



GCSE MARKING SCHEME

PSYCHOLOGY

SUMMER 2015

INTRODUCTION

The marking schemes which follow were those used by WJEC for the SUMMER 2015 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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	AO1	AO2	AO3	Question Total
1	8	3	4	15
2	8	0	7	15
3	4	10	2	16
4	0	2	10	12
5	4	3	4	11
6	2	6	3	11
TOTAL	26	24	30	80

UNIT 1

Stress

Question	Answer	Marks
1. (a)	A state of physiological arousal and/or psychological tension / named symptom of physical arousal (1) produced by a (named stressor) stressor (1)	2 (AO1)
(b)	One mark for any of the following (max 2 marks): Increased sympathetic activity Release of stress hormones / (nor)adrenaline / (cortico) steroids Increased heart rate Increased breathing rate Dilated pupil Increased blood pressure	2 (AO1)
(c)	Getting stuck in traffic – Daily Hassle (1) Getting married – Life event (1) Forgetting your homework – Daily hassle (1)	3 (AO2)
(d)	Key aspects include: <ul style="list-style-type: none"> • Sample of 3000 healthy 39-59 year old men • Longitudinal 9 year study • Defining type A and non type A individuals • 70% of the 257 that died were type A • Type A more at risk of CVD 3 – 4 marks Description shows range and/or depth. Answer contains most key aspects. 1 – 2 marks Description is basic OR response is muddled. Information is poorly organised and some key aspects are missing. 0 marks No relevant information.	4 (AO1)

Question	Answer	Marks
(e) (i)	<p>Possible answer:</p> <ul style="list-style-type: none"> • Findings were confirmed in another large scale study that involved both men and women (Haynes et al, 1980). • The findings of this study have been applied successfully to lower the chance of high risk individuals developing CHD. • Any other relevant strength <p>2 marks – one strength identified and explained in detail 1 mark – one strength identified 0 marks – no relevant strength identified</p>	2 (AO3)
(ii)	<p>Possible answer:</p> <ul style="list-style-type: none"> • Sample problems, such as an unequal split of type A and non type A. • Androcentrism (no need for the term to gain credit)/centred or focused on men • The problems with defining type A. • Any other relevant weakness <p>2 marks – one weakness identified and explained in detail 1 mark – one weakness identified 0 marks – no relevant weakness identified</p>	2 (AO3)
		15 Marks

Brain

Question	Answer	Marks
2. (a) (i) (ii) (iii) (iv)	Parietal Lobe (1) Frontal Lobe (1) Pituitary Gland (1) Occipital Lobe (1)	4 (AO1)
(b) (i)	The temporal lobe processes hearing and is involved in memory 2 marks – function described in detail 1 mark – only basic description of function given e.g. hearing 0 marks – no relevant information.	2 (AO1)
(ii)	The hypothalamus controls the release of hormones by the pituitary gland and regulates drives involved with survival such as thirst, sleep patterns and appetite. 2 marks – function described in detail 1 mark – only basic description of function given e.g. hormones 0 marks – no relevant information.	2 (AO1)
(c)	Possible answers (one mark for each): <ul style="list-style-type: none"> • PET • MRI or fMRI • ERP • Any other relevant method 	2 (AO3)
(d)	1 mark for each relevant explanation which could include: (max 5) Case studies have illustrated how different parts of the brain function: <ul style="list-style-type: none"> • From Gage it can be seen that: <ul style="list-style-type: none"> - Frontal lobes linked to personality. - Long-term effect of brain damage. - Ability to survive without frontal lobe. • From HM it can be seen that: <ul style="list-style-type: none"> - Specific parts of the brain are linked to memory. - There is a separate STM and LTM. - STM and LTM work independently. - Significance of temporal lobe / hippocampus • Any other relevant information <p>N.B. Candidates should only receive credit for explanations that are explicitly linked to case studies.</p>	5 (AO3)
		15 Marks

Animal Behaviour

Question	Answer	Marks
3. (a)	<p>Key aspects include:</p> <ul style="list-style-type: none"> • Young rhesus monkeys taken from natural mother • Cloth mother made of terrycloth but provides no food • Wire mother made of wire attached to a baby bottle • Baby monkeys spent significantly more time with cloth mother than wire mother <p>3 – 4 marks Description shows range and/or depth. Answer contains many key aspects.</p> <p>1 – 2 marks Description is basic OR response is muddled. Information is poorly organised and some key aspects are missing.</p> <p>0 marks No relevant information.</p>	4 (AO1)
(b)	<p>Possible answers:</p> <ul style="list-style-type: none"> • Reference to Konrad Lorenz’s research • Imprinting • Critical/sensitive period (13-16 hours) • Farmer was first suitable moving stimulus • Any other relevant information <p>3 – 4 marks Detailed explanation with clear reference to the stimulus. Answer is organised with a balanced discussion.</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 (AO2)
(c)	<p>Possible answers:</p> <ul style="list-style-type: none"> • Lack of protection from psychological and physical harm • Unnatural environment • Young animals being taken from the wild • Any other relevant ethical issue <p>2 marks – one relevant ethical issue identified and explained in detail 1 mark – one relevant ethical issue identified 0 marks – no relevant ethical issue</p>	2 (AO3)

Question	Answer	Marks
(d)	<p>Advantages such as:</p> <ul style="list-style-type: none"> • Less ethical issues in using animals compared to humans in some types of studies (for example in attachment studies). • There are similarities between human beings and animals in terms of biology and behaviour. • We can learn about animal behaviour. • Any other appropriate material <p>(at least two advantages 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. Information is poorly organised.</p> <p>0 marks – no relevant information</p>	6 (AO2)
		16 Marks

Conformity

Question	Answer	Marks
4. (a)	Any relevant example of conformity from everyday life e.g. a teenager dresses in a certain style to fit in with peers	1 (AO2)
(b)	Any relevant example of social roles from everyday life e.g. a teenager adopting the role of student when in school and being more polite	1 (AO2)
(c)	<p>Possible answer:</p> <ul style="list-style-type: none"> • Application to real life prisons • High ecological validity • Detailed observations • Any other relevant strength <p>2 marks – one strength identified and explained in detail 1 mark – one strength identified 0 marks – no relevant strength identified</p>	2 (AO3)
(d) (i)	<p>Possible answer:</p> <ul style="list-style-type: none"> • Participants had to estimate individually how far they thought a dot of light moved • Participants were placed into a group with two other participants (one with an extreme estimate and two with very similar estimates) • In the groups the participants discussed their responses and then had to give another estimate • This was repeated and another estimate was given • Any other relevant information <p>NB. No credit given for description or explanation of the findings</p> <p>3 marks – detailed description with clear link to the research 2 marks – limited description with some link to the research 1 mark – limited description with no link to the research 0 marks – no relevant answer</p>	3 (AO3)

(ii)	<p>Possible answers:</p> <ul style="list-style-type: none"> • Participants were unsure of the answer and so looked to each other for the correct answer • Participants compared their responses with each other and changed them accordingly • The participant with a much higher estimate aligned their estimate to that of the other two participants • Any other relevant explanation <p>3 marks – detailed answer with clear link to the research 2 marks – limited answer with some link to the research 1 mark – limited answer with no link to the research 0 marks – no relevant answer</p>	3 (AO3)
(iii)	<p>Possible answer:</p> <ul style="list-style-type: none"> • It was an ambiguous task with no right or wrong answer • The group consisted of only three participants and therefore participants may not consider themselves a group • Any other relevant weakness <p>2 marks – one weakness identified and explained in detail 1 mark – one weakness identified 0 marks – no relevant weakness identified</p>	2 (AO3)
		12 Marks

Gender Development

Question	Answer	Marks
10. (a)	Sex = Biology of an individual – identified by genitals. Gender = The psychological or cultural aspects of maleness or femaleness.	2 (AO1)
(b)	Possible answers: <ul style="list-style-type: none"> • Male feelings despite male genitals removed • Joan associated herself more with her father than her mother • Despite being raised as a girl Joan wanted to behave like a boy • Any other relevant answer <p>3 marks Detailed explanation with clear reference to the stimulus. Answer is organised with a balanced discussion.</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>	3 (AO3)
(c)	Credit can be given for: <ul style="list-style-type: none"> • Way we act is determined at birth e.g. boys are stronger so choose more physically demanding activities, work etc. • Girls communicate better so choose relevant activities, work etc. • Parents give gendered toys to children so this influences way girls and boys behave/their interests etc. • Evidence from research where boys played with in a 'rougher' way than girls. • Evidence from Diamond and Sigmundson research. • 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 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>	6 (AO2)
		11 Marks

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	AO1 (24)	AO2 (24)	AO3 (32)	Question Total
1	9	5	0	14
2	4	0	13	17
3	6	0	4	10
4	5	4	6	15
5	0	12	0	12
6	0	3	9	12
TOTAL	24	24	32	80

UNIT 2

Perception

Question	Answer	Marks
1. (a) (i) (ii) (iii) (iv) (v)	Lens Retina Optic nerve Iris Pupil	5 (AO1)
(b)	Transparent cover on the front of the eye that allows light in while also protecting it. 2 marks – function described in detail 1 mark – only basic description of function given e.g. Protection 0 marks - no relevant information.	2 (AO1)
(c)	Carries information from the eye to the brain. 2 marks – function described in detail 1 mark – only basic description of function given e.g. carries information 0 marks - no relevant information.	2 (AO1)
(d)	Possible answers: <ul style="list-style-type: none"> • Defining perception i.e. the process of changing information received from the environment into an experience of objects, sounds etc. • Gestalt principles: The emphasis on the whole (perceptual image) is always greater than the sum of its parts. This means that the visual image is more than just a sum of component parts. • The process of interpreting, organising and elaborating information received through the visual system (sensory information). • Examples of visual illusions <p>5 marks Explanation shows range and depth, though not necessarily in equal measure. Answer is well organised and there is good use of relevant terminology.</p> <p>3 – 4 marks Explanation shows either range or depth. Answer is organised and there is some use of relevant terminology.</p> <p>1 – 2 marks Description is basic OR response is muddled. Information is poorly organised.</p> <p>0 marks No relevant information.</p>	5 (AO2)
		14 Marks

Memory

Question	Answer	Marks
2. (a)	<p>Key aspects:</p> <ul style="list-style-type: none"> • Reviewed research over past 100 years concerning suggestibility of child witness. • The researchers looked at such factors as causal mechanisms from a cognitive point of view with focus on memory, language, knowledge and children's ability to distinguish reality from fantasy. • The researcher found that younger children were more suggestible as witnesses. • It was also found that children gave the answer they believed the questioner wanted. <p>3 – 4 marks Description shows either range or depth. Answer contains most key aspects.</p> <p>1 – 2 marks Description is basic OR response is muddled. Information is poorly organised and some key aspects are missing.</p> <p>0 marks No relevant information.</p>	4 (AO1)
(b)	<p>Possible strengths include:</p> <ul style="list-style-type: none"> • The fact that children can be led to make statements about and even believe in events that have not happened does not necessarily mean that children lie, but rather that they are influenced by the adult's beliefs. • These findings have had a great impact on the procedures used to gather statements from children. • Any other relevant strength <p>2 marks - one strength identified and explained in detail 1 mark – one strength identified 0 marks – no relevant strength identified</p>	2 (AO3)

Question	Answer	Marks
(c) (i)	<p>1 mark for each of the following (max of 5 marks.) Each bar is correctly labeled (1) X-axis correctly labeled (1) Y-axis correctly labeled (1) There are five bars drawn correctly (2) NB - if there are errors in up to two bars then award just one mark not two</p>	5 (AO3)
(ii)	<p>Possible answer:</p> <ul style="list-style-type: none"> • The different verbs influence the participants' judgement of speed. • The verb changes the participants memory of the event. <p>2 marks – detailed conclusion 1 mark – basic conclusion 0 marks – no relevant conclusion</p>	2 (AO3)
(d)(i)	<p>Possible advantages:</p> <ul style="list-style-type: none"> • High control of variables • They allow statements of cause and effect • Any other relevant advantage <p>2 marks – one advantage identified and explained in detail 1 mark – one advantage identified 0 marks – no relevant advantage</p>	2 (AO3)
(ii)	<p>Possible disadvantages:</p> <ul style="list-style-type: none"> • Lacks ecological validity • Demand characteristics • Any other relevant disadvantage <p>2 marks – one disadvantage identified and explained in detail 1 mark – one disadvantage identified 0 marks – no relevant disadvantage</p>	2 (AO3)
		17 Marks

Types of Mental Illness

Question	Answer	Marks
3. (a)	<p>Statistical Infrequency = Behaving in a way that is rare in the population.</p> <p>Deviation from social norms = Not behaving in a way that society would expect.</p>	2 (AO1)
(b)	<p>Possible limitation of statistical infrequency:</p> <ul style="list-style-type: none"> • Does not account for socially acceptable forms of abnormality • Any other relevant limitation <p>Possible limitation of deviation from social norms:</p> <ul style="list-style-type: none"> • Social norms vary from one society to another • Any other relevant limitation <p>NB – Limitations must be for two different definitions</p> <p>4 Marks – two limitations identified and explained in detail. 3 Marks – two limitations identified but only one explained in detail. 2 marks – two limitations identified OR one limitation identified and explained in detail. 1 mark – one limitation identified. 0 marks – no relevant limitation identified.</p>	4 (AO3)
(c)	<p>One mark for each symptom listed below (max 4):</p> <ul style="list-style-type: none"> • Fails to give close attention to details or makes careless mistakes. • Has difficulty sustaining attention. • Does not appear to listen. • Struggles to follow through on instructions. • Has difficulty with organization. • Avoids or dislikes tasks requiring a lot of thinking. • Loses things. • Is easily distracted. • Is forgetful in daily activities. • Fidgets with hands or feet or squirms in chair. • Has difficulty remaining seated. • Runs about or climbs excessively (in children) extreme restlessness (in adults). • Difficulty engaging in activities quietly. • Acts as if driven by a motor. • Talks excessively. • Blurts out answers before questions have been completed. • Difficulty waiting or taking turns. • Interrupts or intrudes upon others. 	4 (AO1)
		10 Marks

Cognitive Development

Question	Answer	Marks
4. (a)	Iconic – Images to accompany verbal information Symbolic – Information in the form of a code or symbols, such as language. Enactive – Action based information stored in memory.	3 (AO1)
(b)	Possible answers: <ul style="list-style-type: none"> • Interaction with the world can increase a child's cognitive capacity. • A structured interaction between an adult and a child with the aim of helping the child achieve a specific goal. • Any other relevant information 2 marks – detailed definition 1 mark – basic definition 0 marks – no relevant information	2 (AO1)
(c) (i)	Possible answers (one mark for each, max 2 marks): <ul style="list-style-type: none"> • gender • age • birth order • Any other relevant characteristic 	2 (AO2)
(ii)	Possible disadvantages: <ul style="list-style-type: none"> • Difficult and time consuming to match pairs of participants • Valid and reliable testing to match participants is required • Any other relevant disadvantage 2 marks – one disadvantage identified and explained in detail 1 mark – one disadvantage identified 0 marks – no relevant disadvantage	2 (AO3)

Question	Answer	Marks
(iii) 1.	$50/10 = 5$ Mean = 5 2 marks – correct answer 1 mark – correct method but incorrect answer 0 marks – no relevant answer	2 (AO3)
2.	$50/10 = 5$ Mean = 5 2 marks – correct answer 1 mark – correct method but incorrect answer 0 marks – no relevant answer	2 (AO3)
(iv)	Possible answer: <ul style="list-style-type: none"> • There is no difference between using scaffolding and not using scaffolding to develop language. • Any other relevant conclusion NB – Conclusion should be relevant to the answers given in (iii) 2 marks – detailed conclusion 1 mark – basic conclusion 0 marks – no relevant answer	2 (AO2)
		15 Marks

Treating Mental Illness

Question	Answer	Marks
5. (a)	One mark for each of the following (max 2): <ul style="list-style-type: none"> • Increased heart rate when he leaves the house • Avoiding taking his children to the park 	2 (AO2)
(b)	Key aspects: <ul style="list-style-type: none"> • Patient given maximum exposure to phobia without the ability to escape • Exposure continued until body goes into relaxed/exhausted state • Patient has relearned fear response 3 – 4 marks Description shows either range or depth. Answer is contains most key aspects. 1 – 2 marks Description is basic OR response is muddled. Information is poorly organised and some key aspects are missing. 0 marks No relevant information.	4 (AO2)
(c)	Credit can be for: <ul style="list-style-type: none"> • Rate and success of use • Side effects • Dependency • Treating symptoms rather than the cause • Research about its success compared with other approaches • Any other relevant material NB - No credit given for explaining how drugs work without evaluation. 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. 3 - 4 marks Some relevant information is selected, illustrating either range or depth. Information is organised and ideas are expressed in a logical manner. 1 - 2 marks Basic information is selected OR response is muddled. Information is poorly organised. 0 marks – no relevant information	6 (AO2)
		12 Marks

Research Methods (Correlation)

Question	Answer	Marks
6. (a)	Number of days absent from school (1) Number of GCSEs passed (1)	2 (AO3)
(b)	<p>Possible disadvantage:</p> <ul style="list-style-type: none"> • Cannot establish that absence from school causes fewer GCSE passes • Other variables may have influenced the number of GCSE passes • Any other relevant disadvantage <p>3 marks – detailed disadvantage and linked to the study 2 marks – limited disadvantage and linked to the study 1 mark – disadvantage identified but no link to the study 0 marks – no relevant answer</p>	3 (AO3)
(c) (i)	Volunteer sample	1 (AO3)
(c) (ii)	<p>Possible advantage:</p> <ul style="list-style-type: none"> • Students are willing to participate in study and complete questionnaire • A wide variety of students can be asked to complete the questionnaire • Any other relevant advantage <p>NB – advantage should be relevant to the answer given in (i).</p> <p>3 marks – detailed advantage and linked to the study 2 marks – limited advantage and linked to the study 1 mark – advantage identified but no link to the study 0 marks – no relevant answer</p>	3 (AO3)

Question	Answers	Marks
(d) (i)	<p>Possible answers may include:</p> <ul style="list-style-type: none"> • Lack of confidentiality • Lack of informed consent • Any other relevant ethical issue 	1 (AO2)
(ii)	<p>Possible answers include:</p> <ul style="list-style-type: none"> • Lack of confidentiality could be dealt with by ensuring full confidentiality i.e. not recording names on questionnaires • Lack of informed consent could be dealt with by ensuring students are aware of the full nature of the research before completing the questionnaire • Any other relevant answer <p>3 marks – detailed description for dealing with the issue stated in d(i) and linked to research 2 marks – basic description for dealing with the issue stated in d(i) and linked to research 1 mark – description for dealing with the issue with no link to research 0 marks – way of dealing is inappropriate for issue mentioned or no answer</p>	2 (AO2)
	© WJEC CBAC Ltd.	12 Marks



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