GCE MARKING SCHEME

SUMMER 2016

**PSYCHOLOGY - PY2 (LEGACY)
1332/01**

INTRODUCTION

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

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

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

GCE PSYCHOLOGY - PY2

Mark Scheme - Summer 2016

SECTION A

Q.1 **Summarise the aims and context of Milgram's (1963) research 'Behavioural study of obedience'.** **[12]**

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

Aims such as:
- To contrive a situation to quantifiably assess exactly how obedient individuals would be in a controlled situation, which can be varied to assess which situational variables would heighten, lower or have no effect on the level of obedience.
- Other relevant details.

Context (evidence prior to research) such as:
- Description of previously published research into obedience e.g. Landis (1924).
- Description of historical events that may have influenced Milgram's research e.g. Holocaust and Adolf Eichmann's trial.
- Description of Adorno et al's (1950) Authoritarian personality.
- 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 **Describe the procedures of Langer and 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 outlining the following:
- Description of the set-up in the Nursing Home.
- Description of participants' details in the Responsibility Induced Group and the Comparison Group.
- Conditions of the Responsibility Induced Group and the Comparison Group.
- Description of the questionnaires used by the Research Assistant and the Nurses to assess the residents.
- Behavioural measures e.g. Jellybean competition and attendance at the movie night.
- 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 Rahe, Mahan and Arthur's (1970) research *'Prediction of near-future health change from subjects 'preceding life changes'.*** **[12]**

Credit **could** be given for describing the following:
- A positive correlation coefficient of 0.118 was found between the LCU totals for the six months prior to deployment and illness. (p<0.01)
- Further analysis revealed that their Total LCU (TLCU) for the 6 month period immediately prior to their 6 - 8 month deployment demonstrated a significant relationship with the illness criteria. This was most apparent in cruiser 1 and 3 and in the married enlisted men category compared to young single sailors.
- Furthermore, sailors that fell into the low TLCU groups (labelled decile 1 & 2) represented a definite low illness group; conversely sailors with a high TLCU score (labelled decile 9 & 10) represented a high illness group.
- Cruiser 3 experienced the most arduous cruise.
- Mean number and standard of cruise period illness, per illness, per decile, for the three cruisers combined: Decile 1:1.434; Decile2: 1.377; Decine 3: 1.583; Decile 4: 1.543; Decile 5: 1.498; Decile 6: 1.685; Decile 7: 1.651; Decile 8: 1.693; Decile: 9: 2.083; Decile 10: 2.049.
- Conclusions such as:
- The results of this prospective study support the notion of a linear relationship between participants TLCU score and illness rate.
- The illnesses experienced by the men were generally minor in degree and their pre-deployment life changes were often few and of low significance, however this does not detract from the impressive findings that are consistent with other prospective/retrospective studies.
- 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 **Critically assess the methodology of Loftus and 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 such as 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 didn't know the true aim of the research.
- Sampling issues e.g. use of college students alone may not reflect the age and driving abilities of the general population.
- 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 **Criticially assess the methodology of Gardner and 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 chimpanzee.
- Validity issues (internal, external) e.g. use of Washoe's own caretakers to assess success of the research. 'Intensity' of the training programme doesn't reflect the upbringing of a normal child.
- Reliability issues (internal, external) e.g. issues relating to the consistency with which signs were assessed.
- Ethical issues e.g. use of non-human animal in psychological research.

  (Note: Ethical issues that specifically relate to humans, such as 'a lack of informed consent', cannot receive credit).

- Sampling issues e.g. use of sole chimp may not reflect the language abilities of all chimpanzee; Washoe may have been a 'genius' or 'stupid' chimpanzee.
- 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 Rosenhan's (1973) research '*On Being Sane in Insane Places'*.**   **[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:
- Problems with social context - Draptomania (1800s) illustrates prejudice influencing psychiatric diagnosis.
- Impact of labelling - Szasz believed that labelling someone as being 'mentally ill' was a way of excluding those individuals who didn't conform. Rosenhan concluded that labelling was important in psychiatry as "*the label is so powerful that many of the normal behaviours were overlooked completely or misinterpreted"*.
- The role of institutionalisation - Goffman (1961) reported the purpose of asylums is to '*institutionalise*' individuals; demoralising and rendering people less capable of managing life in the outside world, rather than actually curing them.
- Psychiatric diagnosis was reliable - Spitzer (1976) claimed that the diagnoses were consistent, as with only one exception the pseudopatients all received the same diagnosis.
- 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 psychologist conducted a natural experiment to investigate if exam stress was linked to illness. The researcher asked a self-selected (volunteer) sample of university students to estimate how many days of illness they had during May (just before the start of their exams) and how many days of illness they had during July (after the end of their exams). The psychologist calculated the mode for the number of days ill in May and the mode for the number of days ill in July and presented them in the table below:**

Fig.1. Table showing the modes for the number of days ill in May and July

Mode for the number of days ill in May	Mode for the number of days ill in July
3	1

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

Credit **could** be given for:
- Advantage e.g. the researcher can take advantage of a naturally occurring IV (stress levels) that might be unethical and/or impractical to manipulate.
- Disadvantage e.g. the researcher cannot really draw a 'cause and effect' conclusion between exam stress and illness.
- 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. there may be differences in how some students
           perceive 'illness'.
       •   Way of dealing with issues e.g. give standardised instructions to the
           students about what constitutes an 'illness'.
       •   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. the measure, 'days of illness', may not be a valid
           measure.
       •   Way of dealing e.g. use an additional measure such as number of visits to
           a doctor to ascertain concurrent 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 self-selected (volunteer) sampling in this research. **[3]**

Credit **could** be given for:
- Advantage e.g. the researcher knows that the university students want to take part in the research before they are selected to be part of the sample.
- Disadvantage e.g. those university students who volunteer are unlikely to be representative of the general university student population.
- 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) Discuss **one** ethical issue that might arise in this research. **[3]**

Credit **could** be given for:
- Protection from psychological harm (duty of care): Students with high illness rates may need to be given extra guidance about illness management.
- 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 modal scores in this
research.   **[3]**

Fig.1. Table showing the modes for the number odf days ill in May and July

Mode for the number of days ill in May	Mode for the number of days ill in July
3	1

Credit **could** be given for:
- The modal number of days ill in May (3) is higher than the modal number of days ill in July (1).
- The modal number of days ill in July (1) is lower than the modal number of days ill in may (3)
- 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 **OR** An inferential conclusion has been noted.
0	An inappropriate or inaccurate conclusion has been stated **OR** The issue is not addressed.

Q.8 **A team of psychologists wanted to investigate if prisoners in shared prison cells demonstrated more aggressive acts than prisoners who were in single prisoner cells. The psychologists conducted an observation of 20 randomly selected prisoners from shared prison cells and 20 randomly selected prisoners from single prisoner cells. As part of the observation, the psychologists recorded every aggressive act the prisoners demonstrated during one week. They compiled the information into a categorisation table to display their results, which are shown below.**

Fig.1. *Categorisation table to show the number and type of aggressive acts demonstrated by prisoners held in either shared prison cells or in single prison cells.*

	Single prisoner cells	*Shared prisoner cells*	*Total*
Verbal	*320*	*303*	*623*
Physical	*12*	*48*	*60*
Total	*332*	*351*	*683*

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

Credit **could** be given for:
- Advantage, e.g. the researcher can record *actual* behaviour, rather than just how a prisoner says they would behave.
- Disadvantage, e.g. the presence of the observers may change the amount of aggressive behaviour demonstrated by the prisoner.
- 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. lack of inter-rater reliability may occur as the team of psychologists may not all assess 'aggressive acts' in the same way.
*   Way of dealing with issue e.g. the team of psychologists should be given standardised instructions as to what constitutes a 'verbal' and 'physical' aggressive act.
*   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. the presence of the observer may influence the behaviour of the prisoner.
*   Way of dealing e.g. observe the prisoners in an inconspicuous manner i.e. via the Prison's CCTV.
*   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 random sampling used in this research.   **[3]**

Credit **could** be given for:
- Advantage: Lack of researcher bias in the selection of prisoners.
- Disadvantage: Sample of prisoners selected may not be representative of prisoners that are held in shared or single prisoner cells
- 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)   Discuss **one** ethical issue that might arise in this research.   **[3]**

Credit **could** be given for:
- Right to withdraw - the prisoners have no way of avoiding being observed by the psychologists as they are in prison.
- 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 categorisation table in this research. **[3]**

Fig.2.   Categorisation table to show he number and type of aggressive acts demonstrated by prisoners held in either shared prison cells or in single prison cells.

	Single prisoner cells	*Shared prisoner cells*	*Total*
Verbal	*320*	*303*	*623*
Physical	*12*	*48*	*60*
Total	*332*	*351*	*683*

Credit **could** be given for:
* The prisoners who shared cells demonstrated more aggressive acts (351) than prisoners in single cells (332).
* The prisoners who were held in single prisoner cells demonstrated fewer aggressive acts (332) than prisoners held in shared prison cells (351).
* 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 **OR** An inferential conclusion has been noted.
0	An inappropriate or inaccurate conclusion has been stated **OR** The issue is not addressed.