

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

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

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

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

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

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

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

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

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

Advantage

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

Disadvantage

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

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

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

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

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

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

- (e) Identify:

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

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

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

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

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

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

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

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

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

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

TOTAL 24

SECTION B

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

Example question	Why do you think that many of the women portrayed in magazines are slim?
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- (a) Explain **one** advantage and **one** disadvantage of using a questionnaire in psychological research. **[4]**

Advantage

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

Disadvantage

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Advantage

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

Disadvantage

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

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

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

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

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

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

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

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

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

TOTAL 26

SECTION C

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

[15]

Credit **could** be given for:

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

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

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

Credit **could** be given for:

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

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

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

[15]

Credit **could** be given for:

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

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

GCE PSYCHOLOGY - PY4

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

Credit **could** be given for:

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

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

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

Credit **could** be given for:

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

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

Credit **could** be given for:

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

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

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

Credit **could** be given for:

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

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

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

Credit **could** be given for:

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

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

Credit **could** be given for:

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

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