GCE MARKING SCHEME

SUMMER 2016

PSYCHOLOGY - PY4
1334/01

INTRODUCTION

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

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

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

GCE Psychology - PY4

Mark Scheme - Summer 2016

1. (a) **Explain what is meant by the term 'environmental influence on human behaviour'.** **[3]**

   Credit could be given for:

   • All factors operating on the organism following conception.
   • Biological and social factors that act to determine behavior.
   • Any other relevant material.

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) **Describe the balance of genetic and environmental influences on human behaviour.** **[22]**

AO2	AO3
• Evaluation of psychological research referred to in argument. • Summaries of arguments presented. • Criticism of separation of and measurement issues pertaining to genetic and environmental factors. • Any other relevant material.	• Discussion of principal genetic influences (e.g. evolutionary, proximal influences on disorder, intelligence, abilities etc). • Discussion of principal environmental influences (e.g. culture, parents, peers, education). • Interaction between genetic and environmental influences (e.g. diathesis-stress theory, parenting and temperament, nutrition and behaviour). • 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.

2. (a) Define 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 relevant material.

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) 'There is cultural bias in psychology'. Evaluate this statement. [22]

AO2	AO3
- Standard of evidence used in the argument presented. - Identification of biases (e.g. historical, imposed etic, ethnocentric, implicit). - Overall evaluation of strength of argument and conclusions. - Any other relevant material.	- 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	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.

3. **Outline and evaluate explanations for disorders of memory** **[25]**

Credit could be given for the following:

AO1	AO2
• Statistical abnormalities (e.g. tip-of-the-tongue, strong habit intrusion, nominative aphasia, deja 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.	• 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
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.

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.

4. **Outline and evaluate the formation of relationships, using psychological theory and research findings.**   **[25]**

Credit could be given for the following:

AO1	AO2
• Sociobiological and/or drive explanations (e.g. need for affiliation, attachment, reproduction). • Behavioural theories (e.g. reinforcement-affect). • Social exchange theories (e.g. complementary needs). • Factors increasing likelihood of formation of relationships (e.g. similarity, frequency of contact). • Non-romantic and obligatory relationships (e.g. friendship, parent-child). • Any other relevant material.	• Biases in research (e.g. ethnocentrism, towards romantic relationships). • Simplistic nature of theories (e.g. bias towards internal causes, complexity of obligatory relationships). • Failure of theories to account for relationships formation on a local scale (e.g. generality of factors, individual attraction and multiple influences). • 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.

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.

5. **Outline and evaluate theories of cognitive development.** **[25]**

Credit could be given for the following:

AO1	AO2
• Piagetian theory. • Other theories (e.g. Vygotsky, Bruner). • Information processing approach (e.g. metacognition). • Any other relevant material.	• Criticism and modification of Piagetian framework (e.g. Donaldson 1978, Mitchell 1992). • Evidence relating to other theories (e.g. evaluation and application of Vygotskian ideas in education). • Evaluation of information processing approach (e.g. Case 1985, Bee 2000). • 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.

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.

6. **Using psychological knowledge and research, outline and evaluate explanations of adolescent identity.** **[25]**

Credit could be given for the following:

AO1	AO2
• Definition of adolescence. • Blos's psychoanalytic theory. • Erikson's stage theory of identity. • Marcia's identity status theory. • Negotiating relationship change, roles and identities (e.g. Coleman 1995). • Any other relevant material.	• Adolescence as a social construct. • Evaluative material (e.g. support for major theories, weaknesses in concept and method). • Biases in research (e.g. ethnocentrism, differences within cultures, gender bias, historical changes). • 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.

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.

7. **Outline and evaluate at least two theories of sleep.** **[25]**

Credit could be given for the following:

AO1	AO2
• Nature of sleep and variation between animal species. • Ecological theories (e.g. relevance to ecological niche, body weight and metabolism). • Restoration theories (e.g. physical restoration in core sleep, information processing and memory consolidation). • Any other relevant material.	• Evaluation of research findings. • Evaluation of theories (e.g. paradoxes of adaptation, ambiguous evidence for restoration theories). • Evaluation of concept of sleep (e.g. core-optional theory, multiple phenomena). • 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.

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.

8.   **Outline and evaluate issues in health promotion, using psychological knowledge and research findings.** [25]

Credit could be given for the following:

AO1	AO2
• Nature of health promotion (e.g. public sector belief and/or behaviour modification). • Behaviour change models (e.g. Health Belief Model, Theory of Reasoned Action, Yale Model of Persuasive Communication). • Issues relating to maintenance of behaviours (e.g. external factors, formation of habits). • Self-empowerment approaches (e.g. participatory learning, increasing self-efficacy). • Any other relevant material.	• Evaluation of specific issues (e.g. support for HBM, TRA). • Psychological issues (e.g. rationality in decision making, heuristics). • Effectiveness of health promotion campaigns (e.g. anti-obesity, chlamydia). • Ideological and ethical issues (e.g. freedom of individual, mandate for change efforts by government). • Any other relevant material.

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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.

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.

9. **Outline and evaluate motivating factors in the classroom.** [25]

Credit could be given for the following:

AO1	AO2
• Attribution theory as applied to education (e.g. self-attributions). • Behavioural concepts as applied to education (e.g. learned helplessness). • Teaching/learning styles and their effect on motivation (e.g. mismatch of preferred style and teaching mode). • The effects of labelling and stereotyping on motivation (e.g. self-fulfilling prophecy). • Any other relevant material.	• Evidence relating to specific explanations. • Classroom management and use of motivating factors. • Individual differences and demotivating factors (e.g. psychological disturbances, gender and cultural differences). • External influences (e.g. family, media, drugs). • 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.
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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.

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.

9

10. **Using psychological theory and research, outline and evaluate factors affecting the accuracy of eyewitness testimony.** **[25]**

Credit could be given for the following:

AO1	AO2
• Factors relating to the event (e.g. context, presence of a weapon). • Factors relating to the individual (e.g. role of emotion, attributional biases). • Interference effects (e.g. media events, reconstructive memory). • Factors relating to the recall event (e.g. interview effects, post-event information). • Any other relevant material.	• Evaluation of research evidence. • Validity issues in research (e.g. ecological validity of Loftus's research). • Application of research to real-life (e.g. cognitive interview). • Any other relevant material.

Marks	AO1
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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.
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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.

11. **Outline and evaluate theories of aggression in sport with reference to psychological features and research.** **[25]**

Credit could be given for the following:

AO1	AO2
• Definitions of aggression in sport. • Ethological explanations (e.g. Lorenz). • Psychoanalytic explanations (e.g. sublimation). • Frustration-aggression hypothesis. • Social learning approaches (e.g. instrumental aggression). • Any other relevant material.	• 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	AO1
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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.

12. Outline and evaluate two treatments for schizophrenia. [25]

Credit could be given for the following:

AO1	AO2
• Description of two distinct treatments for schizophrenia. • Description of studies relevant to the description of therapies. • Any other relevant material.	• Evaluation of the general approach in a therapy 'family' (e.g. benefits and costs of chemotherapy, ethics of behavioural treatment). • Specific evaluation of research studies relating to a therapy. • Comparisons with other therapies. • 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.
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