

Q.4 Discuss the disadvantages of the use of the scientific method in psychology. **[15]**

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

- Examples of relevant research.
- Problems with the nature of scientific methods.
- Issues of ecological (external) validity.
- Issues of researcher and participant effects, e.g. bias and demand characteristics.
- Problems regarding human behaviour as quantifiable.
- Issues related to hypothesis formulation, e.g. operationalisation of variables.
- 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 Comment on ethical issues in the use of non-human participants in research in psychology.

[15]

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

- Arguments for and against
- 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 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.

PY4

Q.1 (a) Describe what is meant by the concept 'ethical cost' in psychology. **[3]**

Credit **could** be given for:

- How some outcomes of research have caused detriment to the participants or the population at large.
- How a moral threshold has been breached in some way by this research or its application.
- 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 balance of scientific benefits measured against 'ethical costs' in psychology.

Credit **could** be given for:

- Evaluation of evidence used in the argument.
- Quality of argument used in the answer.
- Evaluation of the importance of the issues raised (e.g. social consequences)
- Conclusions drawn.
- 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:

- What constitutes a scientific benefit/ethical cost?
- Descriptions of scientific benefits (e.g. understanding and predicting behaviour, therapies) and types of ethical cost (e.g. discrimination, psychological harm).
- Balances between scientific advances, social advancement, social morality (e.g. can science be value-free, use of knowledge to socially oppress).
- 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 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.2 (a) Describe what is meant by the term 'cultural bias' in psychology. **[3]**

Credit **could** be given for:

- The researcher distorts hypotheses, research instruments, data or conclusions in ways consistent with their own cultural attitudes and practices.
- Any other appropriate definition.

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 cultural bias in psychology. [22]

Credit **could** be given for:

- Evaluation of specific studies and theories.
- Identification of biases (e.g. historical, imposed etc, ethnocentric, implicit).
- Overall evaluation of strength of argument and conclusions.
- 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:

- Bias towards Western cultures (e.g. exclusion of non-Western psychology in academic work, US publication domination, implicit Western norms).
- Assumptions of Western psychology (e.g. universality of concepts, behaviour and social relationships).
- Ethnocentrism in action (e.g. in diagnosis of mental disorder, theories of moral behaviour).
- 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.3 Describe and evaluate the multi-store model of memory.

[25]

Credit **could** be given for:

- Historical context of theory (e.g. era of information theory).
- Structure of the model (e.g. STM, LTM).
- Process of the multi-store model (e.g. rehearsal).
- Hypotheses generated by the model.
- Diagram of the model.
- 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:

- Evidence for multi-store model (e.g. empirically-based research and case studies).
- Evidence against multi-store model (e.g. levels of processing, working memory).
- Critical summary of evidence for and against model.
- 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 Discuss research related to understudied relationships.

[25]

Credit **could** be given for:

- Relationships with non-humans (e.g. pets).
- Friendship (e.g. gender differences, basis of relationship).
- Mediated relationships (e.g. arranged marriages, dating agencies).
- Minority and non-monogamous relationships (e.g. non-heterosexual, polygamous).
- Electronic relationships (e.g. e-mail, chat-room, simulated worlds)
- 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:

- Explanations for lack of research in certain areas of relationship.
- Evaluation of studies used in evidence.
- Discussion of issues raised by research findings or lack of research.
- 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** Using psychological knowledge and research findings, discuss the role of environmental factors in the development of intelligence. **[25]**

Credit **could** be given for:

- Definition of functional intelligence within environments (e.g. different cultures, physical environments).
- Pre and post-natal nutritional factors (e.g. privation and brain development, transient dietary effects, psychoactive substance abuse).
- Home background (e.g. parental involvement, disturbed families, trauma, abuse).
- Educational and cultural factors (e.g. home, school, hot-housing).
- 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:

- Difficulty of defining and measuring intelligence.
- Critical examination of evidence.
- Historical, moral, cultural and political issues (e.g. dominant culture and political issues (e.g. dominant culture definitions of intelligence)).
- Any other relevant material.

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

Q.6 Describe and evaluate lifespan theories of development.

[25]

Credit **could** be given for:

- Freud's psychosexual stages.
- '*Eight ages of Man*' (Erikson).
- '*Seasons of a Man;s Life*' (Levinson).
- '*Evolution of Adult Consciousness*' (Gould).
- 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 empirical evidence for stage theories.
- Discussion of large cultural and gender biases in formulation of theories.
- Relevance of theories in modern multi-cultural environments.
- 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 Describe and evaluate explanations for disorders of sleep.

[25]

Credit **could** be given for:

- Disorders of sleep (e.g. insomnia, parasomnia).
- Types of explanation (e.g. genetic, biochemical environmental).
- Evolutionary and cultural patterns of sleep.
- Norms and individual differences.
- 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:

- Evolution of research relating to sleep disorders.
- Difficulty with definition and diagnosis of sleep disorders.
- Socio-cultural and personal impact of sleep disorder.
- Impact of 24/7 global society.
- Any other relevant material.

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

- Q.8** Describe and evaluate theories of addiction including biological and social/psychological explanations. [25]

Credit could be given for the following:

- Genetic factors (e.g. addictive inheritance, acetaldehyde deficiency).
- Exposure theories (e.g. biological, learning and conditioning).
- Adaptation theories (e.g. bio psychosocial, psychodynamic).
- Any other relevant material.

Marks	AO1
8-10	Knowledge and understanding of evidence is accurate and well detailed. Depth and breadth of knowledge are displayed though not necessarily in equal measure. The use of language including grammar, punctuation and spelling will be relevant, well structured, coherent and accurate.
6-7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or breadth of knowledge is displayed. The use of language including grammar, punctuation and spelling will be 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 the following:

- Critical examination of empirical evidence.
- Cultural interpretations.
- One phenomenon or several?
- Normal processes hijacked? Evolutionary theory (e.g. universality in animals, basic drive reward mechanisms).
- 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 breadth 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 breadth of evaluation is displayed.
4-7	Evaluation shows some relevance but is basic and limited in detail.
1-3	Some very limited, relevant evaluation is present.
0	No relevant evaluation.

Q.9 Discuss behaviourist learning theory applied to education, including classical and operant conditioning. [25]

Credit could be given for the following:

- 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 breadth of knowledge are displayed though not necessarily in equal measure. The use of language including grammar, punctuation and spelling will be relevant, well structured, coherent and accurate.
6-7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or breadth of knowledge is displayed. The use of language including grammar, punctuation and spelling will be 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 the following:

- 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 breadth 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 breadth 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.10 Discuss the decision-making of juries.

[25]

Credit **could** be given for:

- Individual processes (e.g. characteristics of defendant, pre-trial publicity).
- Defendant and witness effects (e.g. halo effect, race).
- Group processes (e.g. groupthink, polarisation, majority/minority influences).
- Story models (e.g. Pennington & Hastie.)
- 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 evaluation of research (e.g. very low ecological validity).
- Criticism of research (e.g. assumption of logical decision-making, incomplete and misleading evidence, thinking biases).
- Mundane realism issues (e.g. magistrates in UK as jury of three).
- 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 improving motivation in sport. **[25]**

Credit **could** be given for:

- Improving participant self-confidence (e.g. efficacy improvement, self-talk strategies).
- Improving psychological climate (e.g. mastery vs competitive motivation, goal orientation).
- Altering maladaptive patterns (e.g. attributional styles, learned helplessness).
- Utilising external motivational strategies (e.g. rewards, mentoring).
- 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:

- Difficulty in measuring variables in research.
- Difficulty in ascribing causal relationships in research.
- Evaluation of research materials presented.
- 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 Discuss issues of bias in diagnostic systems.

[25]

Credit **could** be given for:

- Types of diagnostic system (e.g. ICD, CCMD, DSM).
- Ideals of diagnostic systems (e.g. validity, reliability).
- Known cultural and gender bias in diagnostic systems.
- Studies relating to the impact of bias.
- 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:

- Validity and reliability in diagnostic systems.
- Psychiatry as a source of bias (e.g. 'medicalisation of misery').
- Gender, culture and ethnicity as factors in bias (e.g. recognition of culture-specific conditions, such as 'amok').
- 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.



WJEC
245 Western Avenue
Cardiff CF5 2YX
Tel No 029 2026 5000
Fax 029 2057 5994
E-mail: exams@wjec.co.uk
website: www.wjec.co.uk