



GCE MARKING SCHEME

**PSYCHOLOGY
AS/Advanced**

SUMMER 2013

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2013 examination in GCE 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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GCE PSYCHOLOGY - PY1

Q.1 (a) Outline **two** assumptions of the behaviourist approach. **[4]**

Credit **could** be given for an outline of the following:

- All behaviour is learned from the environment.
- Behaviour learned through classical and operant conditioning.
- Only quantitative differences between animals and humans.
- Any other relevant material.

Marks	AO1
4	Two assumptions are outlined and explained with clear reference to psychology.
3	Two assumptions are outlined but only one is explained with clear reference to psychology OR two assumptions are outlined and explained with some reference to psychology.
2	One assumption is outlined and explained with clear reference to psychology OR two assumptions are outlined only.
1	One assumption is outlined only OR two assumptions are identified only.
0	No relevant knowledge or understanding.

(b) Describe the Social Learning Theory of Aggression. **[8]**

Credit **could** be given for a description of the following:

- Learning indirectly (observational learning).
- Vicarious reinforcement.
- Modelling.
- Research into SLT (e.g. Bandura's Bobo doll studies).
- Any other relevant material.

Marks	AO1
7 - 8	Content is accurate and well detailed. Material is used in an effective manner (evidence of coherent elaboration) and is thorough. Depth and range of knowledge is displayed, although not necessarily in equal measure. Language, (including grammar, punctuation and spelling) is well structured, coherent and accurate.
5 - 6	Content is reasonably accurate but less detailed. Material is used in an effective manner. Depth or range of knowledge is displayed. Language (including grammar, punctuation and spelling) is accurate, structured and clear.
3 - 4	Content is described in basic detail; material is used in a relevant manner but is limited. Language (including grammar, punctuation and spelling) shows some inaccuracies.
1 - 2	Content is superficial; material is muddled and/or incoherent. Language (including grammar, punctuation and spelling) has errors.
0	No relevant knowledge or understanding.

Q.2 Describe how the psychodynamic approach has been applied in **either** dream analysis **or** free association.

[12]

Credit **could** be given for a description of the following:

- The aims / underlying assumptions of dream analysis **or** free association.
- Main features of dream analysis **or** free association.
- Role of the therapist in dream analysis **or** free association.
- Examples of the application of dream analysis **or** free association.
- Findings from identifiable research into the effectiveness of dream analysis **or** free association.
- Any other relevant material.

Marks	AO1
10 - 12	The assumption(s) of the approach is/are outlined and clearly linked to the aim(s) / main feature(s) of the therapy. Description of the therapy is well detailed and accurate. Language (including grammar, punctuation and spelling) is well structured, coherent and accurate.
7 - 9	The assumption(s) of the approach is/are outlined, with some link to the aim(s) / main feature(s) of the therapy. Description of the therapy is well detailed and accurate. OR The assumption(s) of the approach is/are outlined and clearly linked to the aim(s) / main feature(s) of the therapy. Description of the therapy is less detailed. Language (including grammar, punctuation and spelling) is accurate, logical and clear.
4 - 6	Description of the therapy is well detailed and accurate but no link to the approach. OR Description of the therapy is basic in detail with some link to the approach. Language (including grammar, punctuation and spelling) shows some inaccuracies.
1 - 3	Description of the therapy is superficial and/or muddled. Language (including grammar, punctuation and spelling) has errors.
0	No appropriate description.

Q.3 (a) Evaluate **two** strengths of the biological approach. **[2x3]**

Credit **could** be given for a discussion of the following:

- Scientific / objective nature of the approach.
- Reductionist nature of the approach.
- Therapeutic applications.
- Impact on psychology.
- Any other relevant strength.

Can only receive credit for **one** methodology/therapy

Marks (per strength)	AO2
3	Strength is outlined, explained and has detailed reference to the approach.
2	Strength is outlined, explained and there is some link to the approach OR strength is outlined, briefly explained and has detailed reference to the approach.
1	Strength is outlined and briefly explained, with no link to the approach OR strength is outlined and linked but no explanation.
0	Strength identified only OR no relevant evaluation.

(b) Evaluate **two** weaknesses of the biological approach. **[2x3]**

Credit **could** be given for a discussion of the following:

- Deterministic nature of the approach.
- Ignorance of aspects of nurture.
- Nomothetic approach to the study of behaviour.
- Any other relevant weakness.

Can only receive credit for **one** methodology/therapy.

Marks (per weakness)	AO2
3	Weakness is outlined, explained and has detailed reference to the approach.
2	Weakness is outlined, explained and there is some link to the approach OR weakness is outlined, briefly explained and has detailed reference to the approach.
1	Weakness is outlined and briefly explained, with no link to the approach OR weakness is outlined and linked but no explanation.
0	Weakness identified only OR no relevant evaluation.

Q.4 Compare and contrast the behaviourist and psychodynamic approaches in terms of similarities and differences. **[12]**

Credit **could** be given for a discussion of the following:

- The influence of internal and/or external factors (nature vs nurture).
- Reductionism.
- Determinism vs free will.
- Investigative methods used to study behaviour.
- Objective / scientific nature of the approaches.
- Use of human and non - human animals.
- Effectiveness of therapeutic techniques.
- Any other relevant material.

Marks	AO2
10 - 12	Analysis is thorough, clearly structured and there is coherent elaboration of relevant similarities and differences. Depth and range of analysis are displayed though not necessarily in equal measure.
7 - 9	Analysis is reasonably thorough and coherent, with both similarities and differences. Depth or range of analysis is displayed.
4 - 6	Analysis is limited and basic; there are similarities and/or differences.
1 - 3	Analysis is superficial; material is muddled and/or incoherent.
0	No relevant analysis.

Q.5 Explain and evaluate the methodology used by the cognitive approach. **[12]**

Credit **could** be given for a discussion of the following:

- Use of introspection.
- Use of laboratory experimentation.
- Use of case studies.
- Use of brain scans.
- Issues of replicability.
- Issues of objectivity.
- Issues of validity.
- Any other relevant material.

Marks	AO3
10 - 12	Method(s) is/are clearly explained and have clear relevance to the approach. Evaluation is thorough and clearly structured, with coherent elaboration of relevant strengths and weaknesses. Depth and range of discussion are displayed.
7 - 9	Method(s) is/are clearly stated and relevant. Evaluation is reasonably thorough and coherent, with both strengths and weaknesses given. Depth or range of discussion is displayed.
4 - 6	Appropriate method(s) is explained in a limited manner. Evaluation of method(s) is limited with evidence of strengths and/or weaknesses.
1 - 3	Statement of method(s) may be muddled and/or incoherent. Evaluation of method(s) is superficial and very limited.
0	No relevant explanation or evaluation.

GCE PSYCHOLOGY - PY2

- Q.1** Summarise the aims **and** context of Rahe, Mahan & Arthur's (1970) research '*Prediction of near - future health change from subjects' preceding life changes*'. [12]

Credit **could** be given for the following:

Aims such as:

- Rahe, Mahan & Arthur, using prospective methods, aimed to investigate if there is a relationship between the pre - deployment life events score (SRE) and the number of reported illnesses during deployment.
- Other relevant details.

Context (evidence prior to research) such as:

- Description of the stress response, e.g. Selye's GAS.
- Description of relevant research such as Holmes & Rahe (1967) Rahe et al (1970)
- Other relevant details.

Marks	AO1
10 - 12	Knowledge and understanding of aim(s) and context is accurate and well detailed. Depth and range are displayed, although not necessarily in equal measure. Language (grammar, punctuation and spelling) is relevant, well structured and accurate.
7 - 9	Knowledge and understanding of aim(s) and context is reasonably accurate and less detailed. Depth or range is displayed. Language (grammar, punctuation and spelling) is accurate, structured and clear.
4 - 6	Knowledge and understanding of aim(s) and/or context is appropriate but basic and limited in range OR Knowledge and understanding of aim(s) or context is accurate and detailed. Language shows some inaccuracies (grammar, punctuation and spelling).
1 - 3	Knowledge and understanding of aim(s) and/or context is superficial, muddled and/or incoherent OR Knowledge and understanding of aims or context is appropriate but basic in detail and limited in range. Language (grammar, punctuation and spelling) has errors.
0	No relevant knowledge or understanding.

Q.2 Outline the procedures of Milgram's (1963) research 'Behavioural study of obedience'.

[12]

Credit **could** be given for the following:

- Biographical data of the forty participants.
- Description of memory/learning research set - up.
- Description of the role of the 'learner'.
- Description of shock generator.
- Other relevant details.

Marks	AO1
10 - 12	Knowledge and understanding of procedures is accurate and well detailed. Language (grammar, punctuation and spelling) is relevant, well-structured and accurate.
7 - 9	Knowledge and understanding of procedures is reasonably accurate and less detailed. Language (grammar, punctuation and spelling) is accurate, structured and clear.
4 - 6	Knowledge and understanding of procedures is appropriate but basic and limited in range. Language shows some inaccuracies (grammar, punctuation and spelling).
1 - 3	Knowledge and understanding of procedures is superficial, muddled and/or incoherent. Language (grammar, punctuation and spelling) has errors.
0	No relevant knowledge or understanding.

Q.3 Describe the findings **and** conclusions of Langer & Rodin's (1976) research '*The effects of choice and enhanced personal responsibility for the aged: A field experiment in an institutional setting*'. **[12]**

Credit **could** be given for the following:

- In the pre - tests, the two groups (RIG & CG) were very similar.
- 48% of the residents in the RIG reported feeling happier, compared to only 25% of the residents of the CG.
- Residents in the RIG reported themselves to be significantly more active after the experimental treatment than residents in the CG.
- The RIG showed increases in the proportion of time spent in 'active' activities (e.g. visiting people from outside the home) and less time engaging in 'passive' activities (e.g. watching television).
- Nurses' ratings indicate a positive average total change score of 3.97 for the RIG, as compared with a negative average total change score of – 2.37 for the CG.
- 93% of the residents in the RIG were considered to have improved, compared to 21% of the CG. 71% of the CG were rated as having debilitated over the three week period.
- Attendance at movie night and participation in a 'Jellybean' guessing competition, was higher in the RIG than in the CG.
- Langer & Rodin concluded that 'Some of the negative consequences of aging might be retarded, reversed, or possibly prevented, by returning to the aged the right to make decisions.'
- Other relevant details.

Marks	AO1
10 - 12	Knowledge and understanding of findings and conclusions are accurate and well detailed. Depth and range are displayed, though not necessarily in equal measure. The use of language including grammar, punctuation and spelling will be relevant, well structured, coherent and accurate.
7 - 9	Knowledge and understanding of findings and conclusions are reasonably accurate and less detailed. Depth or range is displayed. The use of language including grammar, punctuation and spelling will be accurate, structured and clear.
4 - 6	Knowledge and understanding of findings and/or conclusions is appropriate but basic and limited in range OR Knowledge and understanding of findings or conclusions is accurate and detailed. The use of language may show some inaccuracies in grammar, punctuation and spelling.
1 - 3	Knowledge and understanding of findings and/or conclusions is superficial, muddled and/or incoherent OR Knowledge and understanding of findings or conclusions is appropriate but basic in detail and limited in range. Language (grammar, punctuation and spelling) has errors.
0	No relevant knowledge or understanding.

Q.4 Evaluate the methodology of Loftus & Palmer's (1974) research '*Reconstruction of Automobile Destruction: an example of the interaction Between Language and Memory*'. **[12]**

Credit **could** be given for the following:

- Methodological issues – laboratory based, e.g. advantages such as ability to control variables (e.g. which question each participant is asked) more easily; disadvantages such as problems establishing validity of the estimated speeds given by participants.
- Validity issues (internal/external) e.g. does the use of film clips in a laboratory really produce the same response as reacting to an unexpected car crash in real life?
- Reliability issues (internal/external) e.g. produced similar results to other research (e.g. Marshall, 1969).
- Ethical issues, e.g. participants did not give fully informed consent, as they did not know the true aim of the research.
- Sampling issues, e.g. use of college students alone may not reflect the general population.
- Other methodological issues.

Marks	AO2
10 - 12	Evaluation of methodology is clearly structured, thorough and there is evidence of coherent elaboration. Depth and range are displayed, although not necessarily in equal measure.
7 - 9	Evaluation of methodology shows some coherence. Depth or range is displayed in an effective manner.
4 - 6	Evaluation of methodology is appropriate but limited.
1 - 3	Evaluation of methodology is superficial. Material is muddled.
0	No relevant evaluation.

Q.5 Evaluate the methodology of Gardner & Gardner's (1969) research 'Teaching Sign Language to a Chimpanzee'. **[12]**

Credit **could** be given for the following:

- Methodological issues – case studies, e.g. advantages include the ability to attempt in - depth research with one chimpanzee; disadvantages such as inability to generalise to other chimpanzees.
- Validity issues (internal/external) e.g. use of Washoe's own caretakers to assess success of the research.
- Reliability issues. e.g. use of non - human animal in psychological research.
- Sampling issues, e.g. use of sole chimpanzee may not reflect the language abilities of all chimpanzees, Washoe may have been a 'genius' or a 'stupid' chimpanzee.
- Other methodological issues.

Marks	AO2
10 - 12	Evaluation of methodology is clearly structured, thorough and there is evidence of coherent elaboration. Depth and range are displayed, although not necessarily in equal measure.
7 - 9	Evaluation of methodology shows some coherence. Depth or range is displayed in an effective manner.
4 - 6	Evaluation of methodology is appropriate but limited.
1 - 3	Evaluation of methodology is superficial. Material is muddled.
0	No relevant evaluation.

Q.6 With reference to alternative evidence, critically assess Buss's (1989) research 'sex differences in human mate preferences'. **[12]**

Credit **could** be given for the following:

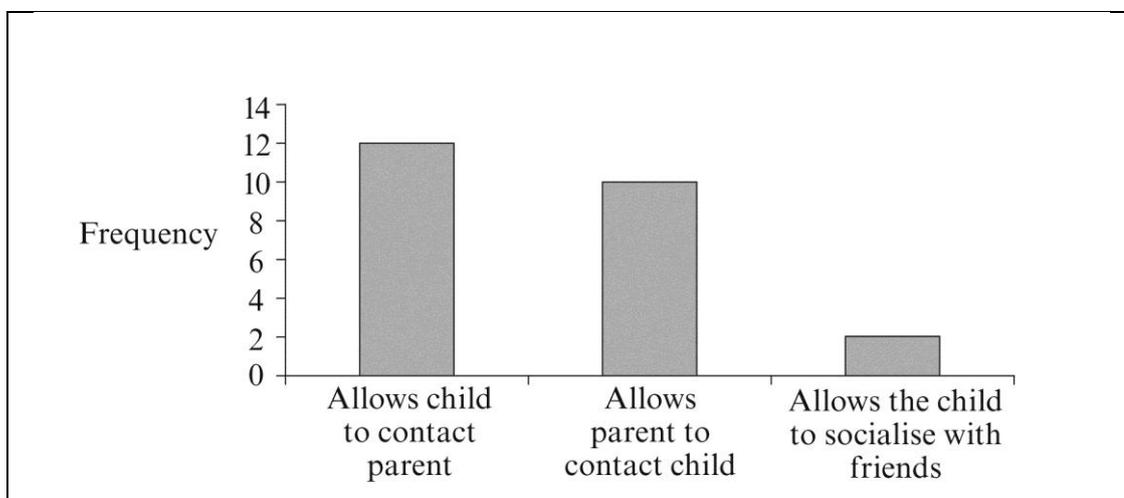
Alternative evidence can be supportive or contradictory and could be published before **or** after the core study. Relevant issues and alternative evidence might include discussion of the following:

- Evolutionary theories – Trivers's (1972) parental investment theory argues men and women use different criteria when choosing mates.
- Using secondary, rather than primary data – Dunbar & Waynforth (1995) found more males requested a youthful, physically attractive mate than females and more males reported their economic status/earning power when describing themselves. More women used 'physically attractive' terms to describe themselves.
- Limitation of evolutionary explanations – Rose (2001) claims socio - biology explains the way in which certain behaviours are selected to increase the propagation of genes as a 'Darwinianised' story, i.e. very imaginative, but totally lacking in fact or evidence.
- Other relevant evidence.

Marks	AO2
10 - 12	Evaluation of the core study is clearly structured and thorough with clear, overt references to more than one piece of alternative evidence. Depth and range are displayed, although not necessarily in equal measure.
7 - 9	Evaluation of the core study shows some coherence and is reasonably thorough with clear reference to more than one piece of alternative evidence. Depth or range is displayed.
4 - 6	Evaluation of the core study is appropriate, but limited. There is some reference to alternative evidence.
1 - 3	Evaluation of the core is superficial. Reference to alternative evidence is muddled and/or incoherent OR Makes minimal evaluative comments only (e.g. this 'supports'/'contradicts' the core study).
0	No relevant evaluation of the core study OR Describes alternative evidence but makes no evaluative connection to the core study.

SECTION C

Q.7 A team of psychologists wanted to investigate the reasons why parents give their children mobile phones. The researchers asked a self - selected (volunteer) sample of parents to complete a questionnaire on parenting in which there were some questions about mobile phones. They were asked to rank order possible reasons for giving their child a mobile phone, from most relevant to least relevant. The most relevant reasons given by parents are presented in the bar chart below.



(a) Outline **one** advantage and **one** disadvantage of using a questionnaire in this research. **[3]**

Credit **could** be given for:

- Advantage, e.g. allows psychologists to ask many parents about their possible reasons for giving their child a mobile phone easily and quickly.
- Disadvantage, e.g. social desirability bias such as parents may not tell the truth regarding their possible reasons for giving their child a mobile phone.
- Other appropriate advantage and disadvantage.

Marks	AO3
3	An appropriate advantage and disadvantage are noted, both are clearly linked to the novel situation.
2	An appropriate advantage and disadvantage are noted; there is a weak link to the novel situation OR An appropriate advantage and disadvantage are noted but only one of these is linked to the novel situation.
1	An appropriate advantage and disadvantage are noted; there is no link to the novel situation OR An appropriate advantage or disadvantage is noted with some link to the novel situation.
0	An appropriate advantage or disadvantage is noted but there is no link to the novel situation OR The issue is not addressed.

- (b) Identify **one** issue of reliability in this research and describe how you could deal with this issue of reliability. **[3]**

Credit **could** be given for:

- Issue of reliability, e.g. whether the questionnaires for possible reasons for giving their child a mobile phone are assessed in a consistent way.
- Way of dealing with issue, e.g. used a standardised way of assessing the questions about possible reasons for giving their child a mobile phone.
- Other appropriate issue of reliability and way of dealing with it.

Marks	AO3
3	An appropriate issue of reliability and an appropriate way of dealing with the identified issue are noted and linked to the novel situation.
2	An appropriate issue of reliability and an appropriate way of dealing with the identified issue are noted with weak link to the novel situation.
1	An appropriate issue of reliability and an appropriate way of dealing with the identified issue are noted with no link to the novel situation OR An appropriate issue of reliability is identified and linked to the novel situation.
0	The issue of reliability and way of dealing with it are inaccurate OR The issue of reliability is not addressed.

- (c) Identify **one** issue of validity in this research and describe how you could deal with this issue of validity. **[3]**

Credit **could** be given for:

- Issues of validity (internal/external) e.g. parents give socially desirable answers.
- Way of dealing with issue, e.g. remind the parents they need to be truthful when giving their reasons for giving their child a mobile phone.
- Other appropriate issue of validity and way of dealing it.

Marks	AO3
3	An appropriate issue of validity and an appropriate way of dealing with the identified issue are noted and linked to the novel situation.
2	An appropriate issue of validity and an appropriate way of dealing with the identified issue are noted and with weak link to the novel situation.
1	An appropriate issue of validity and an appropriate way of dealing with the identified issue are noted with no links to the novel situation OR An appropriate issue of validity is identified and linked to the novel situation.
0	The issue of validity and way of dealing with it are inaccurate OR The issue is not addressed.

- (d) Outline **one** advantage and **one** disadvantage self - selected (volunteer) sampling in this research. **[3]**

Credit **could** be given for:

- Advantage, e.g. research biases do not affect selection of participants, as it is the parents who choose whether to participate or not.
- Disadvantage, e.g. parents who volunteer may not be representative of all parents.
- Other appropriate advantage and disadvantage.

Marks	AO3
3	An appropriate advantage and disadvantage are noted, both are linked to the novel situation.
2	An appropriate advantage and disadvantage are noted; there is some link to the novel situation OR An appropriate advantage and disadvantage are noted but only one of these is linked to the novel situation.
1	An appropriate advantage and disadvantage are noted; there is no link to the novel situation OR An appropriate advantage or disadvantage is noted with some link to the novel situation.
0	An appropriate advantage or disadvantage is noted but there is no link to the novel situation OR The issue is not addressed

- (e) Discuss **one** ethical issue that might arise in this research. **[3]**

Credit **could** be given for:

- Failure to obtain fully informed consent – this may occur if the parents are not told the real aim for the research, i.e. reasons for purchasing a mobile phone for their child.
- Other appropriate ethical issue.

Marks	AO3
3	An appropriate ethical issue is identified and thoroughly discussed with clear links to the novel situation.
2	An appropriate ethical issue is identified and reasonably discussed with some link to the novel situation.
1	An appropriate ethical issue is discussed but with no links to the novel situation OR A reasonable ethical discussion which is clearly linked to the scenario but the issue is not clearly identified.
0	An ethical issue is not discussed.

- (f) State **one** conclusion that can be drawn from the bar chart in this research. **[3]**

Credit **could** be given for:

- Example – the least selected reason for parents allowing their child to have a mobile phone was that it allows the child to socialise with friends.
- Other appropriate conclusion.

Marks	AO3
3	An appropriate and accurate conclusion has been stated fully and clearly with a link to the novel situation.
2	An appropriate and accurate conclusion has been stated with a weak link to the novel situation OR candidate has drawn an inferential conclusion from descriptive data which has been clearly linked to the novel situation.
1	An appropriate and accurate conclusion has been stated but there is no link to the novel situation.
0	An inappropriate or inaccurate conclusion has been stated OR the issue is not addressed.

Q.8 A psychologist conducted a natural experiment into whether teenagers who smoke cigarettes have fewer friends than teenagers who do not smoke cigarettes. A random sample of teenagers were selected and they reported to the psychologist whether they smoked cigarettes or not and were then asked to estimate how many friends they had. The psychologist then reported the median number of friends for both the cigarette smokers and the non - smoker groups.

	Median number of friends
Cigarette smokers	7
Non - smokers	9

(a) Outline **one** advantage and **one** disadvantage of using a natural experiment in this research. **[3]**

Credit **could** be given for:

- Advantage, e.g. fewer ethical issues when investigating behaviours such as whether people who smoke have more or less friends than those who do not smoke.
- Disadvantage, e.g. social desirability bias such as participants may not tell the truth regarding the number of friends that they have.
- Other appropriate advantage and disadvantage.

Marks	AO3
3	An appropriate advantage and disadvantage are noted; both are linked to the novel situation.
2	An appropriate advantage and disadvantage are noted; there is some link to the novel situation OR An appropriate advantage and disadvantage are noted but only one of these is linked to the novel situation.
1	An appropriate advantage and disadvantage are noted but there is no link to the novel situation OR An appropriate advantage or disadvantage is noted with some link to the novel situation.
0	An appropriate advantage or disadvantage is noted but there is no link to the novel situation OR The issue is not addressed.

- (b) Identify **one** issue of reliability in this research and describe how you could deal with this issue of reliability. [3]

Credit **could** be given for:

- Issue of reliability, e.g. whether the teenagers are consistent in their definition of 'cigarette smoker'.
- Way of dealing with issue, e.g. the psychologist gives all the teenagers a definition (e.g. smoke daily).
- Other appropriate issue of reliability and way of dealing with it.

Marks	AO3
3	An appropriate issue of reliability and an appropriate way of dealing with the identified issue are noted and linked to the novel situation.
2	An appropriate issue of reliability and an appropriate way of dealing with the identified issue are noted and with weak link to the novel situation.
1	An appropriate issue of reliability and an appropriate way of dealing with the identified issue are noted with no link to the novel situation OR An appropriate issue of reliability is identified and linked to the novel situation.
0	The issue of reliability and way of dealing with it are inaccurate OR The issue is not addressed.

- (c) Identify **one** issue of validity in this research and describe how you could deal with this issue of validity. [3]

Credit **could** be given for:

- Issues of validity (internal/external) e.g. social desirability.
- Way of dealing with issue, e.g. camouflage the questions regarding number of friends amongst other questions relating to sociability.
- Other appropriate issue of validity and way of dealing it.

Marks	AO3
3	An appropriate issue of validity and an appropriate way of dealing with the identified issue are noted and linked to the novel situation.
2	An appropriate issue of validity and an appropriate way of dealing with the identified issue are noted and with weak link to the novel situation.
1	An appropriate issue of validity and an appropriate way of dealing with the identified issue are noted with no links to the novel situation OR An appropriate issue of validity is identified and linked to the novel situation.
0	The issue of validity and way of dealing with it are inaccurate OR the issue is not addressed.

- (d) Outline **one** advantage and **one** disadvantage of random sampling in this research. **[3]**

Credit **could** be given for:

- Advantage, e.g. the researcher does not influence which teenagers are selected.
- Disadvantage, e.g. few of the teenagers selected may smoke cigarettes.
- Other appropriate advantage and disadvantage.

Marks	AO3
3	An appropriate advantage and disadvantage are noted, both are linked to the novel situation.
2	An appropriate advantage and disadvantage are noted; there is some link to the novel situation OR An appropriate advantage or disadvantage are noted but only one of these is linked to the novel situation.
1	An appropriate advantage and disadvantage are noted; there is no link to the novel situation OR An appropriate advantage or disadvantage is noted with some link to the novel situation.
0	An appropriate advantage or disadvantage is noted but there is no link to the novel situation OR The issue is not addressed.

- (e) Discuss **one** ethical issue that might arise in this research. **[3]**

Credit **could** be given for:

- Failure to protect the participant's privacy – participants may feel embarrassed regarding the number of friends they have.
- Other appropriate ethical issue.

Marks	AO3
3	An appropriate ethical issue is identified and thoroughly discussed with clear links to the novel situation.
2	An appropriate ethical issue is identified and reasonably discussed with some link to the novel situation.
1	An appropriate ethical issue is discussed but with no links to the novel situation OR A reasonable ethical discussion which is clearly linked to the scenario but the issue is not clearly identified.
0	An ethical issue is not discussed.

- (f) State **one** conclusion that can be drawn from the median numbers in this research. **[3]**

Credit **could** be given for:

- Example - Those teenagers who are non - cigarette smokers had a higher median number of friends compared to those teenagers who smoked cigarettes.
- Other appropriate conclusion.

Marks	A03
3	An appropriate and accurate conclusion has been stated fully and clearly with a link to the novel situation.
2	An appropriate and accurate conclusion has been stated with a weak link to the novel situation OR An inferential conclusion has been given which has been clearly linked to the novel situation.
1	An appropriate and accurate conclusion has been stated but there is no link to the novel situation.
0	An inappropriate or inaccurate conclusion has been stated OR the issue is not addressed.

GCE PSYCHOLOGY - PY3

SECTION A

Q.1 Researchers carried out a natural experiment measuring the stress levels of ten participants who continued to live near a volcano even after an eruption. These were compared with the stress levels of ten participants who lived outside the danger zone of a volcanic eruption.

Stress levels were measured on a ten - point scale, with one being low stress and ten being high stress.

	Inside danger zone	Outside danger zone
Mean stress score	8.2	3.1

(a) (i) Define what is meant by the term 'natural experiment'. **[2]**

Marks	AO1
2	Clear and detailed definition (e.g. research when the IV is not under the direct control of the experimenter).
1	Definition is limited in detail (e.g. variables are not under control).
0	No relevant definition.

(ii) Explain **one** advantage and **one** disadvantage of a 'natural experiment'. **[4]**

Advantage

- More natural behaviour/mundane realism/ecological validity.
- Lack of demand characteristics.
- Any other relevant advantage.

Disadvantage

- No control over confounding variables.
- Lack of objectivity when measuring abstract terms.
- Any other relevant disadvantage.

Marks	AO2
4	One clear advantage and one clear disadvantage identified and both explained in detail.
3	One clear advantage/disadvantage identified and explained in detail and one disadvantage/advantage only partially explained.
2	One advantage and one disadvantage only partially explained OR Only one advantage/disadvantage identified and explained in detail.
1	Only one advantage OR one disadvantage identified.
0	No relevant information.

- (b) (i) Define what is meant by the term 'validity'. [2]

- The findings are accurate and the effects are caused by the IV.
- The study is measuring what it intends to measure.
- True to life (ecological validity).
- Any other relevant definition.

Marks	AO1
2	Clear and detailed definition given.
1	Basic definition.
0	No relevant definition.

- (ii) Identify and explain **one** issue of validity in the above study. [2]

- Personality of participant.
- Social background/family life of participant.
- Stress measurement scale used.
- Any other appropriate issue.

Marks	AO3
2	Issue of validity identified and explained (must be in context).
1	An appropriate issue of validity is identified but not explained.
0	No relevant issue.

- (c) (i) Define what is meant by the term 'mean'. [2]

Marks	AO1
2	Clear and detailed definition given (e.g. the average score calculated by dividing the total of all scores added together by the number of scores).
1	Basic definition (e.g. the average).
0	No relevant definition.

- (ii) Give **one** advantage and **one** disadvantage of using the mean to describe data. [2]

Advantage

- It uses all the scores in a data set.
- It is the strongest measure of central tendency.
- Any other relevant advantage.

Disadvantage

- It is very sensitive and can be distorted by low and high scores.
- May produce a value not represented in the data set.
- Any other relevant disadvantage.

Marks	AO2
4	One clear advantage and one clear disadvantage identified and both explained in detail.
3	One clear advantage/disadvantage identified and explained in detail and one disadvantage/advantage only partially explained.
2	One advantage and one disadvantage only partially explained OR Only one advantage/disadvantage identified and explained in detail.
1	Only one advantage OR one disadvantage identified.
0	No relevant information.

- (d) (i) Define what is meant by the term 'median'. [2]

Marks	AO1
2	Clear and detailed definition given (e.g. the middle value in a set of values when they are placed in rank order).
1	Basic definition (e.g. middle score).
0	No relevant definition.

- (ii) Define what is meant by the term 'mode' [2]

Marks	AO1
2	Clear and detailed definition, (e.g. the most frequently occurring value in a set of scores).
1	Basic definition (e.g. most common score).
0	No relevant definition.

- (e) Identify:

- (i) The independent variable (IV) in the above; [1]

Marks	AO2
1	IV clearly identified (e.g. living in an area of volcanic eruption).
0	No relevant information.

- (ii) The dependent variable (DV) in the above. [1]

Marks	AO1
1	DV clearly identified (e.g. levels of stress).
0	No relevant information.

(f) Give **two** reasons why a Mann Whitney U test is used to analyse results. [2]

- Test of difference.
- Independent measures group design.
- At least an ordinal level of measurement.
- Any other relevant information.

Marks	AO3
2	Two accurate reasons given.
1	Only one accurate reason given.
0	No relevant information.

(g) Explain how test - retest can be used to check the reliability of a study. [2]

- Participants are given the same test again and if they obtain same scores test can be said to be reliable.
- Any other relevant explanation.

Marks	AO2
2	Clear and detailed explanation given.
1	Basic explanation.
0	No relevant explanation.

TOTAL 24

SECTION B

Q.2 Research has shown that one of the major causes of eating disorders is how the media portrays women. Researchers gave a questionnaire to ten women about the effect the media, 'specifically magazines', has on eating disorders. The participants were chosen by opportunity sampling. The questionnaire contained twenty open questions about the role that the media may play in developing eating disorders.

Example question	Why do you think that many of the women portrayed in magazines are slim?
------------------	--

(a) Explain **one** advantage and **one** disadvantage of using a questionnaire in psychological research. **[4]**

Advantage

- Can collect a large amount of data relatively quickly and cheaply.
- Can be distributed to a wide sample of participants.
- Any other relevant advantage.

Disadvantage

- Leading questions or unclear questions can affect validity.
- Social desirability bias.
- Confidentiality may be an issue with sensitive issues.
- Any other relevant disadvantage.

Marks	AO2
4	One clear advantage and one clear disadvantage identified and both explained in detail.
3	One clear advantage/disadvantage identified and explained in detail and one disadvantage/advantage only partially explained.
2	One advantage and one disadvantage only partially explained OR Only one advantage/disadvantage identified and explained in detail.
1	Only one advantage OR one disadvantage identified.
0	No relevant information.

- (b) Identify and explain how one confounding variable may have affected the above study. [2]

- How regularly they read magazines.
- Characteristics/mood of the participant.
- Any other relevant variable.

Marks	AO3
2	Confounding variable identified and effect on study explained.
1	An appropriate confounding variable is identified but not explained effect.
0	No relevant information.

- (c) (i) Define what is meant by the term 'open questions'. [2]

Marks	AO1
2	Clear and detailed definition given (e.g. a question asked that allows the respondent to answer in any way they wish).
1	Basic information only (e.g. fuller answers can be given).
0	No relevant definition.

- (ii) Define what is meant by the term 'closed questions'. [2]

Marks	AO1
2	Clear and detailed definition (e.g. a question asked that only allows for a certain response such as <i>yes</i> or <i>no</i>).
1	Basic information only (e.g. <i>yes</i> or <i>no</i> answer).
0	No relevant definition.

- (d) In the above study the questionnaire asked the participants to write their name on the questionnaire. Explain one way that this may have affected the answers that were given. [2]

Marks	AO3
2	Clear and detailed explanation (e.g. participant may feel pressured and answer given may not represent truth and is an effect of social desirability).
1	Basic or partial explanation (e.g. answer given is affected by social desirability bias).
0	No relevant explanation.

- (e) (i) Define what is meant by the term 'opportunity sampling'. [2]

Marks	AO1
2	Clear and detailed definition given (e.g. a case of selecting whoever is available at that time at that location).
1	Basic information only (e.g. selecting who is available).
0	No relevant definition.

- (ii) Explain **one** advantage and **one** disadvantage of using opportunity sampling to select participants in research. [4]

Advantage

- This is a quick and practical way of getting a sample.
- Less researcher bias.
- Any other relevant advantage.

Disadvantage

- The sample may not be representative of the target population.
- Participants may not wish to take part in the study.
- Any other relevant disadvantage.

Marks	AO2
4	One clear advantage and one clear disadvantage identified and both explained in detail.
3	One clear advantage/disadvantage identified and explained in detail and one disadvantage/advantage only partially explained.
2	One advantage and one disadvantage only partially explained OR Only one advantage/disadvantage identified and explained in detail.
1	Only one advantage OR one disadvantage identified.
0	No relevant information.

- (iii) Identify and explain one other appropriate sampling method that could have been used in the above study. [2]

- Random sampling - all names of the target population put into a hat and number needed pulled out.
- Volunteer sampling - a poster put out asking for volunteers to take part in a study.
- Systematic sampling - names of all target population put on a list every nth name chosen.
- Any other relevant sampling method.

Marks	AO3
2	Sampling method named and explained (context).
1	Sampling method only named.
0	No relevant information.

- (f) (i) Describe what is meant by 'lack of informed consent' and 'right to withdraw' in psychological research. **[4]**
- Right to withdraw means making sure that the participants are aware that they can leave the study at any time they wish.
 - Lack of informed consent means not informing the participants/or participants guardians about the full purpose of specific research **OR** not informing them of their rights and not getting theirs (or guardians) consent to take part.
 - Any other relevant information.

Marks	AO1
3 - 4	Two ethical issues are fully described or one is fully described and one is partially described.
1 - 2	One fully described or two partially described or one partially described.
0	No relevant definition.

- (ii) Explain **one** advantage of ordinal level data. **[2]**
- Easier/quick to analyse.
 - Meaningfully compares scores with each other.
 - Any other relevant advantage.

Marks	AO2
2	One advantage clearly explained.
1	Advantage only partially explained.
0	No relevant advantage.

TOTAL 26

SECTION C

Q.3 Explain the advantage of the use of the scientific method in psychology.

[15]

Credit **could** be given for:

- Showing cause and effect within a laboratory experiment.
- Control of confounding variables.
- Validity/reliability.
- Use of animals to compare to human behaviour.
- Support from biological and behavioural perspectives.
- Historically well established method.
- Psychology as a science.
- Any other relevant material.

Marks	AO2
12 - 15	Discussion is appropriate and well detailed. Material is used in an effective manner (evidence of coherent elaboration) and is thorough. Depth and range of knowledge is displayed, though not necessarily in equal measure. Specialist terms are used throughout.
8 - 11	Discussion is reasonably appropriate but less detailed. Material is used in an effective manner. Depth or range of knowledge is displayed. Some specialist terms.
4 - 7	Discussion is basic; material is used in a relevant manner but is limited. Few specialist terms.
1 - 3	Discussion is superficial; material is muddled and/or incoherent. Specialist terms are either absent or incorrect.
0	No relevant knowledge or understanding of relevant material is demonstrated.

Q.4 Consider ethical issues in the use of human participants in research in psychology. **[15]**

Credit **could** be given for:

- Discussion of BPS guidelines; strengths of guidelines (e.g. increase in participant welfare). Limitations of guidelines (e.g. ‘loop holes’ in deception/consent guidance) not all psychologists are BPS members; not legally binding; participant awareness of guidelines as law.
- Key ethical issues (e.g. deception, protection from harm, anonymity, confidentiality).
- Discussion of ethical issues and their impact on the participants and the results of research (e.g. Milgram’s use of deception. Zimbardo’s failure to release participants on request).
- Involuntary participants (e.g. the use of naïve participants in Piliavin, Rodin and Piliavin (1969) and Langer and Rodin (1976)).
- Intervention studies and the ethical issues they produce (e.g. Klein (1991) and Leyens et al (1975)).
- Any other relevant material.

Marks	AO3
12 - 15	Discussion is appropriate and well detailed. Material is used in an effective manner (evidence of coherent elaboration) and is thorough. Depth and range of knowledge is displayed, though not necessarily in equal measure. Specialist terms are used throughout..
8 - 11	Discussion is reasonably appropriate but less detailed. Material is used in an effective manner. Depth or range of knowledge is displayed. Some specialist terms.
4 - 7	Discussion is basic; material is used in a relevant manner but is limited. Few specialist terms.
1 - 3	Discussion is superficial; material is muddled and/or incoherent. Specialist terms are either absent or are incorrect.
0	No relevant knowledge or understanding of relevant material is demonstrated.

Q.5 Explain ethical issues arising from two applications of psychology in the real world.

[15]

Credit **could** be given for:

- Use of conditioning theory in advertising.
- Use of persuasive commercials.
- Use of subliminal techniques in advertising.
- Use of psychological techniques in interrogation and treatment of prisoners of war.
- Use of psychological knowledge in recruitment.
- Use of profiling.
- Any other relevant applications.

Marks	AO3
12 - 15	Discussion is appropriate and well detailed. Material is used in an effective manner (evidence of coherent elaboration) and is thorough. Depth and range of knowledge is displayed, though not necessarily in equal measure. Specialist terms are used throughout.
8 - 11	Discussion is reasonably appropriate but less detailed. Material is used in an effective manner. Depth or range of knowledge is displayed. Some specialist terms.
4 - 7	Discussion is basic; material is used in a relevant manner but is limited. Few specialist terms.
1 - 3	Discussion is superficial; material is muddled and/or incoherent. Specialist terms are either absent or are incorrect.
0	No relevant knowledge or understanding of relevant material is demonstrated.

GCE PSYCHOLOGY - PY4

Q.1 (a) Describe what is meant by the concept of 'determinism'. **[3]**

Credit **could** be given for:

- The idea that all human behaviour is ultimately decided by causes external to the will
- Biological / Environmental determinism
- Any other relevant description.

Marks	AO1
3	A full and accurate description is given with clear reference to psychology.
2	A full and accurate description is given but no clear reference to psychology OR Basic description with some reference to psychology.
1	A basic and limited description is given.
0	No relevant description.

- (b) Comment on the roles played by free will and determinism in human behaviour. [22]

Credit **could** be given for:

- Difficulties in measuring free will and determinism.
- Critical analysis of research.
- Implications for therapeutic intervention.
- Any other relevant material.

Marks	AO2
6 - 7	Evaluation is relevant, clearly structured and thorough. There is evidence of coherent elaboration in the material presented. Depth and range of evaluation are displayed though not necessarily in equal measure.
4 - 5	Evaluation is relevant, structured and shows some coherence in the material presented. Depth or range of evaluation is displayed.
2 - 3	Evaluation shows some relevance but is basic and limited in detail.
1	Some very limited, relevant, evaluation is present.
0	No relevant evaluation.

Credit **could** be given for:

- Research questioning brain functioning and free will (e.g. Libet 2000).
- Behavioural approach and relevant findings (e.g. instrumental conditioning).
- Psychodynamic approach and relevant research findings (e.g. fixations).
- Humanistic approach (e.g. self - actualisation).
- Cognitive approach.
- Any other relevant material.

Marks	AO3
12 - 15	Evidence is clearly interpreted and analysed. Conflicting arguments are presented in a structured manner that accurately addresses the question and reaches a reasoned conclusion. Depth and range of evidence are displayed though not necessarily in equal measure.
8 - 11	Evidence is interpreted and analysed. Conflicting arguments are presented effectively and address the question. There are limitations in either the depth or range of evidence presented or in the structure of the argument or in the overall conclusion. Some appropriate terms are used.
4 - 7	Evidence is basic. The material is used in a relevant manner to address the question but the structure of the answer and the conclusion are limited. Few appropriate terms are used.
1 - 3	There is little evidence relating to the question. The answer is confused and/or severely limited in scope. Appropriate terms are either not used or are used incorrectly.
0	No material relevant to the question.

Q.2 (a) Describe what is meant by the concept of 'gender bias' in psychology. **[3]**

Credit **could** be given for:

- The practice of psychology is routinely and persistently operated to the benefit of one gender in relation to the other.
- Any other relevant description.

Marks	AO1
3	A full and accurate description is given with clear reference to psychology.
2	A full and accurate description is given but no clear reference to psychology OR Basic description with some reference to psychology.
1	A basic and limited description is given.
0	No relevant description.

(b) Discuss the nature and extent of gender bias in psychology with reference to psychological knowledge and research findings. **[22]**

Credit **could** be given for:

- Standard of evidence used in the argument presented.
- Evaluation of specific studies and theories.
- Ways of overcoming these types of gender bias (e.g. redefinition of psychological disorders, feminist perspective in research).
- Any other relevant material.

Marks	AO2
6 - 7	Evaluation is relevant, clearly structured and thorough. There is evidence of coherent elaboration in the material presented. Depth and range of evaluation are displayed though not necessarily in equal measure.
4 - 5	Evaluation is relevant, structured and shows some coherence in the material presented. Depth or range of evaluation is displayed.
2 - 3	Evaluation shows some relevance but is basic and limited in detail.
1	Some very limited, relevant, evaluation is present.
0	No relevant evaluation.

Credit **could** be given for:

- Types of gender bias (e.g. alpha, beta, androcentrism)
- The historical invisibility of female psychologists (e.g. Loftus, Gibson)
- The assumption of gender differences in theory and research (e.g. biological determinism)
- Examples of appropriate psychological evidence (theories and/or studies) which display gender bias (e.g. psychoanalytic, aggression).
- Any other relevant material.

Marks	AO3
12 - 15	Evidence is clearly interpreted and analysed. Arguments are presented in a structured manner that accurately address the question and reaches a reasoned conclusion. Depth and range of evidence are displayed, although not necessarily in equal measure.
8 - 11	Evidence is interpreted and analysed. Conflicting arguments are presented effectively and address the question. There are limitations in either the depth or range of evidence presented or in the structure of the argument or in the overall conclusion. Some appropriate terms are used.
4 - 7	Evidence is basic. The material is used in a relevant manner to address the question but the structure of the answer and the conclusion are limited. Few appropriate terms are used.
1 - 3	There is little evidence relating to the question. The answer is confused and/or severely limited in scope. Appropriate terms are either not used or are used incorrectly.
0	No material relevant to the question.

Q.3 Discuss the role of emotion in memory.

[25]

Credit **could** be given for:

- Evolutionary context of arousal and memory (e.g. GAS, brain mechanisms).
- Emotion and effects on cognition (e.g. effects of depression, high arousal and information processing).
- Flashbulb memory hypothesis (e.g. Conway, McCloskey, Neisser).
- Repression (e.g. Freud, Williams, Loftus).
- Emotion and real - life studies (e.g. weapon focus, duration of memory trace, flashback in PTSD).
- Any other relevant material.

Marks	AO1
8 - 10	Knowledge and understanding of evidence is accurate and well detailed. Depth and range of knowledge are displayed though not necessarily in equal measure. Language (grammar, punctuation and spelling) is relevant, well-structured and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. Language (including grammar, punctuation and spelling) is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate but basic in detail. Language (including grammar, punctuation and spelling) shows some inaccuracies.
1 - 3	Knowledge and understanding is superficial and/or muddled. Language (including grammar, punctuation and spelling) has errors.
0	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- Evaluation of research studies (e.g. work of Loftus).
- Scientific quality of evidence (e.g. difficulty of testing repression or flashbacks).
- Evaluation of competing hypotheses (e.g. flashbulb memory versus ordinary memory effects).
- Any other relevant material

Marks	AO2
12 - 15	Evaluation is relevant, clearly structured and thorough. There is coherent elaboration in the material presented. Depth and range of evaluation are displayed though not necessarily in equal measure.
8 - 11	Evaluation is relevant, structured and shows some coherence in the material presented. Depth or range of evaluation is displayed.
4 - 7	Evaluation shows some relevance but is basic and limited in detail.
1 - 3	Some very limited, relevant evaluation is present.
0	No relevant evaluation.

Q.4 Describe and evaluate explanations relating to the formation of relationships. **[25]**

Credit **could** be given for:

- Sociobiological and/or drive explanations (e.g. need for affiliation, attachment, reproduction).
- Behavioural theories (e.g. reinforcement - affect).
- Social exchange theories (e.g. complementary needs).
- Factors increasing likelihood of formation of relationships (e.g. similarity, frequency of contact).
- Non - romantic relationships (e.g. parent - child, friendship).
- Any other relevant material.

Marks	AO1
8 - 10	Knowledge and understanding of evidence is accurate and well detailed. Depth and range of knowledge are displayed though not necessarily in equal measure. Language (including grammar, punctuation and spelling) is relevant, well-structured and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. Language (including grammar, punctuation and spelling) is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate but basic in detail. Language (including grammar, punctuation and spelling) shows some inaccuracies.
1 - 3	Knowledge and understanding is superficial and/or muddled. Language (including grammar, punctuation and spelling) has errors.
0	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- Biases in research (e.g. ethnocentrism, towards romantic relationships).
- Reductionist nature of theories (e.g. bias towards internal causes).
- Failure of theories to account for relationships formation on a local scale (e.g. generality of factors, individual attraction and multiple influences).
- Any other relevant material.

Marks	AO2
12 - 15	Evaluation is relevant, clearly structured and thorough. There is evidence of coherent elaboration in the material presented. Depth and range of evaluation is displayed though not necessarily in equal measure.
8 - 11	Evaluation is relevant, structured and shows some coherence in the material presented. Depth or range of evaluation is displayed.
4 - 7	Evaluation shows some relevance but is basic and limited in detail.
1 - 3	Some very limited, relevant evaluation is present.
0	No relevant evaluation.

Q.5 Describe and evaluate the role of genetic factors in the development of intelligence.

Credit **could** be given for:

- Description of historical concepts of the nature of intelligence.
- Evolutionary aspects (e.g. comparative research, role of genes).
- Types of studies and examples (e.g. twin studies, adoption studies).
- Any other relevant material.

Marks	AO1
8 - 10	Knowledge and understanding of evidence is accurate and well detailed. Depth and range of knowledge are displayed though not necessarily in equal measure. Language (including grammar, punctuation and spelling) is relevant, well-structured and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. Language (including grammar, punctuation and spelling) is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate but basic in detail. Language (including grammar, punctuation and spelling) shows some inaccuracies.
1 - 3	Knowledge and understanding is superficial and/or muddled. Language (including grammar, punctuation and spelling) has errors.
0	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- Problems with concepts and operationalization of intelligence.
- Research evidence relating to genetic factors.
- Critique of types of studies (e.g. methodological problems, specific problems with selected studies).
- Biases and distortions (e.g. racism, sexism, more recent theories of intelligence and skills).
- Any other relevant material.

Marks	AO2
12 - 15	Evaluation is relevant, clearly structured and thorough. There is evidence of coherent elaboration in the material presented. Depth and range of evaluation is displayed though not necessarily in equal measure.
8 - 11	Evaluation is relevant, structured and shows some coherence in material presented. Depth or range of evaluation is displayed.
4 - 7	Evaluation shows some relevance but is basic and limited in detail.
1 - 3	Some very limited, relevant evaluation is present.
0	No relevant evaluation

Q.6 Discuss conflict during adolescence including 'storm and stress' and alternative views.

[25]

Credit **could** be given for:

- Concept of conflict.
- Storm & stress perspectives (e.g. maturational, psychoanalytic view).
- Role conflict and crisis (e.g. Erikson, Marcia).
- Any other relevant material.

Marks	AO1
8 - 10	Knowledge and understanding of evidence is accurate and well detailed. Depth and range of knowledge are displayed though not necessarily in equal measure. Language (including grammar, punctuation and spelling) is relevant, well-structured and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. Language (including grammar, punctuation and spelling) is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate but basic in detail. Language (including grammar, punctuation and spelling) shows some inaccuracies.
1 - 3	Knowledge and understanding is superficial and/or muddled. Language (including grammar, punctuation and spelling) has errors.
0	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- Research findings (e.g. Bandura, Coleman's focal theory).
- Cultural relativity (e.g. cross - cultural, historical).
- Critical examination of empirical evidence.
- Summary of evidence (e.g. is conflict a valid concept?)
- Any other relevant material.

Marks	AO2
12 - 15	Evaluation is relevant, clearly structured and thorough. There is evidence of coherent elaboration in the material presented. Depth and range of evaluation is displayed though not necessarily in equal measure.
8 - 11	Evaluation is relevant, structured and shows some coherence in the material presented. Depth or range of evaluation is displayed.
4 - 7	Evaluation shows some relevance but is basic and limited in detail.
1 - 3	Some very limited, relevant evaluation is present.
0	No relevant evaluation.

Q.7 Discuss the role of endogenous and exogenous factors in body rhythms. **[25]**

Credit **could** be given for:

- Nature and types of biological rhythms (e.g. circadian, ultradian).
- Endogenous factors (e.g. physiological mechanisms, individual differences, disorders).
- Exogenous factors (e.g. zeitgebers, shift work patterns, jet lag).
- Any other relevant material.

Marks	AO1
8 - 10	Knowledge and understanding of evidence is accurate and well detailed. Depth and range of knowledge are displayed though not necessarily in equal measure. Language (including grammar, punctuation and spelling) is relevant, well-structured and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. Language (including grammar, punctuation and spelling) is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate but basic in detail. Language (including grammar, punctuation and spelling) shows some inaccuracies.
1 - 3	Knowledge and understanding is superficial and/or muddled. Language (including grammar, punctuation and spelling) has errors.
0	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- Evaluation of research presented (e.g. historical, case study).
- Importance of individual differences in response.
- Overall evaluation of the relative impact of various factors on human life and in comparison with each other.
- Use of information to change practices (e.g. shift work, jet lag).
- Any other relevant material.

Marks	AO2
12 - 15	Evaluation is relevant, clearly structured and thorough. There is evidence of coherent elaboration in the material presented. Depth and range of evaluation is displayed though not necessarily in equal measure.
8 - 11	Evaluation is relevant, structured and shows some coherence in the material presented. Depth or range of evaluation displayed.
4 - 7	Evaluation shows some relevance but is basic and limited in detail.
1 - 3	Some very limited, relevant evaluation is present.
0	No relevant evaluation

Q.8 Describe and evaluate techniques used in the management of stress, including physiologically and psychologically based techniques. **[25]**

Credit **could** be given for:

- Physiological techniques (e.g. medication, exercise).
- Psychological techniques (e.g. cognitive therapies, psychosomatic therapies).
- Social measures (e.g. time management, social support networks).
- Any other relevant material.

Marks	AO1
8 - 10	Knowledge and understanding of evidence is accurate and well detailed. Depth and range of knowledge are displayed though not necessarily in equal measure. Language (including grammar, punctuation and spelling) is relevant, well-structured and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. Language (including grammar, punctuation and spelling) is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate but basic in detail. Language (including grammar, punctuation and spelling) shows some inaccuracies.
1 - 3	Knowledge and understanding is superficial and/or muddled. Language (including grammar, punctuation and spelling) has errors.
0	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- Evaluation of individual techniques.
- Social relevance of techniques (e.g. inaccessibility by lower socio - economic classes).
- General discussion about nature of stress (e.g. culture - specific nature).
- Any other relevant material.

Marks	AO2
12 - 15	Evaluation is relevant, clearly structured and thorough. There is evidence of coherent elaboration in the material presented. Depth and range of evaluation is displayed though not necessarily in equal measure.
8 - 11	Evaluation is relevant, structured and shows some coherence in the material presented. Depth or range of evaluation is displayed.
4 - 7	Evaluation shows some relevance but is basic and limited in detail.
1 - 3	Some very limited, relevant evaluation is present.
0	No relevant evaluation.

Q.9 Discuss Special Educational Needs, including the assessment, categorisation and strategies for education of at least one Special Educational Need. **[25]**

Credit **could** be given for:

- Definition of special educational need.
- Examples (e.g. dyslexia, autistic spectrum, emotional, ADHD).
- Historical changes in definition and treatment.
- Assessment methods used.
- Educational strategies and techniques.
- Any other relevant material.

Marks	AO1
8 - 10	Knowledge and understanding of evidence is accurate and well detailed. Depth and range of knowledge are displayed though not necessarily in equal measure. Language (including grammar, punctuation and spelling) is relevant, well-structured and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. Language (including grammar, punctuation and spelling) is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate but basic in detail. Language (including grammar, punctuation and spelling) shows some inaccuracies.
1 - 3	Knowledge and understanding is superficial and/or muddled. Language (including grammar, punctuation and spelling) has errors.
0	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- Evaluation of definition of special educational needs (e.g. too wide, where is line drawn?)
- Bias in social factors (e.g. social class, changing definition).
- Controversy in definitions and/or treatment (e.g. theories relating to dyslexia, ADHD and Ritalin).
- Any other relevant material.

Marks	AO2
12 - 15	Evaluation is relevant, clearly structured and thorough. There is evidence of coherent elaboration in the material presented. Depth and range of evaluation is displayed though not necessarily in equal measure.
8 - 11	Evaluation is relevant, structured and shows some coherence in the material presented. Depth or range of evaluation is displayed.
4 - 7	Evaluation shows some relevance but is basic and limited in detail.
1 - 3	Some very limited, relevant evaluation present.
0	No relevant evaluation.

Q.10 Describe and evaluate approaches to profiling.**[25]**Credit **could** be given for:

- Description of the main approaches in profiling (e.g. FBI, geographical).
- Description of relevant case material.
- Description of psychological assumptions underpinning approaches to profiling (e.g. offender consistency).
- Any other relevant material.

Marks	AO1
8 - 10	Knowledge and understanding of evidence is accurate and well detailed. Depth and range of knowledge are displayed though not necessarily in equal measure. Language (including grammar, punctuation and spelling) is relevant, well-structured and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. Language (including grammar, punctuation and spelling) is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate but basic in detail. Language (including grammar, punctuation and spelling) shows some inaccuracies.
1 - 3	Knowledge and understanding is superficial and/or muddled. Language (including grammar, punctuation and spelling) has errors.
0	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- Evaluation of relevant case material.
- Evaluation of the main approaches in profiling.
- Evaluation of psychological assumptions underpinning profiling.
- Evaluation of profiling as an activity in general (e.g. ethics, efficacy).
- Any other relevant material.

Marks	AO2
12 - 15	Evaluation is relevant, clearly structured and thorough. There is evidence of coherent elaboration in the material presented. Depth and range of evaluation is displayed though not necessarily in equal measure
8 - 11	Evaluation is relevant, structured and shows some coherence in the materials presented. Depth or range of evaluation is displayed.
4 - 7	Evaluation shows some relevance but is basic and limited in detail.
1 - 3	Some very limited, relevant evaluation is present.
0	No relevant evaluation.

Q.11 Describe and evaluate the effects of exercise on well - being.

[25]

Credit **could** be given for:

- Psychological benefits in general (e.g. reduction in anxiety and stress, increase in positive emotional states).
- Physiological changes that enhance psychological well - being (e.g. cardiovascular effect on brain function, endorphin hypothesis).
- Benefits for specific populations (e.g. clinical patients, children, elderly).
- Any other relevant material.

Marks	AO1
8 - 10	Knowledge and understanding of evidence is accurate and well detailed. Depth and range of knowledge are displayed though not necessarily in equal measure. Language (including grammar, punctuation and spelling) is relevant, well-structured and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. Language (including grammar, punctuation and spelling) is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate but basic in detail. Language (including grammar, punctuation and spelling) shows some inaccuracies.
1 - 3	Knowledge and understanding is superficial and/or muddled. Language (including grammar, punctuation and spelling) has errors.
0	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- General evaluation including negative effects (e.g. exercise addiction, eating disorders).
- Specific evaluation of supporting studies of both physiological and psychological effects of exercise.
- Specific evaluation of benefits for specific populations.
- Any other relevant material.

Marks	AO2
12 - 15	Evaluation is relevant, clearly structured and thorough. There is evidence of coherent elaboration in the material presented. Depth and range of evaluation is displayed though not necessarily in equal measure.
8 - 11	Evaluation is relevant, structured and shows some coherence in the material presented. Depth or range of evaluation is displayed.
4 - 7	Evaluation shows some relevance but is basic and limited in detail.
1 - 3	Some very limited, relevant evaluation is present.
0	No relevant evaluation.

Q.12 Describe and evaluate two treatments for schizophrenia.

[25]

Credit **could** be given for:

- Description of two distinct treatments for schizophrenia (e.g. two separate families of treatment – chemotherapy, behavioural, cognitive, humanistic, psychodynamic).
- Description of studies relevant to the description of therapies.
- Any other relevant material.

Marks	AO1
8 - 10	Knowledge and understanding of evidence is accurate and well detailed. Depth and range of knowledge are displayed though not necessarily in equal measure. Language (including grammar, punctuation and spelling) is relevant, well-structured and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. Language (including grammar, punctuation and spelling) is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate but basic in detail. Language (including grammar, punctuation and spelling) shows some inaccuracies.
1 - 3	Knowledge and understanding is superficial and/or muddled. Language (including grammar, punctuation and spelling) has errors.
0	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- Evaluation of the general approach in a therapy ‘family’ (e.g. benefits and costs of chemotherapy, ethics of behavioural treatment).
- Specific evaluation of research studies relating to a therapy.
- Any other relevant material.

Marks	AO2
12 - 15	Evaluation is relevant, clearly structured and thorough. There is evidence of coherent elaboration in the material presented. Depth and range of evaluation is displayed though not necessarily in equal measure.
8 - 11	Evaluation is relevant, structured and shows some coherence in the material presented. Depth or range of evaluation is displayed.
4 - 7	Evaluation shows some relevance but is basic and limited in detail.
1 - 3	Some very limited, relevant evaluation is present.
0	No relevant evaluation.



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