OR response is muddled. Information is poorly organised.</p> <p>0 marks No relevant information.</p>	4 (A01)
(e)	<p>Possible answers may include:</p> <ul style="list-style-type: none"> • SD successful for phobias • Anxiety can be made worse • Can be time consuming • Patient needs to be committed to treatment • Requires 'homework' by patient • Ethical issues e.g. flooding • Ignores biological factors • Any other relevant material <p>5-6 marks Information is selected illustrating range and depth, though not necessarily in equal measure. Information is well organised and the form and style of communication is highly appropriate. There is very good use of specialist terms/vocabulary with few, if any, errors, in spelling, punctuation and grammar.</p> <p>3-4 marks Some relevant information is selected, illustrating either range or depth. Information is organised and ideas are expressed in a logical manner. There is good use of specialist terms/vocabulary with some errors in spelling, punctuation and grammar, but these are not intrusive.</p> <p>1-2 marks Basic information is selected OR response is muddled. Information is poorly organised. There is limited use of specialist terminology / vocabulary and frequent errors in spelling, punctuation and grammar.</p> <p>0 marks – no relevant answer</p>	6 (A03)
		Total 19

Question	Answer	Marks
6 (a)	<p>Scattergraph should be drawn showing a positive correlation</p>  <p>One mark for each:</p> <ul style="list-style-type: none"> • Appropriate labelling of x axis • Appropriate labelling of y axis • Appropriate scale on y axis <p>In addition to:</p> <p>2 marks – correct plotting of data 1 mark – generally correct plotting of data with one or two errors 0 marks – inappropriate or no attempt at graph</p>	5 (A02)
(b)	<p>Possible answers include:</p> <ul style="list-style-type: none"> • To see if there is a relationship between gardening and happiness <p>2 marks – detailed aim e.g. relationship between variables 1 mark – basic aim 0 marks – no relevant answer</p>	2 (A02)
(c)	<p>Possible answers include:</p> <ul style="list-style-type: none"> • There is a positive correlation between happiness and amount of hours spent gardening. <p>2 marks – detailed conclusion 1 mark – basic conclusion 0 marks – no relevant answer</p> <p>N.B. Conclusion will be correctly marked if related to actual graph drawn.</p>	2 (A03)

Question	Answer	Marks
(d) (i)	Possible answers include: <ul style="list-style-type: none"> • We can see the strength and/or direction of a relationship • It can be an indicator for further research • Any other relevant advantage 2 marks – detailed explanation of advantage 1 mark – basic explanation of advantage 0 marks - no relevant advantage	2 (A03)
(ii)	Possible answers include: <ul style="list-style-type: none"> • Conclusions cannot be made about cause and effect • Lack of correlation does not mean there isn't a relationship • Any relevant disadvantage 2 marks – detailed explanation of disadvantage 1 mark – basic explanation of disadvantage 0 marks – no relevant disadvantage	2 (A03)
(e)	Possible answers include: <ul style="list-style-type: none"> • Selecting every other house in a local street • Every nth person at the local gardening club • Any other relevant answer 2 marks – method identified and linked to research 1 mark – method identified but no link to research 0 marks – no relevant answer	2 (A02)
		Total 15



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