GCSE MARKING SCHEME

SUMMER 2016

PSYCHOLOGY - UNIT 1
4431/01

INTRODUCTION

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was 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 conference was to ensure that the marking scheme was 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' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

GCSE PSYCHOLOGY

SUMMER 2016 MARK SCHEME

UNIT 1

Question	AO1	AO2	AO3	TOTAL
1	4	6	-	10
2	4	4	6	14
3	8	6	6	18
4	-	2	8	10
5	4	6	2	12
6	6	-	8	14
TOTAL	**26**	**24**	**30**	**80**

Question	AO1	AO2	AO3	TOTAL
1	4	6		10

	Question	Answer	Marks
1	(a)	(i) CLAIRVOYANCE= Obtaining information which is not available by the normal five senses. (ii) TELEPATHY= The sending of information from one mind to another. (iii) PRECOGNITION= The ability to perceive the future before it happens. (iv) PSYCHOKINESIS= The ability of an individual to influence an object without direct intervention.	4 (AO1)
	(b)	Against ESP possible answer could include: • There is only little scientific evidence. Experiments in ESP are difficult to replicate. • Measuring ESP scientifically is almost impossible to do • Lack of reliable support. • Statistical argument people correct in predicting future (precognition) by chance. • No research method lab experiment/case study can prove it. • Evidence of faked images e.g. ghosts. • Any other appropriate material. (at least two points must be discussed to gain top band marks can refer to one type of ESP) 5-6 marks Information is selected illustrating range and depth, though not necessarily in equal measure. Information is very well organised and a balanced discussion is communicated. 3-4 marks Some relevant information is selected, illustrating either range or depth. Information is well organised and ideas are expressed in a logical manner. 1-2 marks Basic/simple information is selected **OR** response is muddled. Information is poorly organised. 0 marks – inappropriate or no answer	6 (AO2)
			Total 10

Question	AO1	AO2	AO3	TOTAL
2	4	4	6	14

	Question		Answer	Marks
2	(a)	(i)	Dentrite (1)	4 (AO1)
		(ii)	Cell body(1)	
		(iii)	Synapse (1)	
		(iv)	Axon (1)	
	(b)	(i)	Frontal lobe involved in intelligence, personality, memory and movement/2 must refer to human behaviour/2.	4 (AO2)
	(c)	(i)	Any of the following points are creditworthy: • Using a radiation marker to build up an image of the brain. • Involves administering slightly radioactive glucose to the patient. • The most active areas of the brain use glucose and radiation detectors can see the radioactive areas so building up a picture of activity in the brain. • Scans take between 10 to 40 minutes and are painless. • Hot colours e.g. red and orange=areas of greatest activity. • Cold colours e.g. green and blue=areas of least activity. • PET scans tell us which parts of the brain are busy but not what they are doing. 3 marks Outline shows range or depth and linked to brain action. 2 marks Outline is basic or response is muddled but linked to brain action. 1 mark Outline is basic with no link to brain action. 0 marks No relevant information.	3 (AO3)
		(ii)	Any of the following points are creditworthy. • This is the measured brain response that is the direct result of a sensory or motor event. • Non-invasive way of studying brain function. • Measured by an EEG. • Brain waves can be measured. • Measured by a cognitive task or physical event. 3 marks Outline shows range or depth and linked to brain action. 2 marks Outline is basic or response is muddled but linked to brain action. 1 mark Outline is basic with no link to brain action. 0 marks No relevant information.	3 (AO3)
				Total 14

Question	AO1	AO2	AO3	TOTAL
3	8	6	6	20

Question	Answer	Marks
3 (a) (i)	Field	6 (AO1)
(ii)	Intelligent	
(iii)	Privileges	
(iv)	Stereotype	
(v)	Badly	
(vi)	Reversed	
(b)	An opinion about others that is based on pre-conceived ideas or negative attitudes based on stereotypes. 2 marks-term outlined in detail. 1 mark-basic outline of term. 0 marks-no relevant information.	2 (AO1)
(c)	Answer can refer to any aspect of everyday life e.g. workplace, school, home life, the media but must be specific for full marks.	6 (AO2)
(i)	2-marks example given clearly linked to everyday life. 1-mark example given not linked to everyday life.	
(ii)	2-marks example given clearly linked to everyday life. 1-mark example given not linked to everyday life.	
(iii)	2-marks example given clearly linked to everyday life. 1-mark example given not linked to everyday life. 0 marks-no relevant information/or reference to just prejudice.	
(d)	Possible answers could include: • Social contact (geographic mobility). • Co-operation. • Creating empathy. • Education=get students to do an activity about prejudice. • Legal system. • Any other appropriate material. (at least two ways must be discussed to gain top band marks). **5-6 marks** Information is selected illustrating range and depth, though not necessarily in equal measure. Information is very well organised and a balanced discussion is communicated. **3-4 marks** Some relevant information is selected, illustrating either range or depth. Information is well organised and ideas are expressed in a logical manner. **1-2 marks** Basic/simple information is selected **OR** response is muddled. Information is poorly organised. 0 marks – inappropriate or no answer.	6 (AO3)
		Total 20

Question	AO1	AO2	AO3	TOTAL
4	-	2	8	10

Question	Answer	Marks
4 (a)	Social learning theory/1 for full marks answer must refer to source.	2 (AO3)
(b)	Possible answer could include: • CC involves automatic learning; no control/ OC involves learning through reward and punishment; person has control. • Any other relevant difference. (if only mentions CC or OC 0 marks)	2 (AO3)
(c)	Possible answer could include: • CC and OC can both involve reinforcement to produce the desired behaviour. • OC eventually becomes CC. • Any other relevant similarity. (if only mentions CC or OC 0 marks)	2 (AO3)
(d)	Possible answer could include: • Learning styles can be applied as children learn in different ways therefore teaching should use different ways. • This is good for specific types of learners e.g.) visual learners. • Can make lessons more enjoyable/interesting. • Different learning styles good for specific subjects e.g. P.E. • Any other relevant information. (must refer to both learning styles for full marks) 4 marks Both learning styles discussed in detail with reference to the classroom. 3 marks Both learning styles discussed with reference to the classroom. 2 marks Only one learning style discussed in detail with reference to the classroom. 1 mark One learning style discussed with reference to the classroom. 0 marks No reference to the classroom or no relevant information.	4 (AO3)
		Total 10 Marks

Question	AO1	AO2	AO3	TOTAL
5	4	6	2	12

	Question	Answer	Marks
5	(a)	Possible answer could include: • Reference to Konrad Lorenz's study. • Imprinting. • Attachment. • Geese think Lorenz is parent figure. • Critical period. • Geese copy and learn from Lorenz. • Any other relevant information. 3-4 marks Description shows range and/or depth. Answer contains many 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)
	(b)	One ethical issue protection from harm/1 must refer to study for full marks e.g. harm caused by the monkey being taken from the mother/2.	2 (AO3)
	(c)	Possible answer could include: • Animals will not behave naturally in a lab setting. • Animals are not the same as us therefore their behaviour will be different. • It is unethical to study animals in labs not their natural environment may cause them harm. • Discuss ethical issues of using animals. • Examples of studies with ethical issues only issue protection from harm. • Harlow and Harlow baby monkey taken from mother grew up psychologically disturbed, taken from wild and brought up in unnatural environment. • Ethical costs vs benefits. • Speciesism * (type of racism) we think we can do anything we like to animals. • Any other relevant points. (at least two disadvantages must be discussed to gain top band but could both be ethical).	6 (AO2)

Question	Answer	Marks
	5-6 marks Information is selected illustrating range and depth, though not necessarily in equal measure. Information is very well organised and a balanced discussion is communicated. 3-4 marks Some relevant information is selected, illustrating either range or depth. Information is well organised and ideas are expressed in a logical manner. 1-2 marks Basic/simple information is selected **OR** response is muddled. Information is poorly organised. 0 marks – inappropriate or no answer.	
		Total 12

Question		AO1	AO2	AO3	TOTAL
6		6	-	8	14
Question	**Answer**				**Marks**
6. (a)	Possible answer could include: • Computer dance. • Study used students. • Four judges used to assess attractiveness of each student. • Any other relevant feature.				3 (AO1)
(b) (i)	Possible answer could include: • This research is supported by the study of love study on a suspension bridge. • This research could be applied to real life situations e.g. we fall in love with fire fighters/nurses if they save our lives you can use all three factors to explain this. • Any other relevant strength. 2 marks- one strength identified and explained in detail. 1 mark- one strength identified. 0 marks- no relevant strength identified.				2 (AO3)
(ii)	Possible answer could include: • The theory is vague/ a lot of relationships are formed without initial physiological arousal. • This research may be only relevant to some love experiences, some people state that they fall in love gradually. • This research cannot apply to every culture some may not have a conception of love. • Any other relevant weakness. 2 marks-one weakness identified and explained in detail. 1 mark-one weakness identified. 0 marks-no relevant weakness identified.				2 (AO3)
(c)	Possible answer could include: • This theory argues that the chance of a marriage surviving depend upon 3 factors. • The attractions of staying in the relationship, emotional security and sexual satisfaction. • The barriers of leaving the marriage such as social and financial. • The presence of attractive alternatives, such as a more desirable partner. • Any other relevant point. 3 marks-detailed answer with a least two of the above points referred to. 2 marks-limited answer. 1 mark-basic answer. 0 marks – inappropriate or no answer.				3 (AO1)

Question	Answer	Marks
(d)	Possible answer could include: • No scientific data • Hard to study relationships. • There are many reasons people leave relationships or stay. • This theory does not help explain why an unhappy marriage does not predict divorce. • Couples who are unhappy may not divorce because there are strong barriers to leaving the marriage and no attractive alternatives. • This theory does not explain why successful marriages become unsuccessful. • Cultural differences. • Any other relevant information. 3-4 marks (two negative features) Some relevant information is selected, illustrating either range or depth. Information is organised and ideas are expressed in a logical manner. 1-2 marks (one negative feature) Basic information is selected OR response is muddled. Information is poorly organised. 0 marks – inappropriate or no answer	4 (AO3)
		TOTAL 14 Marks