



GCE MARKING SCHEME

**PSYCHOLOGY
AS/Advanced**

SUMMER 2014

INTRODUCTION

The marking schemes which follow were those used by WJEC for the SUMMER 2014 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 biological approach. **[4]**

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

- Brain organisation (e.g. lobes, hemispheres).
- Brain chemistry (e.g. neurotransmitters).
- Hormones.
- The CNS/ANS.
- The role of genetics/evolution.
- 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 Selye's General Adaptation Syndrome. **[8]**

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

- Selye's investigative techniques with rats.
- Physiological changes occurring during the Alarm stage.
- Physiological changes occurring during the Resistance stage.
- Physiological changes occurring during the Exhaustion stage.
- 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 shows some inaccuracies in grammar, punctuation and spelling.
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 behaviourist approach has been applied in either aversion therapy or systematic de-sensitisation. **[12]**

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

- The aims/underlying assumptions of aversion therapy/systematic desensitisation.
- Main features of aversion therapy/systematic desensitisation.
- Role of the therapist in aversion therapy/systematic desensitisation.
- Examples of the application of aversion therapy/systematic desensitisation.
- Findings from identifiable research into the effectiveness of aversion therapy/systematic desensitisation.
- 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 cognitive approach.

[2x3]

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

- Interactionist nature of the approach
- Practical applications / usefulness of the approach
- Scientific nature / methods used by the approach
- Recognition of free will in changing thought processes
- Any other relevant strength.

Methodology and therapy can only be credited once each.

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.
0	Strength identified only. OR No relevant evaluation.

(b) Evaluate **two** weaknesses of the cognitive approach.

[2x3]

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

- Issue of reductionism
- Nomothetic methods used
- Ignorance of nature / nurture debate
- Any other relevant weakness.

Methodology and therapy can only be credited once each.

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.
0	Weakness identified only. OR No relevant evaluation.

Q.4 Compare and contrast the cognitive and behavioural approach in terms of similarities and differences. **[12]**

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

- The influence of internal/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	Evaluation is superficial; material is muddled and/or incoherent.
0	No relevant analysis.

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

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

- Use of case studies.
- Use of clinical interviews.
- Idiographic nature of the approach.
- Qualitative data.
- Issue of subjectivity/objectivity.
- Generalisability.
- 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 strength 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) is explained in a limited manner. Evaluation of method(s) is superficial and very limited.
0	No relevant explanation or evaluation.

GCE PSYCHOLOGY - PY2

SECTION A

- Q.1** Summarise the aims **and** context of Buss's (1989) research '*Sex differences in human mate preferences*'. **[12]**

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

- **Aims such as:**
- Buss aimed to investigate if evolutionary explanations for sex differences in human mate preferences are found in cultures with varying ecologies, locations, ethnic compositions, religious orientations and political inclinations.

- **Context (evidence prior to research) such as:**
- Description of evolutionary explanations or relationships.
- Description of relevant research such as Thornhill & Thornhill (1983) Trivers (1978) and Alexander & Noonan (1979).

- 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 (including grammar, punctuation and spelling) is relevant, well structured, coherent and accurate.
7 - 9	Knowledge and understanding of aim(s) and context is reasonably accurate and/or less detailed. Depth or range is displayed. Language (including 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 (including grammar, punctuation and spelling) shows some inaccuracies.
1 - 3	Knowledge and understanding of aim(s) and/or context is superficial and muddled OR Knowledge and understanding of aims or context is appropriate but basic in detail and limited in range. Language (including grammar, punctuation and spelling) has errors.
0	No relevant knowledge or understanding.

Q.2 Outline the procedures of Gardner & Gardner’s (1960) research, ‘*Teaching Sign Language to a Chimpanzee*’. **[12]**

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

- Washoe’s biographical details – a wild-caught female infant chimpanzee (eight to fourteen months old when she arrived at the Gardner’s laboratory).
- Initial routine – building a daily routine and relationships between Washoe and her human companions. They introduced games and activities that could result in maximum interaction with Washoe. All used ASL in her presence.
- ASL criteria – a set of manual gestures which correspond to particular words or concepts and has its own rules of usage. The words can be arbitrary or iconic.
- Training methods – imitation of signs using the “Do this” game. Encouraging “babbling” through clapping, smiling and repeating the gesture. Instrumental conditioning – tickling used as a reward.
- Recording of Washoe’s behaviour – initially easy to keep records of her signing behaviour, but as the amount of signing and number of signs increased, at about sixteen months, a more rigorous observations strategy was implemented. Three observers had to note she had used the sign in context and spontaneously. The sign was then added to a checklist and then when seen for a period of 15 consecutive days, it was noted as being learnt.
- Other relevant details.

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

Q.3 Describe the findings **and** conclusions of Milgram's (1963) research '*Behavioural study of obedience*'. **[12]**

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

- Milgram's survey of his Psychology Majors showed estimates of between 0% and 3% of participants would administer 450 volts.
- None of the participants stopped administering shocks before 300 volts (5 stopped at 300 volts).
- 26 of the 40 participants administered 450 volts (65%) therefore, 14 defied the experimenter's authority at some point.
- Remarks and outward behaviour indicated the participants were acting against their own values by punishing the learner, e.g. 14 of the 40 participants demonstrated nervous laughter and smiling.
- Observations of participants behaviour, e.g. sweating, trembling, stuttering, biting lips, groaning and digging fingernails into flesh.
- Milgram concluded that '*the phenomenon of obedience must rest on the analysis of the particular conditions in which it occurs.*' In other words, the circumstances in which the participants found themselves would combine to create a situation which is proved difficult to disobey.
- Milgram concluded that there were 13 elements of this situation that had contributed to these levels of obedience, such as taking place at Yale which has an '*unimpeachable reputation*.'
- 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. Language (including grammar, punctuation and spelling) is well structured, coherent and accurate.
7 - 9	Knowledge and understanding of findings and conclusions are reasonably accurate and/or less detailed. Depth or range is displayed. Language (including grammar, punctuation and spelling) is 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. Language (including grammar, punctuation and spelling) shows some inaccuracies.
1 - 3	Knowledge and understanding of findings and/or conclusions is superficial and muddled OR Knowledge and understanding of findings or conclusions is appropriate but basic in detail and limited in range. Language (including grammar, punctuation and spelling) has errors.
0	No relevant knowledge or understanding.

SECTION B

- Q.4** Evaluate the methodology of Rosenhan's (1973) research, '*On Being Sane in Insane Places*'. **[12]**

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

- Methodological issues – participant observation, e.g. disadvantages such as researcher bias of hospital staff behaviour.
- Validity issues (internal/external), e.g. observation of real life hospital staff and patients.
- Reliability issues (internal/external), e.g. consistency of pseudopatients' observations.
- Ethical issues, e.g. discussion of invasion of privacy; deception of hospital staff and patients.
- Sampling issues, e.g. range of hospitals selected.
- Other relevant 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 Langer and Rodin's (1976) research, '*The effects of chose and enhanced personal responsibility for the aged: A field experiment in an institutional setting.*' **[12]**

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

- Methodological issues – field based, e.g. advantages such as ability to utilise the 'real-life' environment of the nursing home; disadvantages such as problems establishing control over the individual characteristics of the residents in the RIG and CG.
- Validity issues (internal/external), e.g. does giving the aged a plant to look after really induce a sense of control/responsibility?
- Reliability issues (internal/external), e.g. age of residents was inconsistent when completing the research.
- Ethical issues, e.g. lack of informed consent of the nursing home residents; use of intervention study; protection of the residents' physical and psychological well-being.
- Sampling issues, e.g. generalising from residents in one nursing home to other elderly individuals.
- Other relevant 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 Loftus and Palmer's (1974) research '*Reconstruction of Automobile Destruction: An Example of the Interaction between Language and Memory*'. **[12]**

Alternative evidence can be supportive or contradictory and could be published before **or** after the core study.

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

- Further laboratory based research, e.g. Loftus (1979) found 98% of participants correctly identified the colour of a purse, even when given erroneous information that the purse was brown.
- Real-life research, e.g. Yuille & Cutshall (1986) found that, despite being given two misleading questions, real-life armed robbery witnesses were resistant to the misleading information and gave answers that were similar to their initial statements.
- False memory research, e.g. Braun (2002) showed that, with a 'bugs Bunny' cut-out in the room, 30% of the participants 'remembered' shaking hands with him on a trip to Disneyland (impossible, as he is a Warner Bros. character).
- Other relevant evidence.

N.B. The two experiments that are included in the original research cannot be credited as alternative evidence for each other.

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 investigated the stress levels of different types of occupations. They interviewed twenty people in 'high-level qualification' jobs (e.g. doctor, lawyer) and twenty people in 'low-level qualification' jobs (e.g. shop assistant, cleaner). They used a stratified sampling technique to select the participants. In their interviews they used a stress scale (where 100 was highest stress score) to assess the stress levels of the two groups. The psychologists then reported the range scores for the two groups (see table below).

Fig.1 Table to show the ranges of stress scores

Range of stress scores for those in 'high-level qualification' jobs	Range of stress scores for those in 'low-level qualification' jobs
65	63

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

Credit **could** be given for:

- Advantage, e.g. participants can ask the researchers to explain any question on the stress scale which they may not understand.
- Disadvantage, e.g. participants may not tell the interviewers the truth about their experiences (social desirability bias).
- Other appropriate advantage and disadvantage.

Marks	AO3
3	An appropriate advantage and disadvantage are identified and both are clearly linked to the novel situation.
2	An appropriate advantage and disadvantage are identified and there are weak links to the novel situation OR An appropriate advantage and disadvantage are noted but only one of these is clearly linked to the novel situation.
1	An appropriate advantage and disadvantage are identified and there are no links to the novel situation OR An appropriate advantage or disadvantage is noted with a weak 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. the interviewers may not ask the questions about stress in the same way to all the interviewees.
- Way of dealing with issue, e.g. the psychologists should standardise the wording of the stress scale.
- 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 given issue are identified and linked to the novel situation.
2	An appropriate issue of reliability and an appropriate way of dealing with the given issue are identified with a weak link to the novel situation.
1	An appropriate issue of reliability and an appropriate way of dealing with the given issue are identified but with no link to the novel situation OR An appropriate issue of reliability is identified only 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, e.g. does the stress scale really measure occupational stress.
- Way of dealing, e.g. utilise a stress scale that specifically measures occupational stress (content validity).
- 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 given issue are identified and linked to the novel situation.
2	An appropriate issue of validity and an appropriate way of dealing with the given issue are identified and with a weak link to the novel situation.
1	An appropriate issue of validity and an appropriate way of dealing with the given issue are identified but with no links to the novel situation OR An appropriate issue of validity is identified only and linked to the novel situation.
0	The issue of validity and way of dealing with it are inaccurate OR The issue of validity is not addressed.

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

Credit **could** be given for:

- Advantage, e.g. may be more representative of those in different level qualification jobs than other methods such as volunteer.
- Disadvantage, e.g. those selected from the high-level or low-level qualification jobs may not be representative of those in the strata from which they are randomly selected.
- Other appropriate advantage and disadvantage.

Marks	AO3
3	An appropriate advantage and disadvantage are identified and both are clearly linked to the novel situation.
2	An appropriate advantage and disadvantage are identified and there are weak links to the novel situation OR An appropriate advantage and disadvantage are noted but only one of these is clearly linked to the novel situation.
1	An appropriate advantage and disadvantage are identified and there are no links to the novel situation OR An appropriate advantage or disadvantage is noted with a weak 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) Identify and discuss **one** ethical issue that might arise in this research. [3]

Credit **could** be given for:

- Failure to protect participants' physical or psychological harm if those participants who are detected as having high stress are not given suitable advice about how to cope with it.
- 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 range scores in this research. **[3]**

Credit **could** be given for:

- Example - The range of stress scores for those in 'high-level qualification' jobs was higher than the range of stress scores for those in 'low-level qualification' jobs.
- Example - The range of stress scores for those in 'high-level qualification' jobs was similar to the range of stress scores for those in 'low-level qualification' jobs.
- Other appropriate conclusion.

Marks	AO3
3	An appropriate and accurate conclusion has been stated fully and clearly with a link to the data in 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 data in 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 investigated the number of words correctly recalled by an individual recovering from a brain injury. The individual was selected using an opportunity sample of patients admitted to a local hospital. Using a case study, the researcher recorded the number of words the individual could correctly remember from a list of ten words (ranging in length). The test was carried out one month and six months after the brain injury. The psychologist conducted a content analysis of the words correctly recalled (see below).

Fig.2. Table with the words correctly recalled

Words correctly recalled one month after brain injury	Words correctly recalled six months after brain injury
Dog Ball Door	Dog Pencil Ball Telephone Door Kangaroo Desk Hospital Apple Cardigan

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

Credit **could** be given for:

- Advantage, e.g. it allows the researcher to study in depth an individual who has something unusual in their behaviour such as a brain injury.
- Disadvantage, e.g. there may be problems generalising from one individual with a brain injury to others with brain injuries.
- Other appropriate advantage and disadvantage.

Marks	AO3
3	An appropriate advantage and disadvantage are identified and both are clearly linked to the novel situation.
2	An appropriate advantage and disadvantage are identified and there are weak links to the novel situation OR An appropriate advantage and disadvantage are noted but only one of these is clearly linked to the novel situation.
1	An appropriate advantage and disadvantage are identified and there are no links to the novel situation OR An appropriate advantage or disadvantage is noted with a weak 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 psychologist asked the participant to recall the word list at the same time of day, the participant may get tired towards the end of the day, which may affect the number of words they correctly recall.
- Ways of dealing with issue, e.g. standardise the procedure so that the participant completes the word recall task at the same time of day on each occasion.
- 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 given issue are identified and linked to the novel situation.
2	An appropriate issue of reliability and an appropriate way of dealing with the given issue are identified with a weak link to the novel situation.
1	An appropriate issue of reliability and an appropriate way of dealing with the given issue are identified but with no link to the novel situation OR An appropriate issue of reliability is identified only 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:

- Issue of validity, e.g. was the participant familiar with all the words on the list before the brain injury.
- Ways of dealing with issue, e.g. ask a relative if the words on the list were known to the patient before their brain injury.
- 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 given issue are identified and linked to the novel situation.
2	An appropriate issue of validity and an appropriate way of dealing with the given issue are identified and with a weak link to the novel situation.
1	An appropriate issue of validity and an appropriate way of dealing with the given issue are identified but with no links to the novel situation OR An appropriate issue of validity is identified only and linked to the novel situation.
0	The issue of validity and way of dealing with it are inaccurate OR The issue of validity is not addressed.

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

Credit **could** be given for:

- Advantage, e.g. it would be easier, in comparison to other sampling techniques, for the psychologist to locate just an individual with a brain injury from a local hospital.
- Disadvantage, e.g. the personality of the individual with brain injury may not be similar to the general population; they may be more amenable to the researcher and, therefore, more susceptible to demand characteristics.
- Other appropriate advantage and disadvantage.

Marks	AO3
3	An appropriate advantage and disadvantage are identified and both are clearly linked to the novel situation.
2	An appropriate advantage and disadvantage are identified and there are weak links to the novel situation OR An appropriate advantage and disadvantage are noted but only one of these is clearly linked to the novel situation.
1	An appropriate advantage and disadvantage are identified and there are no links to the novel situation OR An appropriate advantage or disadvantage is noted with a weak 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) Identify and discuss **one** ethical issue that might arise in this research. [3]

Credit **could** be given for:

- Consent issues may arise as the participant has recently suffered a brain injury and, therefore, may not fully understand and be able to agree to participate.
- 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 content analysis in this research. **[3]**

Credit **could** be given for:

- Example - The number of words correctly recalled after six months was more than twice the number of words correctly recalled after one month.
- Example - All the words correctly recalled after one month only had one syllable and were short, the words correctly recalled after six months ranged in length and some had up to three syllables.
- Other appropriate conclusion.

Marks	AO3
3	An appropriate and accurate conclusion has been stated fully and clearly with a link to the data in 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 data in 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 Psychologists were interested in the success of the prison system. They conducted formal interviews with prisoners and prison guards. The questions were all open questions. The same questions were asked in the same order to both guards and prisoners. The prisoners and guards were selected by quota sampling.

Examples of two questions from the interview.

(1) How do you think prisons punish prisoners?	----- ----- -----
(10) How do you think relationships between guards and prisoners could be improved?	----- ----- -----

(a) Explain one advantage and one disadvantage of using an interview in Psychological research. **[4]**

Advantage

- They allow for detailed answers.
- Can collect a large amount of information, qualitative data.
- Any other relevant advantage.

Disadvantage

- Can be unreliable and affected by social desirability bias.
- Can be time consuming and requires skilled interviewers.
- 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 '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) Explain one advantage of using 'open questions'. [2]

- Fewer constraints on answers as compared with closed questions.
- Allows for fuller answers/interviewees can elaborate.
- Any other relevant advantage.

Marks	AO3
2	Clear advantage explained in detail.
1	Advantage only identified or partially explained.
0	No relevant information.

- (iii) 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 yes or no.
1	Basic definition only, e.g. yes or no answer.
0	No relevant definition.

- (c) Explain one issue that would affect the validity of an answer given by a prisoner in the above study. [2]

Marks	AO1
2	Clear and detailed definition e.g. answers given may not represent truth and are an affect of social desirability bias or interviewers effects (with context).
1	Basic explanation, e.g. answer given is affected by social desirability bias or without context.
0	No relevant information.

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

Marks	AO1
2	Clear and detailed definition e.g. the sample is selected roughly in proportion to their occurrence in the population, such as different age groups.
1	Basic definition, e.g. proportionate sample.
0	No relevant information.

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

Advantage

- Less researcher bias.
- If quotas are filled, good representative sample of target population is achieved.
- Any other relevant advantage.

Disadvantage

- Can still lead to a biased sample.
- May not be able to fill quota needed e.g. not enough of a certain group willing to participate.
- Any other relevant disadvantage.

Marks	AO2
4	One clear advantage and one clear disadvantage identified and explained in detail.
3	One advantage and one disadvantage identified and only partially explained.
2	Only one advantage/disadvantage identified and explained in detail OR both advantage and disadvantage identified but not explained.
1	Only one advantage/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 prison population put into a hat and number needed pulled out.
- Volunteer sampling: e.g. a poster put asking for volunteers from the prison to take part in a study.
- Systematic sampling: names of all prison population put on a list and every n th name chosen.
- Any other relevant sampling method.

Marks	AO1
2	Sampling method named and explained (with context).
1	Sampling method only named (no context).
0	No relevant information.

(e) Define what is meant by the term 'reliability'. **[2]**

- For a study to be carried out and produce consistent results.
- Use of a consistent measuring too.
- Any other relevant definition.

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

(f) One way to test the reliability of a study is to measure inter-rater reliability. Define the term 'inter-rater reliability'. **[2]**

- Two or more researchers collect data in a consistent manner e.g. using a coding system.
- Data collected by two or more researchers is correlated.
- Any other relevant definition.

Marks	AO3
2	Clear and detailed definition given.
1	Basic definition only.
0	No relevant definition.

TOTAL 24

SECTION B

- Q.2** A laboratory experiment was carried out to see how emotion and arousal affected memory. In Part One of the experiment twenty participants were shown a video of a man walking down a street. They were then shown several photographs of men and had to identify the man from the video. In Part Two of the experiment the same participants were shown a video of a man committing a robbery. Again they were shown several photographs of men and had to identify the man committing the robbery. The participants were chosen by opportunity sampling.

	Part one of the experiment	Part two of the experiment
Correctly identified	14	6

Results were found to be significant at the 5% level.

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

- A study that takes place within a controlled environment.
- A study that takes place within an artificial setting.
- The I.V. can be manipulated and the D.V. can be measured.
- Any other relevant definition.

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

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

Advantage

- Good internal validity.
- Control of confounding variable.
- Can show cause and effect.
- Any other relevant advantage.

Disadvantage

- Behaviour is artificial.
- Poor ecological validity.
- Any other relevant disadvantage.

Marks	AO2
4	One clear advantage and one clear disadvantage identified and explained in detail.
3	One advantage and one disadvantage identified and only partially explained.
2	Only one advantage/disadvantage identified and explained in detail OR both advantage and disadvantage identified but not explained.
1	Only one advantage/disadvantage identified.
0	No relevant information.

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

Marks	AO1
2	Clear and detailed definition given, e.g. one group of participants researched in two or three conditions.
1	Basic definition, e.g. one group of participants.
0	No relevant definition.

- (ii) Explain one advantage and one disadvantage of a repeated measures design. [4]

Advantage

- Because the same participants do both tests no individual differences between groups.
- Fewer participants are needed to get the same amount of data.
- Any other relevant advantage.

Disadvantage

- Order effects due to practice, tiredness and/or boredom.
- Any other relevant disadvantage.

Marks	AO2
4	One clear advantage and one clear disadvantage identified and explained in detail.
3	One advantage and one disadvantage identified and only partially explained.
2	Only one advantage/disadvantage identified and explained in detail OR both advantage and disadvantage identified but not explained.
1	Only one advantage/disadvantage identified.
0	No relevant information.

- (c) State an appropriate directional hypothesis for the laboratory experiment in the above study. [2]

Marks	AO3
2	Appropriate directional hypothesis stated, e.g. emotion or arousal has a negative affect on memory.
1	Directional hypothesis given. Basic or muddled statement.
0	No relevant information.

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

Marks	AO1
2	Clear and detailed definition e.g. concurrent validity is validating a measurement by comparing it with an established measurement that has known validity.
1	Basic information only e.g. compare to another measurement.
0	No relevant definition.

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

- Time of day each condition took place.
- Characteristics/mood of the participant.
- Eyesight of participant.
- Order effects.
- Personal experience of robbery.
- Any other relevant variable.

Marks	AO3
2	Confounding variable identified and affect on study explained (with context)
1	An appropriate confounding variable is identified but not explained affect (no context).
0	No relevant explanation.

- (f) (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 and is willing to participate.
0	No relevant definition.

- (ii) Give one disadvantage of 'opportunity sampling'. [2]

- May be biased sample.
- Unlikely to be representative of the target population.
- Any other relevant disadvantage.

Marks	AO2
2	Clear disadvantage explained in detail.
1	Disadvantage only identified or partially explained
0	No relevant information.

- (g) 'Results were found to be significant at the 5% level.' Explain what this means. [2]

Marks	AO3
2	Clear and detailed explanation, e.g. the probability of the results being down to chance is 5% or less.
1	Basic explanation, e.g. results are 95% accurate.
0	No relevant information.

- (h) Define what is meant by the term 'ratio level data'. [2]

Marks	AO1
2	Clear and detailed definition, e.g. this is data that has fixed units of measurement throughout the range and has a meaningful zero point, such as time.
1	Basic definition only, e.g. a meaningful zero.
0	No relevant information.

Total 26

SECTION C

Q.3 Consider ethical issues in the use of human participants in psychological research. **[15]**

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

- 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.
- 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	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 Comment on ethical issues in the use of non-human animals in research in psychology.

[15]

Credit **could** be given for:

- Arguments for and against the idea that there are less ethical issues than using humans.
- Cannot compare non-humans to human behaviour.
- Ethical issues relevant to specific research e.g. Brady (1958) - pain, suffering and eventual death of monkeys.
- Non-human animals regarded as having less inherent value e.g. Singer's proposition of the principle of quality and speciesism.
- Relevant legislation and guidelines e.g. Animals (Scientific Procedures) Act (1986), BPS Guidelines, Bateson's cube.
- Any other relevant application.

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 Discuss ways of dealing with ethical issues in the use of human participants in research in psychology. **[15]**

- Use of presumptive consent and prior general consent as a means of dealing with lack of informed consent.
- Use of role play as a means of dealing with deception.
- Use of BPS ethical guidelines.
- Use of ethical committees.
- Replace with animals.
- Any other relevant disadvantages.

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.

TOTAL 45

GCE Psychology - PY4

Q.1 (a) Describe what is meant by 'a genetic influence on human behaviour'. **[3]**

Credit **could** be given for:

- Evolutionary factors in human behaviour.
- Conditions or tendencies established at conception (e.g. sex, aspects of mental disorder).
- 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) Using psychological knowledge and research findings, discuss the balance of genetic and environmental influences on human behaviour. **[22]**

Credit **could** be given for:

- Interaction between genetic and environmental influences (e.g. diathesis-stress theory, parenting and temperament, nutrition and behaviour).
- Critical analysis of 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.
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:

- Discussion of principal genetic influences (e.g. evolutionary, proximal influences on disorder, intelligence).
- Discussion of principal environmental influences (e.g. culture, peers, parents).
- 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. Range and depth of evidence are displayed though not 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 range or depth 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 identifiable.
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 term '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 issues of gender bias in psychology.

[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 perspectives 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. Conflicting 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. Appropriate terminology is used throughout.
8 - 11	Evidence is interpreted and analysed. Conflicting arguments are presented effectively and address the question. There are limitations in either the depth and 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 Describe and evaluate explanations for disorders of memory.

[25]

Credit **could** be given for:

- Statistical abnormalities (e.g. tip-of-the-tongue, strong habit intrusion, onomastic aphasia, déjà vu).
- Psychological disorders (e.g. repression, PTSD flashbacks, fugue).
- Pathological states where memory disorder is a symptom (e.g. agnosias, Alzheimer's, Korsakoff's).
- 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:

- Discuss what is meant by a disorder of memory and what are true disorders rather than normal processes or global organic illnesses.
- Evaluation of explanations for statistical abnormalities.
- Evaluate evidence for existence of and explanations of psychological disorders.
- 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 Using psychological knowledge and research findings, discuss explanations for the dissolution of relationships. **[25]**

Credit **could** be given for:

- Official vs real reasons for break-up (e.g. Duck 2011).
- Other factors in dissolution (e.g. gender differences, duration of relationships).
- Models of dissolution (e.g. Rollie & Duck 2006, Lee 1984).
- Other types of dissolution (e.g. bereavement).
- 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. The use of language including grammar punctuation and spelling is relevant, well structured, coherent and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. The use of language including grammar, punctuation and spelling is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate, but basic in detail. The use of language may show some inaccuracies in grammar, punctuation and spelling.
1 - 3	Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.
0	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- Evaluation of Duck's precipitating factors (e.g. supporting evidence, over-generalisation)
- Evidence relating to other factors in dissolution (e.g. Akert 1998 on post-break up behaviours, Fincham 2004 on attributional styles).
- Evaluation of models of dissolution (e.g. sample bias in most research, over-generalisation).
- General evaluation (e.g. ethnocentrism, comparison of models applied to dissolution of relationships).
- 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 theories of cognitive development.

[25]

Credit **could** be given for:

- Piaget's theories and concepts.
- Vygotsky's theories and concepts.
- Theories of infant cognition (e.g. Kagan, Bruner).
- Development of social awareness (e.g. Dunn).
- 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:

- Methodological criticism of Piaget (e.g. Donaldson, McGarrigie).
- Importance of social context in cognitive development.
- Increased knowledge of neonatal abilities in infancy.
- Relevance of theories to real world, and their use (e.g. Piaget and primary education in UK).
- 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 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.6 Critically consider the effects of events during Late adulthood.

[25]

Credit **could** be given for:

- Stage theories (e.g. Erikson, Levinson).
- Role changes in late adulthood (e.g. retirement, social disengagement).
- Psychophysical developments (e.g. reactions to hearing loss, decline of physical abilities, intellectual decline).
- Identity adjustment (e.g. re-engagement, loss of sexuality, spirituality).
- Bereavement and death (e.g. Murray-Parkes).
- 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 stage theories (e.g. difficulty regarding falsification).
- Evaluation of research evidence relating to changes and developments.
- Ethnocentrism and large cultural differences (e.g. time, place, subculture).
- Persistence of stereotypes despite research evidence.
- 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 and 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 Using psychological knowledge and research findings, describe and evaluate theories of hypnosis.

[25]

Credit **could** be given for:

- State theories (e.g. Hilgard, Oakley).
- Non-state theories (e.g. Wagstaff, Spanos).
- Any other relevant material.

Marks	A01
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. The use of language including grammar punctuation and spelling is relevant, well structured, coherent and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. The use of language including grammar, punctuation and spelling is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate, but basic in detail. The use of language may show some inaccuracies in grammar, punctuation and spelling.
1-3	Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.
0	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- Evaluation of state theories.
- Evaluation of non-state theories.
- Discussion of current scientific position (i.e. balance of evidence).
- Relevance of theory in relation to actual usage of hypnosis (e.g. clinical use, entertainment).
- Any other relevant material.

Marks	A02
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 Discuss factors affecting health behaviours.

[25]

Credit **could** be given for:

- Personality type, age, social class.
- Rationality in decision-making.
- Attribution style.
- Reference to real life studies of health behaviour.
- 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. The use of language including grammar punctuation and spelling is relevant, well structured, coherent and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. The use of language including grammar, punctuation and spelling is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate, but basic in detail. The use of language may show some inaccuracies in grammar, punctuation and spelling.
1-3	Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.
0	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- Changes in the concept of health and health behaviour.
- Cultural and class differences (e.g. relative affluence, meaning of concept in non-Western societies).
- Critical research relating to major factors (e.g. rationality in decision-making).
- Inadequacy of model-based research in dealing with complex behaviour.
- 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 and 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 Describe and evaluate behaviourist learning theory applied to education including classical and operant conditioning. **[25]**

Credit **could** be given for:

- Classroom management techniques (e.g. use of reinforcement generally, special cases).
- Token economies in schools (e.g. cumulative reward systems, 'gold stars').
- Competence-based education (e.g. NVQs, accreditation of actions rather than knowledge).
- Self-instruction programmes (e.g. computer-based learning).
- 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:

- Evaluations (e.g. theory of motivation seriously inadequate, mechanistic views of humans, competence-based education has little reliable evidence).
- Critical examination of evidence.
- Use of evidence to support or contradict explanations.
- External influences (e.g. family, media, drugs).
- 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 and 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. The use of language including grammar punctuation and spelling is relevant, well structured, coherent 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 and 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 Using psychological knowledge and research findings, discuss internal factors affecting sporting performance.

[25]

Credit **could** be given for:

- Motivational factors (e.g. need for achievement, competence motivation).
- Cognitive factors (e.g. attentional focus, use of imagery).
- Emotional factors (e.g. state/trait anxiety, mood states).
- Biological factors (e.g. hormone cycles, performance enhancing drugs).
- Abnormal factors (e.g. anger management, ultra-endurance athletes and mental health status).
- 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:

- Measurement issues with many factors.
- Clear identification of factors.
- Difficulty of establishing casual relations under controlled conditions.
- Status of anecdotal evidence.
- Difficulty of generalising results.
- 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 Critically consider **two** treatments for unipolar depression.

[25]

Credit **could** be given for:

- Biologically based treatments (e.g. MAOIs, SSRIs, tricyclic anti-depressant medication, ECT, exercise).
- Psychologically based treatments (e.g. cognitive based therapies, psychodynamic therapies, 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 using research evidence.
- Compare and contrast types of treatment (e.g. efficacy, validity of use, side effects).
- Historical changes in treatment.
- Overall evaluation of nature of depression and its treatment.
- 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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