

Q.4 Comment on ethical issues in the use of human participants in research in psychology.

[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; 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; failure to protect his participants. Zimbardo's lack of fully informed consent; 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 (1973).
- Intervention studies and the ethical issues they produce, e.g. Klein (1991) and Leyens *et al* (1975).
- Any other relevant material.

Marks	AO1
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 are 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 when using 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 ethical guidelines.
- Use of ethical committees.
- Any other relevant material

Marks	AO1
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 are 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 term 'science'. [3]

Credit could be given for:

- A set of historically agreed procedures for investigating events, formulating valid and reliable explanations and providing reliable predications of future events
- Empirical research
- Any other appropriate description

Marks	AO1
3	A clear and accurate description is given.
2	Description is accurate but limited.
1	A basic description is given.
0	No relevant knowledge or understanding.

(b) Discuss the status of psychology as a science.

[22]

Credit could be given for discussion of:

AO2	AO3
<ul style="list-style-type: none"> • Evaluation of the psychological research referred to in argument • Compare and contrast aspects of psychology to present argument structure about scientific nature • Overall evaluation of status • Any other relevant material 	<ul style="list-style-type: none"> • Nature of science as an activity, with appropriate examples • Principles or criteria for distinguishing a science (e.g. predictive validity) • Examples of psychological research to meet criteria or not (e.g. cognitive neuroscience and psychodynamic approach converging) • Any other relevant material

Marks	AO2	Marks	AO3
6 - 7	Evaluation is relevant, clearly structured and thorough. There is evidence of coherent elaboration in the material presented. Depth and breadth of evaluation are displayed though not necessarily in equal measure.	12 - 15	Evidence is clearly interpreted and clearly analysed. Arguments are presented in a structured manner that clearly and accurately addresses the question and reaches a reasoned conclusion. Range and depth of evidence are displayed though not in equal measure. Appropriate terminology is used throughout.
4 - 5	Evaluation is relevant, structured and shows some coherence in the material presented. Depth or breadth of evaluation is displayed.	8 - 11	Evidence is interpreted and analysed. 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.
2 - 3	Evaluation shows some relevance but is basic and limited in detail.	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	Some very limited, relevant, evaluation is present.	1 - 3	There is little evidence relating to the question. The answer is confused and/or severely limited in scope.
0	No relevant evaluation.	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 clear and accurate description is given.
2	Description is accurate but limited.
1	A basic description is given.
0	No relevant knowledge or understanding.

(b) Discuss issues of gender bias in psychology.

[22]

Credit could be given for discussion of:

AO2		AO3	
Marks	AO2	Marks	AO3
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<p>12 - 15</p>	<p>Evidence is clearly interpreted and clearly analysed. Arguments are presented in a structured manner that clearly and accurately addresses the question and reaches a reasoned conclusion. Range and depth of evidence are displayed though not in equal measure. Appropriate terminology is used throughout.</p>
6 - 7	<p>Evaluation is relevant, clearly structured and thorough. There is evidence of coherent elaboration in the material presented. Depth and breadth of evaluation are displayed though not necessarily in equal measure.</p>	8 - 11	<p>Evidence is interpreted and analysed. 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.</p>
4 - 5	<p>Evaluation is relevant, structured and shows some coherence in the material presented. Depth or breadth of evaluation is displayed.</p>	4 - 7	<p>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.</p>
2 - 3	<p>Evaluation shows some relevance but is basic and limited in detail.</p>	1 - 3	<p>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 used incorrectly.</p>
1	<p>Some very limited, relevant, evaluation is present.</p>	0	<p>No material relevant to the question.</p>
0	<p>No relevant evaluation.</p>		

Q.3 Describe and evaluate explanations for disorders of memory

[26]

Credit could be given to the following:

AO1	AO2
<ul style="list-style-type: none"> • 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, Alzheimers, Korsakoffs) • Any other relevant material 	<ul style="list-style-type: none"> • Evaluation of explanations for statistical abnormalities • Evaluate evidence for existence of and explanations of psychological disorders • Discuss what is meant by a disorder of memory and what are true disorders rather than normal processes or global organic illnesses. • Any other relevant material.

Marks	AO1	Marks	AO2
8 - 10	<p>Knowledge and understanding of evidence 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.</p>	12 - 15	<p>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.</p>
6 - 7	<p>Knowledge and understanding of evidence is reasonably accurate, and less 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 accurate, structured and clear.</p>	8 - 11	<p>Evaluation is relevant, structured and shows some coherence in the material presented. Depth or breadth of evaluation is displayed.</p>
4 - 5	<p>Knowledge and understanding of evidence is appropriate, but basic in detail. The use of language may show some inaccuracies in grammar, punctuation and spelling.</p>	4 - 7	<p>Evaluation shows some relevance but is basic and limited in detail.</p>
1 - 3	<p>Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.</p>	1 - 3	<p>Some very limited, relevant, evaluation is present.</p>
0	<p>No relevant knowledge or understanding displayed.</p>	0	<p>No relevant evaluation.</p>

Q.4 Discuss cultural variations in relationships.

[25]

Credit could be given for the following:

AO1		AO2	
Marks	AO1	Marks	AO2
<ul style="list-style-type: none"> • Intra-cultural variations (e.g. differences and similarities between heterosexual and homosexual, sub cultural differences) • Inter-cultural variations (e.g. different basis for life partnership, non-romantic marriages, sexual relationships between adults and juveniles, proscribed or banned relationships) • Any other relevant material 	<ul style="list-style-type: none"> • Evidence relating to specific explanations • Discussion of universality and relativity in relationships • Explanations for lack of research into specific areas of relationships • Biases in and blocks to research (e.g. ethnocentrism, theocratic oppression) • Any other relevant material 	12 - 15	<p>Evaluation is relevant, clearly structured and thorough. There is evidence of coherent elaboration in the material presented.</p> <p>Depth and breadth of evaluation is displayed though not necessarily in equal measure.</p>
8 - 10	<p>Knowledge and understanding of evidence is accurate and well detailed.</p> <p>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.</p>	8 - 11	<p>Evaluation is relevant, structured and shows some coherence in the material presented.</p> <p>Depth or breadth of evaluation is displayed.</p>
6 - 7	<p>Knowledge and understanding of evidence is reasonably accurate, and less detailed.</p> <p>Depth and breadth of knowledge are displayed though not necessarily in equal measure.</p> <p>The use of language including grammar, punctuation and spelling will be accurate, structured and clear.</p>	4 - 7	<p>Evaluation shows some relevance but is basic and limited in detail.</p>
4 - 5	<p>Knowledge and understanding of evidence is appropriate, but basic in detail.</p> <p>The use of language may show some inaccuracies in grammar, punctuation and spelling.</p>	1 - 3	<p>Some very limited, relevant, evaluation is present.</p>
1 - 3	<p>Knowledge and understanding is superficial and/or muddled.</p> <p>Written expression has errors in the use of language, including grammar, punctuation and spelling.</p>	0	<p>No relevant evaluation.</p>
0	<p>No relevant knowledge or understanding displayed.</p>		

Q.5

Discuss issue relating to the measurement of intelligence.

[25]

Credit could be given for the following:

AO1	AO2
<ul style="list-style-type: none"> • Variations in the definition of intelligence • General intelligence measurement (e.g. Stanford Binet, Weschler, BAS) • Multiple intelligence theories and measurement (e.g. Gardner, Sternberg) • Any other relevant material 	<ul style="list-style-type: none"> • Questions relating to definitions of intelligence • Use of further evidence to support or contradict explanations • Specific methodological issue such as the measurement of intelligence • Historical, cultural and political issues • Any other relevant material

Marks	AO1	Marks	AO2
8 - 10	<p>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.</p>	12 - 15	<p>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.</p>
6 - 7	<p>Knowledge and understanding of evidence is reasonably accurate, and less 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 accurate, structured and clear.</p>	8 - 11	<p>Evidence is relevant, structured and shows some coherence in the material presented. Depth and breadth of evaluation is displayed.</p>
4 - 5	<p>Knowledge and understanding of evidence is appropriate, but basic in detail. The use of language may show some inaccuracies in grammar, punctuation and spelling.</p>	4 - 7	<p>Evaluation shows some relevance but is basic and limited in detail.</p>
1 - 3	<p>Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.</p>	1 - 3	<p>Some very limited, relevant, evaluation is present.</p>
0	<p>No relevant knowledge or understanding displayed.</p>	0	<p>No relevant evaluation.</p>

Q.6 Discuss the effect of events during Middle adulthood

[25]

Reference to the following will be credited:

AO1	AO2
<ul style="list-style-type: none"> • Definition of 'Middle adulthood'. • Stage theories relating to events in Middle adulthood and the effects on the person (e.g. Erikson, Levinson, Gould). • Any other relevant material 	<ul style="list-style-type: none"> • Issues in Middle adulthood and the effects on the person (e.g. partnerships, parenting, separations) • Criticisms of stage theories, cultural differences • Critical research material on middle adulthood • Any other relevant material

Marks	AO1	Marks	AO2
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.	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.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less 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 accurate, structured and clear.	8 - 11	Evaluation is relevant, structured and shows some coherence in the material presented. Depth or breadth of evaluation is displayed.
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.	4 - 7	Evaluation shows some relevance but is basic and limited in detail.
1 - 3	Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.	1 - 3	Some very limited, relevant, evaluation is present.
0	No relevant knowledge or understanding displayed.	0	No relevant evaluation.

Describe and evaluate explanations for disorders of sleep.

Reference to the following will be credited:

AO1	AO2
<ul style="list-style-type: none"> • Disorders of sleep (e.g. insomnia, disturbed sleep, apnoea) • Insomnias (e.g. stress, individual differences, familial insomnia) • Parasomnias (e.g. night terrors, periodic limb movement) • Hypersomnias (e.g. narcolepsy, recurrent, normal) • Any other relevant material 	<ul style="list-style-type: none"> • Wide range of normality, definition of disorder • Cultural patterns of sleep, impact of 24/7 society • Research relating to sleep disorders • Any other relevant material

Marks	AO1	Marks	AO2
8 - 10	<p>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.</p>	12 - 15	<p>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.</p>
6 - 7	<p>Knowledge and understanding of evidence is reasonably accurate, and less 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 accurate, structured and clear.</p>	8 - 11	<p>Evaluation is relevant, structured and shows some coherence in the material presented. Depth or breadth of evaluation is displayed.</p>
4 - 5	<p>Knowledge and understanding of evidence is appropriate, but basic in detail. The use of language may show some inaccuracies in grammar, punctuation and spelling.</p>	4 - 7	<p>Evaluation shows some relevance but is basic and limited in detail.</p>
1 - 3	<p>Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.</p>	1 - 3	<p>Some very limited, relevant, evaluation is present.</p>
0	<p>No relevant knowledge or understanding displayed.</p>	0	<p>No relevant evaluation.</p>

Reference to the following will be credited:

AO1	AO2
<ul style="list-style-type: none"> • Discussion of the nature of addiction as reflected in treatments (e.g. physical dependency) • Biological treatments (e.g. drug substitution, aversive substances) • Psychological treatments (e.g. aversive conditioning, cognitive behavioural therapy) • Social treatments (e.g. support groups) • Any other relevant material. 	<ul style="list-style-type: none"> • Criticism of addiction as a unitary phenomenon • Critical research relating to biological treatments • Critical research relating to psychological treatments • Critical research relating to social treatments (e.g. alteration of law to enable treatments without punishment in some countries) • Any other relevant material

Marks	AO1	Marks	AO2
8 - 10	<p>Knowledge and understanding of evidence is accurate and well detailed.</p> <p>Depth and breadth of knowledge are displayed though not necessarily in equal measure.</p> <p>The use of language including grammar punctuation and spelling will be relevant, well structured, coherent and accurate.</p>	12 - 15	<p>Evaluation is relevant, clearly structured and thorough.</p> <p>There is evidence of coherent elaboration in the material presented.</p> <p>Depth and breadth of evaluation is displayed though not necessarily in equal measure.</p>
6 - 7	<p>Knowledge and understanding of evidence is reasonably accurate, and less detailed.</p> <p>Depth and breadth of knowledge are displayed though not necessarily in equal measure.</p> <p>The use of language including grammar, punctuation and spelling will be accurate, structured and clear.</p>	8 - 11	<p>Evaluation is relevant, structured and shows some coherence in the material presented.</p> <p>Depth or breadth of evaluation is displayed.</p>
4 - 5	<p>Knowledge and understanding of evidence is appropriate, but basic in detail.</p> <p>The use of language may show some inaccuracies in grammar, punctuation and spelling.</p>	4 - 7	<p>Evaluation shows some relevance but is basic and limited in detail.</p>
1 - 3	<p>Knowledge and understanding is superficial and/or muddled.</p> <p>Written expression has errors in the use of language, including grammar, punctuation and spelling.</p>	1 - 3	<p>Some very limited, relevant, evaluation is present.</p>
0	<p>No relevant knowledge or understanding displayed.</p>	0	<p>No relevant evaluation.</p>

Q.9 Describe and evaluate individual differences in learning styles.

[25]

Reference to the following will be credited:

AO1	AO2
<ul style="list-style-type: none"> • Historical context • Models and theories of learning styles (e.g. Curry, Grasha, Visual Auditory Kinaesthetic) • Any other relevant material 	<ul style="list-style-type: none"> • Investigative evidence (e.g. Riding & Watts) • Modern brain research critical of sensory separation • Gender and cultural differences - are they valid? • Self-perpetuating beliefs in education • Any other relevant material

Marks	AO1	Marks	AO2
8 - 10	<p>Knowledge and understanding 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.</p>	12 - 15	<p>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.</p>
6 - 7	<p>Knowledge and understanding of evidence is reasonably accurate, and less 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 accurate, structured and clear.</p>	8 - 11	<p>Evaluation is relevant, structured and shows some coherence in the material presented. Depth or breadth of evaluation is displayed.</p>
4 - 5	<p>Knowledge and understanding of evidence is appropriate, but basic in detail. The use of language may show some inaccuracies in grammar, punctuation and spelling.</p>	4 - 7	<p>Evaluation shows some relevance but is basic and limited in detail.</p>
1 - 3	<p>Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.</p>	1 - 3	<p>Some very limited, relevant, evaluation is present.</p>
0	<p>No relevant knowledge or understanding displayed.</p>	0	<p>No relevant evaluation.</p>

Q.10 Discuss the decision-making of juries.

[25]

Reference to the following will be credited:

AO1	AO2
<ul style="list-style-type: none"> • Individual processes (e.g. characteristics of defendant, pre-trial publicity) • Group processes (e.g. groupthink, polarization, majority/minority influences) • Story models (e.g. Pennington & Hastie) • Any other relevant material 	<ul style="list-style-type: none"> • Methodological inadequacies of research (e.g. very low ecological validity) • Criticism of research assumption (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	AO1	Marks	AO2
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.	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.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less 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 accurate, structured and clear.	8 - 11	Evaluation is relevant, structured and shows some coherence in the material presented. Depth or breadth of evaluation is displayed.
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.	4 - 7	Evaluation shows some relevance but is basic and limited in detail.
1 - 3	Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.	1 - 3	Some very limited, relevant, evaluation is present.
0	No relevant knowledge or understanding displayed.	0	No relevant evaluation.

Q.11 Describe and evaluate internal factors affecting sporting performance.

[25]

Reference to the following will be credited:

AO1	AO2
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Measurement issues with many factors • Clear identification of factors • Difficulty of establishing casual relations under controlled conditions • Status of anecdotal evidence • Difficulty of generalizing results • Any other relevant material

Marks	AO1	Marks	AO2
8 - 10	<p>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.</p>	12 - 15	<p>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.</p>
6 - 7	<p>Knowledge and understanding of evidence is reasonably accurate, and less 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 accurate, structured and clear.</p>	8 - 11	<p>Evaluation is relevant, structured and shows some coherence in the material presented. Depth and breadth of evaluation is displayed.</p>
4 - 5	<p>Knowledge and understanding of evidence is appropriate, but basic in detail. The use of language may show some inaccuracies in grammar, punctuation and spelling.</p>	4 - 7	<p>Evaluation shows some relevance but is basic and limited in detail.</p>
1 - 3	<p>Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.</p>	1 - 3	<p>Some very limited, relevant, evaluation is present.</p>
0	<p>No relevant knowledge or understanding displayed.</p>	0	<p>No relevant evaluation.</p>

Q.12 Describe and evaluate aetiologies of schizophrenia including psychological and physiological explanations. [25]

Credit could be given for the following:

AO1	AO2
<ul style="list-style-type: none"> • Truly physiological or biological explanations (e.g. genetic, neurotransmitter, structural variations in brain) • Psychological explanations (intrapersonal regression, interpersonal withdrawal) • Social explanations (e.g. double-bind, expressed emotion, family, culture) • Any other relevant material 	<ul style="list-style-type: none"> • Evidence relating to specific explanations • Use of further evidence to support or contradict explanations • Diathesis-stress theory • Historical and cultural evaluative issues • Any other relevant material

Marks	AO1	Marks	AO2
8 - 10	Knowledge and understanding of evidence is accurate and well detailed. Depth and breadth of knowledge are displaying though not necessarily in equal measure. The use of language including grammar punctuation and spelling will be relevant, well structured, coherent and accurate.	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.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less 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 accurate, structured and clear.	8 - 11	Evaluation is relevant, structured and shows some coherence in the material presented. Depth or breadth of evaluation is displayed.
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.	4 - 7	Evaluation shows some relevance but is basic and limited in detail.
1 - 3	Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.	1 - 3	Some very limited, relevant, evaluation is present.
0	No relevant knowledge or understanding displayed.	0	No relevant evaluation.



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