

Q.4 Explain ethical issues arising from **two** applications of psychology in the real world. **[15]**

Credit **could** be given for:

- Use of conditioning theories in advertising.
- Use of subliminal techniques in advertising.
- Use of psychological techniques in interrogation and treatment of prisoners of war (propaganda).
- Persuasive commercials.
- Use of hypnosis as psychotherapy.
- Use of psychological knowledge in recruitment (e.g. aptitude testing)
- Any other relevant application.

Marks	AO3
12-15	Discussion is appropriate and well detailed. Material is used in an effective manner (evidence of coherent elaboration) and is thorough. Depth and range of knowledge is displayed, though not necessarily in equal measure. Specialist terms are used throughout. Max if only one application.
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 the disadvantages of the use of the scientific method in psychology. **[15]**

Credit **could** be given for:

- Problems regarding human behaviour as quantifiable.
- Problems with the nature of scientific methods.
- Issues of ecological (external) validity.
- Issues of researcher and participant effects, e.g. bias and demand characteristics.
- Any other relevant disadvantages.

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

PY4

SECTION A

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

Credit **could** be given for:

- External factors that cause change in development and subsequent behaviour (e.g. social and cultural norms).
- Other suitable 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 the balance of genetic and environmental influences on human behaviour. [22]

Credit **could** be given for:

- Interaction between genetic and environmental influences (e.g. diathesis-stress theory, parenting and temperament, nutrition and behaviour).
- Critical analysis of research.
- Any other relevant material.

Marks	AO2
6 - 7	Evaluation is relevant, clearly structured and thorough. There is evidence of coherent elaboration in the material presented.
4 - 5	Evaluation is relevant, structured and shows some coherence in the material presented. Depth or range of evaluation is displayed.
2 - 3	Evaluation shows some relevance but is basic and limited in detail.
1	Some very limited, relevant, evaluation is present.
0	No relevant evaluation.

Credit **could** be given for:

- Discussion of principal genetic influences (e.g. evolutionary, proximal influences on disorder, intelligence).
- Discussion of principal environmental influences (e.g. culture, peers, parents).
- Any other relevant material.

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

Q.2 (a) Describe what is meant by the term 'free will' in psychology. **[3]**

Credit **could** be given for:

- Conscious thought leads to self-directed behaviour free of any cultural or biological constraints.
- Any other relevant 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 the question of 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. Arguments are presented in a structured manner that accurately addresses the question and reaches a reasoned conclusion. Depth and range of evidence are displayed
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. information theory).
- Structure and processes of the multi-store model (e.g. STM, LTM, rehearsal).
- Any other relevant material.

Marks	AO1
8 - 10	Knowledge and understanding of evidence is accurate and well detailed. Depth and range of knowledge are displayed though not necessarily in equal measure. The use of language including grammar punctuation and spelling is relevant, well structured, coherent and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. The use of language including grammar, punctuation and spelling is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate, but basic in detail. The use of language may show some inaccuracies in grammar, punctuation and spelling.
1 - 3	Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.
0	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- 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 examination of empirical evidence for and against multi-store model of memory
- 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 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 Describe and evaluate cultural variations in relationships.

[25]

Credit **could** be given for:

- 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.

Marks	AO1
8 - 10	Knowledge and understanding of evidence is accurate and well detailed. Depth and range of knowledge are displayed though not necessarily in equal measure. The use of language including grammar punctuation and spelling is relevant, well structured, coherent and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. The use of language including grammar, punctuation and spelling is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate, but basic in detail. The use of language may show some inaccuracies in grammar, punctuation and spelling.
1 - 3	Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.
0	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- 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.

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

Q.5 Describe and evaluate theories of the nature of intelligence.

[25]

Credit **could** be given for:

- Definitions of 'intelligence'.
- Historical development of concept.
- Single factor theories (e.g. 'g', 's').
- Multifactoral theories (e.g. Sternberg, Gardner).
- Different types of intelligence (e.g. 'emotional').
- Any other relevant material.

Marks	AO1
8 - 10	Knowledge and understanding of evidence is accurate and well detailed. Depth and range of knowledge are displayed though not necessarily in equal measure. The use of language including grammar punctuation and spelling is relevant, well structured, coherent and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. The use of language including grammar, punctuation and spelling is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate, but basic in detail. The use of language may show some inaccuracies in grammar, punctuation and spelling.
1 - 3	Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.
0	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- Problems with definition of intelligence (e.g. context-specific, racism).
- Problems with methodology (e.g. twin studies).
- Critical research into single factor theories.
- Modern issues (e.g. life span, nutrition and development).
- 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 the effects of events during late adulthood.

[25]

Credit **could** be given for:

- Stage theories (e.g. Erikson, Levinson).
- Role changes in late adulthood (e.g. retirement, social disengagement).
- Psychophysical developments (e.g. reactions to decline of physical abilities, intellectual decline).
- Identity adjustment (e.g. re-engagement, loss of sexuality, spirituality).
- Bereavement and death (e.g. Murray-Parkes).
- Any other relevant material.

Marks	AO1
8 - 10	Knowledge and understanding of evidence is accurate and well detailed. Depth and range of knowledge are displayed though not necessarily in equal measure. The use of language including grammar punctuation and spelling is relevant, well structured, coherent and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. The use of language including grammar, punctuation and spelling is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate, but basic in detail. The use of language may show 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:

- Criticism of stage theories (e.g. difficulty re falsification).
- Research evidence relating to changes and developments.
- Large cultural differences (time, place, subculture).
- Persistence of stereotypes despite research evidence .
- Any other relevant material.

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

Q.7 Discuss the nature of dreams.

[25]

Credit **could** be given for:

- Nature of phenomenon (e.g. REM sleep, real time dreaming).
- Biological theories (e.g. reverse-learning, activation-synthesis).
- Psychological theories (e.g. integration of information into LTM, Freudian theory).
- Any other relevant material.

Marks	AO1
8 - 10	Knowledge and understanding of evidence is accurate and well detailed. Depth and range of knowledge are displayed though not necessarily in equal measure. The use of language including grammar punctuation and spelling is relevant, well structured, coherent and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. The use of language including grammar, punctuation and spelling is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate, but basic in detail. The use of language may show some inaccuracies in grammar, punctuation and spelling.
1-3	Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.
0	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- Methodological problems (e.g. low ecological validity of lab studies measurement of subjective content).
- Critical research relating to biological/psychological theories.
- Evidence from animal research.
- Criticism of concept (e.g. dreams as epiphenomena).
- 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 Discuss factors affecting health behaviour.

[25]

Credit **could** be given for:

- Personality type, age, social class.
- Rationality in decision-making.
- Attribution style.
- Reference to real life studies of health behaviour.
- Any other relevant material.

Marks	AO1
8 - 10	Knowledge and understanding of evidence is accurate and well detailed. Depth and range of knowledge are displayed though not necessarily in equal measure. The use of language including grammar punctuation and spelling is relevant, well structured, coherent and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. The use of language including grammar, punctuation and spelling is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate, but basic in detail. The use of language may show some inaccuracies in grammar, punctuation and spelling.
1-3	Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.
0	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- Changes in the concept of health and health behaviour.
- Cultural and class differences (e.g. relative affluence, meaning of concept in non-Western societies).
- Critical research relating to major factors (e.g. rationality in decision-making).
- Inadequacy of model-based research in dealing with complex behaviour.
- Any other relevant material.

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

Q.9 Describe and evaluate cognitive developmental theories applied to education. **[25]**

Credit **could** be given for:

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

Marks	AO1
8 - 10	Knowledge and understanding of evidence is accurate and well detailed. Depth and range of knowledge are displayed though not necessarily in equal measure. The use of language including grammar punctuation and spelling is relevant, well structured, coherent and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. The use of language including grammar, punctuation and spelling is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate, but basic in detail. The use of language may show some inaccuracies in grammar, punctuation and spelling.
1-3	Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.
0	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- Implications for education (e.g. nature of teaching).
- Methodological and substantial criticisms of Piagetian theory.
- Critical research relating to Piaget, Vygotsky, Bruner.
- Modern emphasis on the social context of abilities.
- Increased knowledge of the innate abilities of infants.
- Any other relevant material.

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

Q.10 Discuss the treatment and punishment of crime.

[25]

Credit **could** be given for:

- Historical developments in punishment and treatment (e.g. Lombroso's humane approach).
- Psychological aspects of punishment (e.g. Skinner).
- Psychological basis for treatments of offenders.
- Specific treatment for offenders (e.g. anger management, social skills training).
- Any other relevant material.

Marks	AO1
8 - 10	Knowledge and understanding of evidence is accurate and well detailed. Depth and range of knowledge are displayed though not necessarily in equal measure. The use of language including grammar punctuation and spelling is relevant, well structured, coherent and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. The use of language including grammar, punctuation and spelling is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate, but basic in detail. The use of language may show some inaccuracies in grammar, punctuation and spelling.
1-3	Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.
0	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- Criticism of the concept of punishment (e.g. Zimbardo and 'torture').
- Critical research relating to efficacy of treatments.
- Assumptions relating to the nature of criminality.
- 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 Describe and evaluate theories of aggression in sport.

[25]

Credit **could** be given for:

- Definitions of aggression in sport.
- Ethological explanations (e.g. Lorenz).
- Psychodynamic explanations (e.g. sublimation).
- Frustration-aggression hypothesis.
- Social learning approach (e.g. instrumental aggression).
- Any other relevant material.

Marks	AO1
8 - 10	Knowledge and understanding of evidence is accurate and well detailed. Depth and range of knowledge are displayed though not necessarily in equal measure. The use of language including grammar punctuation and spelling is relevant, well structured, coherent and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. The use of language including grammar, punctuation and spelling is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate, but basic in detail. The use of language may show some inaccuracies, including 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:

- Problems of measurement in sports research (e.g. lack of internationally agreed standards for measurement of aggression).
- Critical research evidence relating to major theories.
- Problems with falsification (e.g. Freudian concepts).
- Status of anecdotal evidence in research.
- Centrality of social context (e.g. norms, rules, meaning of sport as an activity).
- 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, DSM, CCMD).
- Ideals of diagnostic systems (e.g. validity, reliability).
- Known cultural and gender differences recognised in diagnostic systems.
- Any other relevant material.

Marks	AO1
8 - 10	Knowledge and understanding of evidence is accurate and well detailed. Depth and range of knowledge are displayed though not necessarily in equal measure. The use of language including grammar punctuation and spelling is relevant, well structured, coherent and accurate.
6 - 7	Knowledge and understanding of evidence is reasonably accurate, and less detailed. Depth or range of knowledge is displayed. The use of language including grammar, punctuation and spelling is accurate, structured and clear.
4 - 5	Knowledge and understanding of evidence is appropriate, but basic in detail. The use of language may show some inaccuracies in grammar, punctuation and spelling.
1-3	Knowledge and understanding is superficial and/or muddled. Written expression has errors in the use of language, including grammar, punctuation and spelling.
0	No relevant knowledge or understanding displayed.

Credit **could** be given for:

- Questions of validity and reliability in diagnostic systems (e.g. Rosenhan).
- Psychiatry as a source of bias (e.g. medicalisation of misery).
- Gender, culture, ethnicity as factors in bias.
- 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