



**...day June 20XX – Morning/Afternoon**

**GCSE (9–1) Psychology**  
**J203/02 Studies and applications in psychology 2**

**SAMPLE MARK SCHEME**

**Duration:** 1 hour 30 minutes

**MAXIMUM MARK    90**

**DRAFT**

**This document consists of 28 pages**

## MARKING INSTRUCTIONS

### PREPARATION FOR MARKING

#### SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the practice responses (“scripts”) and the standardisation responses

YOU MUST MARK PRACTICE AND STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

#### MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.
5. Crossed Out, Rubric Error (Optional Questions) and Multiple Responses

#### **Crossed Out Responses**

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

**Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

**Multiple Choice Question Responses**

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

*When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

**Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

**Short Answer Questions** (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

**Short Answer Questions** (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

**Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. There is a NR (No Response) option. Award NR (No Response)
- if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question

Note: Award 0 marks - for an attempt that earns no credit (including copying out the question)

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**  
If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the RM Cambridge Assessment Support Portal (and for traditional marking it is in the *Instructions for Examiners*). Your report should contain notes on particular strength displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **To determine the mark within the level**, consider the following:

| Descriptor  | Award mark  |
|---|---|
| On the borderline of this level and the one below     | At bottom of level  |
| Just enough achievement on balance for this level     | Above bottom and either below middle or at middle of level (depending on number of marks available)       |
| Meets the criteria but with some slight inconsistency | Above middle and either below top of level or at middle of level (depending on number of marks available) |
| Consistently meets the criteria for this level        | At top of level   |

11. Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

| Annotation | Meaning |
|------------|---------|
|            |         |
|            |         |
|            |         |
|            |         |
|            |         |

SPECIMEN

## 12. The breakdown of Assessment Objectives for GCSE (9–1) Psychology

|            | <b>Assessment Objective</b>  |
|------------|--|
| <b>AO1</b> | <b>Demonstrate knowledge and understanding of psychological ideas, processes and procedures</b>                                |
| <b>AO2</b> | <b>Apply knowledge and understanding of psychological ideas, processes and procedures</b>                                      |
| <b>AO3</b> | <b>Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions</b> |

| Question |   | Answer  | Marks               | Guidance   |
|----------|---|---|---------------------|--|
| 1        | a | A   | 1<br>AO1            |  |
|          | b | D   | 1<br>AO1            |  |
|          | c | C   | 1<br>AO1            |  |
| 2        |   | <p><b>Evaluate the effect of dispositional factors on behaviour.</b><br/>1 mark for an understanding of what dispositional factors are.</p> <p>1 mark for an evaluation of the effect of those factors on behaviour.</p> <p><u>Examples of a 1 mark answer:</u></p> <ul style="list-style-type: none"> <li>• It ignores situational factors (1).</li> <li>• Personality factors can be difficult to measure (1).</li> <li>• It is hard to generalise (1).</li> </ul> <p><u>Examples of a 2 mark answer:</u></p> <ul style="list-style-type: none"> <li>• People's disposition is relatively fixed (1) but evidence shows behaviours can change with the situation (1).</li> <li>• Personality is a more subjective concept than situation (1) making it more difficult to make generalisations (1).</li> </ul> <p>Other appropriate responses should be credited.</p> | 2<br>1xAO1<br>1xAO3 | <p>Do not credit descriptive statements alone but do back-credit where they are used to illustrate a criticism, e.g. 'the theory suggests there will be a range of behaviours in any one situation, depending on the individuals involved (1) but a lot of social psychological research shows clear patterns in terms of crowd behaviour, obedience and conformity (1)'.</p> <p>Do credit criticisms that focus on specific dispositional factors, e.g. 'high self-esteem may lead to higher levels of conformity (1) if a person is secure in themselves, they may not experience failure or embarrassment as a result of conforming (1)'.</p> |
| 3        | a | <p><b>Bickman (1974) carried out a study into obedience.</b></p> <p><b>Name the method used in this study.</b></p> <p>1 mark for 'experiment' or 'field experiment'.</p>  | 1<br>AO1            | <p>Accept 'observation'.</p> <p>Do not credit 'laboratory experiment' or 'natural experiment'.</p>   |

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| b |  | <p><b>Bickman (1974) carried out a study into obedience. Give one control used in this study.</b></p> <p>1 mark for any control evident in the study e.g. limiting use of confederates, similar characteristics of confederate (e.g. sex, age, physique), same setting, limited range of tasks, same command issued to participants, same guard uniform used, always on a weekday, etc.</p>  | <p><b>1<br/>AO1</b></p>           | <p>Response must include a term that implies control e.g. same, similar, limited.</p> |
| c |  | <p><b>A psychologist carried out a study into obedience. She arranged for her assistant to pose as a warden in her local park. When the assistant saw any members of the public dropping litter, he would approach them and tell them to put it in the bin. 82% of the people observed followed the assistant's instructions.</b></p> <p><b>Explain how the researcher could improve the sample in their study</b></p> <p>1 mark for identifying a way in which the researcher could make the sample more generalisable.</p> <p>1 mark for explaining how it could increase the generalisability of the sample.</p> <p><u>Examples of a 1 mark answer:</u></p> <ul style="list-style-type: none"> <li>• Conduct the study in a variety of cities (1).</li> <li>• Carry out the study in different countries (1).</li> <li>• Approach different types of people to take part (1).</li> </ul> <p><u>Examples of a 2 mark answer:</u></p> <ul style="list-style-type: none"> <li>• The researcher could carry out the study in more than one country or city, instead of her local park (1), this would increase the population validity of the study (1).</li> <li>• The follow-up could be carried out in different areas of town instead of just her local park (1), this would</li> </ul> | <p><b>1 x AO2<br/>1 x AO3</b></p> | <p>Application must be relevant to the scenario.</p>                                  |



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|          |          | <p>ensure that results could be applied to a wider variety of people and be more generalisable (1).</p> <p>Other appropriate responses to be credited.</p>   |   |   |
|          | <b>d</b> | <p><b>Describe how the researcher could make their study more ethical.</b></p> <p>1 mark for identifying a way in which the researcher could make the study more ethical.</p> <p>1 mark for explaining how it could make the study more ethical.</p> <p><u>Examples of a 1 mark answer:</u></p> <ul style="list-style-type: none"> <li>• Debrief participants (1).</li> <li>• Give them the right to withdraw (1).</li> <li>• Gain retrospective informed consent (1).</li> </ul> <p><u>Examples of a 2 mark answer:</u></p> <ul style="list-style-type: none"> <li>• Tell participants after they have taken part in the study that they have participated in obedience research (1) and then give them the opportunity to withdraw their results (1).</li> <li>• Debrief participants after the study (1) this would make them aware they had been involved in a study and ensure they are restored to their original psychological state (1).</li> <li>• Get permission from participants to use their results after the study (1), this would ensure that informed consent has been gained (1)</li> </ul> <p>Other appropriate responses to be credited.</p> | <p><b>2</b></p> <p><b>1 x AO2</b></p> <p><b>1 x AO3</b></p> | <p>Application must be relevant to the scenario</p>                                 |
| <b>4</b> |          | <p><b>Explain how conformity and obedience are different.</b></p> <p>1 mark for understanding of the concept of conformity, e.g. doing as others do; doing something to fit in.</p>  | <p><b>3</b></p> <p><b>2xAO1</b></p> <p><b>1xAO3</b></p>     | <p>The distinction between the concepts can be stated explicitly or implicitly.</p> |

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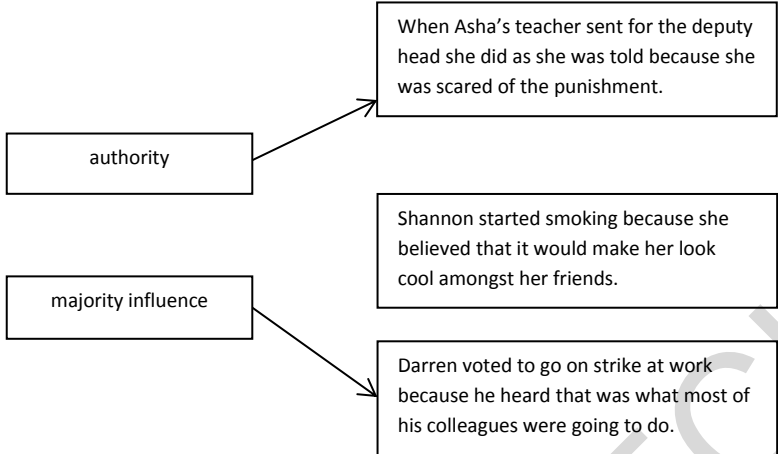
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|   |   |   |                  |   |
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|   |   | <p>1 mark for understanding of the concept of obedience, e.g. doing as told, doing something to avoid punishment.</p> <p>1 mark for an analysis or logical reasoning of the distinction not already credited e.g. 'obedience can occur between just two people but conformity happens in groups', 'obedience tends to be a more conscious process than conformity'.</p> |                  |   |
| 5 |   | <p><b>Calculate the percentage difference in conformity rates between a group of three and a group of six people. Show your workings.</b></p> <p>1 mark for answer: 73% (rounded to 0 decimal places) (✓)</p> <p>1 mark for workings: <math>((52-30)/30)*100</math> (✓)</p>   | <p>2<br/>AO2</p> |   |
| 6 | a | <p><b>Using the source:</b></p> <p><b>Identify the phrase that refers to deindividuation.</b></p> <p>1 mark for '(made him feel as though he was) part of the crowd'.</p>   | <p>1<br/>AO2</p> | Wording in brackets not required for 1 mark |
|   | b | <p><b>Give the example of pro-social behaviour.</b></p> <p>1 mark for 'he was quick to rush to help (along with others)'.</p>   | <p>1<br/>AO2</p> | Wording in brackets not required for 1 mark |

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| 7 |  | <p><b>Psychologists have identified a number of situational factors associated with social influence. Draw a line to match each situational factor with its correct example</b></p> <p>1 mark for each pair of correctly matched boxes as shown below:</p>    | <p><b>2</b><br/><b>AO2</b></p>                    | <p>If a situational factor is linked to more than one example, no marks can be awarded.</p>  |
| 8 |  | <p><b><u>Minority Influence</u></b></p> <p><b>Matej and Joanne are concerned about the growing sexism amongst some males at their school, they have heard peers using derogatory words when talking about females. As a result, their teacher suggests that they give a talk to the year group at the next assembly and launch an awareness campaign.</b></p> <p><b>Explain how Matej and Joanne could change attitudes towards sexism at their school.</b></p> | <p><b>4</b><br/><b>2xAO1</b><br/><b>2xAO2</b></p> | <p>For full marks, the response needs to be accurate, detailed and coherent.</p> <p>For 3+ marks the answer must be contextualised and reference must be made to the source.</p> |

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|  |  | <p>Up to 2 marks for knowledge and understanding of the concept of minority influence and how it works, e.g.</p> <ul style="list-style-type: none"> <li>• Behavioural style – consistent, clear messages with the audience of peers in mind</li> <li>• Style of thinking – understand the majority audience (peers), or sub-groups at school that they want to influence</li> <li>• Commitment – strongly supporting the minority view</li> <li>• Flexibility – not being too radical in one’s views</li> <li>• Use of identification – peer-to-peer delivery of messages.</li> </ul> <p>Up to 2 marks for applying this knowledge and understanding to changing attitudes to sexism at their school.</p> <p><u>Examples of a 1 mark answer:</u></p> <ul style="list-style-type: none"> <li>• Matej and Joanna/the minority need to show a commitment to their cause (1)</li> <li>• Matej and Joanna need to keep promoting equal rights within the school (1)</li> </ul> <p><u>Examples of a 2 mark answer:</u></p> <ul style="list-style-type: none"> <li>• Individuals or small groups of people like Matej and Joanna that go against the norms can be powerful and have influence (1) by being consistent and committed yet flexible in their approach (1)</li> <li>• Matej and Joanna should give consistent messages and statements in their talk (1) about sexism and harm it can do in society. (1)</li> </ul> <p><u>Examples of a 3 mark answer:</u></p> <ul style="list-style-type: none"> <li>• Matej and Joanna should try and get the rest of their year group (the majority) to identify with them (the minority) (1) through peer-to-peer delivery of messages as part of their campaign (1). Expose the</li> </ul> |  |  |
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|  |  | <p>majority (those in their school who might have negative attitudes towards women) to the minority (those who experience sexism) who are like them (1).</p> <ul style="list-style-type: none"> <li>• Matej and Joanna (the minority) can show commitment to a cause by talking at the assembly and campaigning in different ways (1) yet showing some flexibility when their peers challenge their viewpoint (1) and appreciate that men and women are equal (1).</li> </ul> <p><u>Examples of a 4 mark answer:</u></p> <ul style="list-style-type: none"> <li>• Matej and Joanna need to use clear and consistent messages (1) as part of their campaign they should help the majority of students to understand the issue concerned (1) or that it has life changing impacts on those they abuse (1) and that those students who hold views that women are 'inferior' to men might be part of the problem but also can be a key part of the solution (1).</li> <li>• Because they are the minority, Matej and Joanna must be flexible and avoid 'finger wagging' (1) so that people do not feel lectured about their negative attitudes and inappropriate language used towards females (1). If the minority can make the effort to understand the thought processes that lead the majority of their year group to make sexist remarks (1) then they can use this insight to make convincing arguments to challenge these negative attitudes and beliefs (1).</li> </ul> <p>Other appropriate responses to be credited.</p> |  |  |
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|    |   |   |                     |   |
|----|---|---|---------------------|---|
| 9  | a | B   | 1<br>AO1            |   |
|    | b | B   | 1<br>AO1            |   |
|    | c | B   | 1<br>AO1            |   |
| 10 |   | <p><b>Calculate the range for this set of data. Show your working.</b></p> <p>1 mark for answer: 4.2 (✓)</p> <p>1 mark for workings: <math>10.7 - 7.5 (+1)</math> (✓)</p>   | 2<br>AO2            | Also accept answers that do not add 1 to the range i.e. answer = 3.2. |
| 11 |   | <p><b>Alastair was recently involved in a car accident. During the crash he hit his head hard on the steering wheel. Following the incident, he has been unable to sleep properly.</b></p> <p><b>Explain why Alastair finds it difficult to sleep.</b></p> <p>1 mark for knowledge of an area of the brain which is involved in the function of sleep</p> <p>1 mark for applying the knowledge to the case of Alastair</p> <p><u>Examples of a 1 mark answer:</u></p> <ul style="list-style-type: none"> <li>• There may be damage to the hypothalamus.</li> <li>• The pineal gland has been affected.</li> </ul> <p><u>Examples of a 2 mark answer:</u></p> <ul style="list-style-type: none"> <li>• Alastair may find it difficult sleep because of brain damage to the hypothalamus (1) this part of the brain regulates sleeping and wakefulness and if it is damaged it would explain why Alastair finds it hard to sleep (1)</li> </ul> | 2<br>1xAO1<br>1xAO2 | Answers must be linked to neuropsychology                             |

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|    |   |  |          |  |
|----|---|--|----------|--|
|    |   | <ul style="list-style-type: none"> <li>Alastair's problems could be caused by the pineal gland being damaged in the accident (1) this could affect the production of melatonin and stop him from sleeping (1)</li> </ul>   |          |  |
| 12 | a | <p><b>Identify a strength of Freud's (1918) dream analysis study of the Wolfman</b></p> <p>Examples of a 1 mark answer:</p> <ul style="list-style-type: none"> <li>detailed information was gained</li> <li>in depth data was obtained</li> <li>an insight was provided into a unique case</li> <li>allows the opportunity to conduct research which would otherwise be impractical.</li> </ul>  | 1<br>AO3 |  |
|    | b | <p><b>Freudian theory gives one explanation of dreams. Outline the role of repression in dreaming.</b></p> <p>1 mark for understanding of the process of repression.<br/>1 mark for understanding the function of repression.</p> <p><u>Examples of a 1 mark answer:</u></p> <ul style="list-style-type: none"> <li>To push things into the unconscious (1).</li> <li>A way of protecting a person from psychological harm (1).</li> </ul> <p><u>Examples of a 2 mark answer:</u></p> <ul style="list-style-type: none"> <li>To push things into the unconscious (1) to resolve any immediate emotional conflicts (1).</li> <li>To put things out of conscious awareness (1) to protect the person from psychological harm (1).</li> </ul> | 2<br>AO1 |  |

|    |  |  |                                |  |
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| c  |  | <p><b>Explain why subjectivity can be considered a problem with Freud's theory.</b></p> <p>1 mark for analysing the problem of subjectivity, e.g.</p> <ul style="list-style-type: none"> <li>• open to bias/interpretation (1)</li> <li>• more opinion than fact (1) etc.</li> </ul> <p>1 mark for making a judgement on the problem of subjectivity by relating this to the Freudian theory of dreams, e.g.</p> <ul style="list-style-type: none"> <li>• because a lot of the theory makes reference to the unconscious which cannot be observed (1)</li> <li>• this means that many ideas are open to interpretation (1)</li> <li>• it is not a very objective theory (1)</li> <li>• because dreams can be interpreted in a number of different ways depending on how you decide to approach them (1)</li> </ul> | <p><b>2</b><br/><b>AO3</b></p> |  |
| 13 |  | <p><b>Describe the Activation Synthesis theory of dreaming.</b></p> <p>Credit description of relevant features such as: the role of REM sleep, the function of the limbic system during sleep, neuronal activity during sleep, the process of synthesis.</p> <p><b>Level 3 (5–6 marks):</b><br/>There is a thorough description of two or more concepts. This should be done with accuracy and clarity. There should be evidence of coherency throughout the description, which either links concepts or ideas within a concept.</p> <p><b>Level 2 (3–4 marks):</b><br/>There is a good description of one or more concepts. This should be done with some accuracy. There should be some evidence of coherency within the description, which either links concepts or ideas within a concept.</p>                 | <p><b>6</b><br/><b>AO1</b></p> |  |



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|    |  | <p><b>Level 1 (1–2 marks):</b><br/>There is a basic reference to one or more concepts.<br/>Description may be more common sense than technical.</p> <p><b>0 marks:</b> No credit worthy response.</p>   |                  |  |
| 14 |  | <p><b>Using your knowledge of treating sleep disorders, explain what advice you would give to Caitlin to help her to increase her chances of getting a good night's sleep.</b></p> <p>Credit understanding and application of one or more ideas used to improve sleep/reduce insomnia e.g. relaxation techniques, changes to physical environment (taking out electronic equipment, temperature, light), improved diet/exercise, etc.</p> <p><b>Level 3 (5–6 marks):</b><br/>There is a thorough explanation of at least one idea. This should be done with accuracy and clarity and clearly apply to the source. There should be evidence of coherency throughout the explanation.</p> <p><b>Level 2 (3–4 marks):</b><br/>There is a good description of at least one idea relevant to the source. This should be done with some accuracy. There should be some evidence of coherency within the description.</p> <p><b>Level 1 (1–2 marks):</b><br/>There is a basic description of at least one idea.<br/>Description may be more common sense than technical.</p> <p><b>(0 marks):</b><br/>No credit worthy response.</p> | <b>6<br/>AO2</b> | For full marks, there needs to be explicit application to the source - in this case, recognising that the person needing advice is a teenager. |

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|    |   |  |                     |  |
|----|---|--|---------------------|--|
| 15 | a | D  | 1<br>AO3            |  |
|    | b | A  | 1<br>AO3            |  |
|    | c | D  | 1<br>AO3            |  |
| 16 | a | <p><b>Using the source:</b></p> <p><b>Name the person who has experienced decay.</b></p> <p>Darcy</p>  | 1<br>AO2            |  |
|    | b | <p><b>Name the person who has experienced displacement.</b></p> <p>Carmen</p>  | 1<br>AO2            |  |
| 17 |   | <p><b>Calculate the median expressed as a fraction in its lowest form of the total number of images. Show your working.</b></p> <p>1 mark for answer: <math>1/6</math> (✓)</p> <p>1 mark for workings: <math>5/30</math> (✓)</p>   | 2<br>AO2            | 1 mark only if not expressed in its lowest form. |
| 18 |   | <p><b><u>The neuropsychologist</u></b></p> <p><b>A neuropsychologist has been assigned two new patients. Patient A is unable to recall any memories from before she suffered her brain injury, while Patient B is unable to form any new memories since his brain trauma.</b></p> <p><b>For both patients, identify the type of amnesia and the area of the brain associated with this type of memory loss.</b></p> <p>For each patient:</p> <ul style="list-style-type: none"> <li>1 mark for application of knowledge of amnesia to</li> </ul> | 4<br>2xAO1<br>2xAO2 |  |

|    |   |  |  |  |
|----|---|--|--|--|
|    |   | <p>the source</p> <ul style="list-style-type: none"> <li>• 1 mark for knowledge of associated brain areas.</li> </ul> <p>Patient A</p> <ul style="list-style-type: none"> <li>• Type of Amnesia - Retrograde amnesia</li> <li>• Brain Area - Frontal lobe (pre-frontal cortex)</li> </ul> <p>Patient B –</p> <ul style="list-style-type: none"> <li>• Type of Amnesia - Anterograde amnesia</li> <li>• Brain Area – Hippocampus</li> </ul>   |  |  |
| 19 | * | <p><b>Use your knowledge and understanding from across the psychology course to explain how far you agree with the following viewpoint.</b></p> <p><b>"Laboratory experiments are so artificial that we cannot reasonably apply them to real life. The only useful studies in psychology are those conducted outside of a laboratory."</b></p> <p><b>In your answer you should refer to at least two different areas of psychology you have studied.</b></p> <p><u>AO1 marks</u><br/>Description of features of laboratory studies such as Braun, Ellis and Loftus (2002) and Cooper and Mackie (1986)</p> <p>Description of features of studies conducted outside of a laboratory, for example field experiments such as Bickman (1974), natural experiments such as Piaget (1952), self-report studies such as Williams et al. (1992), case studies such as Freud (1918), and correlational studies such as Blackwell et al. (2007).</p> <p>AO3 marks for valid critical evaluation points in terms of</p> | <p><b>13</b><br/><b>6xAO1</b><br/><b>7xAO3</b></p> | <p>AO3 marks can only be awarded where more than one area of study has been considered.</p> <p>Credit any other relevant response from any other topic area studied:</p> <ul style="list-style-type: none"> <li>• The Brain and neuropsychology</li> <li>• Development</li> <li>• Memory</li> <li>• Psychological Problems</li> <li>• Social Influence</li> <li>• Criminal Psychology</li> <li>• Sleep and Dreaming</li> </ul> |

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|  |  | <p>being able to apply different types of studies to real life, which relate to:</p> <p>ecological validity<br/>         generalisability<br/>         demand characteristics<br/>         social desirability bias<br/>         reliability/replicability<br/>         control of variables<br/>         standardisation<br/>         bias<br/>         samples<br/>         extraneous variables<br/>         usefulness<br/>         data<br/>         ethics.</p> <p>Other relevant methodological issues should be credited.</p> <p><b>AO1</b></p> <p><b>Level 3 (5–6 marks):</b></p> <p>There is a thorough description of features at least two types of studies in psychology (including laboratory experiments), with examples from different areas of psychology. This is done with accuracy and clarity. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p><b>Level 2 (3-4 marks):</b></p> <p>There is a good description of one or more types of studies in psychology (including laboratory studies). This is done with accuracy, with examples from different areas</p> |  |  |
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|  |  | <p>of psychology. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p><b>Level 1 (1-2 marks):</b></p> <p>There is a basic description of one or more types of studies in psychology and may include examples. This may include some inaccuracy. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p><b>0 marks:</b> No credit worthy response.</p> <p><b>AO3</b></p> <p><b>Level 3 (5-7 marks):</b></p> <p>There is a thorough evaluation which offers breadth and/or depth covering at least 2 different areas of psychology studied. Points are coherent and relevant and the response is developed in order to reach a substantiated judgement in response to the question.</p> <p><b>Level 2 (3-4 marks):</b></p> <p>There is a good evaluation which offers breadth and/or depth covering at least 2 different areas of psychology studied. Points may be brief but should still be relevant and used to reach a supported judgement in response to the question.</p> <p><b>Level 1 (1-2 marks):</b></p> <p>There may be some basic attempt at evaluation but it will be weak and consideration of more than one area of psychology may be inaccurate. Judgements will be either unclear or absent.</p> |  |  |
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|           |  | <b>0 marks:</b> No credit worthy response.  |   |  |
| <b>20</b> |  | <p><b>Explain whether the data collected would be quantitative or qualitative data. Justify your answer.</b></p> <p>1 mark for understanding the data is quantitative.</p> <p>1 mark for a justification of this answer in context of the study, e.g. patience is measured on a numerical scale.</p>  | <p><b>2</b><br/><b>1xAO1</b><br/><b>1xAO2</b></p> | If qualitative data is selected then it is still possible to earn the second mark if the explanation is actually of quantitative data. |
| <b>21</b> |  | <p><b>Outline one strength of using a rating scale to measure people's experience of the ride.</b></p> <p>1 mark for evaluation of a strength of using a rating scale</p> <p>1 mark for applying this strength to the study</p> <p><u>Examples of a 1 mark answer:</u></p> <ul style="list-style-type: none"> <li>• Objectivity (1).</li> <li>• Easier to draw comparisons (1).</li> <li>• Requires less insight from participants (1).</li> </ul> <p><u>Examples of a 2 mark answer:</u></p> <ul style="list-style-type: none"> <li>• It is more objective (1) to score someone's excitement rather than asking them to describe it (1).</li> <li>• Easier to look for patterns (1) in this case between levels of excitement and patience (1).</li> </ul> | <p><b>2</b><br/><b>1xAO2</b><br/><b>1xAO3</b></p> | Also credit strengths relating to self-report.   |
| <b>22</b> |  | <p><b>Evaluate the use of the observation method in this study.</b></p> <p>Credit evaluation points that refer to the observational method in psychology, or specific types used in this study (naturalistic, covert, non-participant). Points can be positive (e.g. high ecological validity, no observer effect) or negative (e.g. observer bias, lack of control of</p>  | <p><b>5</b><br/><b>2xAO2</b><br/><b>3xAO3</b></p> |  |

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|    |  | <p>variables, no consent). The points should apply to the study described whether explicitly or implicitly.</p> <p><b>Level 3 (4-5 marks):</b><br/>There is a thorough evaluation of the observational method. This should be done with accuracy and clarity and clearly apply to the source. There should be evidence of coherency throughout the evaluation.</p> <p><b>Level 2 (2-3 marks):</b><br/>There is a good evaluation of the observational method. This should be done with some accuracy. Application to the source should be implicit if not explicit. There should be some evidence of coherency within the evaluation.</p> <p><b>Level 1 (1 marks):</b><br/>There is a basic attempt to evaluate the observational method. Evaluation may be more common sense than technical. Points may only apply to the source in an implicit way.</p> <p><b>(0 marks):</b><br/>No credit worthy response.</p> |          |  |
| 23 |  | <p><b>Explain what the psychologist would conclude from this scatter diagram.</b></p> <p>1 mark for identifying the scatter diagram shows no/zero correlation.</p> <p>1 mark for a statement that recognises there is no relationship between how exciting people found the ride and how patient they were when queuing.</p>  | 2<br>AO3 |  |
| 24 |  | <p><b>Explain two weaknesses of this correlational study.</b></p>   | 4        | 1 mark for each weakness identified (maximum of 2) |

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|    |  | <p>1 mark for a brief or basic weakness in context.</p> <p>2 marks for a more detailed and developed weakness in context.</p> <p><u>Examples of 1 mark:</u></p> <ul style="list-style-type: none"> <li>You cannot establish cause and effect between patience and excitement (1).</li> <li>It only shows a relationship between patience and excitement (1).</li> <li>There are too many uncontrolled variables e.g. other people, the quality of the ride. (1).</li> </ul> <p><u>Example of a 2 mark answer:</u></p> <ul style="list-style-type: none"> <li>Researchers cannot establish cause and effect e.g. being patient causes more excitement (1) because variables are not manipulated (1).</li> </ul> | <p><b>AO3</b></p>                                 | <p>2<sup>nd</sup> mark for context (maximum of 2).<br/>Limit of 2 marks available if not contextualized.</p> <p>Candidates might refer (but are not limited) to the following concepts when contextualising their answers:</p> <ul style="list-style-type: none"> <li>Reliability</li> <li>Demand characteristics</li> <li>Observer effect</li> <li>Gender bias</li> <li>Cultural bias</li> <li>Age bias</li> <li>Experimenter bias</li> <li>Observer bias</li> <li>Social desirability</li> <li>Ethical issues</li> </ul> |
| 25 |  | <p><b>Outline one way in which this study could show gender bias.</b></p> <p>1 mark understanding of the concept of gender bias.</p> <p>1 mark for the understanding possible effect(s) of gender bias.</p> <p>1 mark for considering this in the context of the study.</p> <p><u>Examples of a 1 mark answer:</u></p> <ul style="list-style-type: none"> <li>More males may have been studied than females (1).</li> <li>The researcher may perceive males as being more impatient when they're not (1).</li> </ul> <p><u>Examples of a 2 mark answer:</u></p> <ul style="list-style-type: none"> <li>The research may be gender bias if the sample has</li> </ul>  | <p><b>3</b><br/><b>1xAO1</b><br/><b>2xAO2</b></p> |  |



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|  |  | <p>much more of one sex than another (1). For example, if the ride appeals more to females (1).</p> <ul style="list-style-type: none"><li>• The researcher's own biases may affect her ratings (1) as she may perceive males as being more impatient when they're not (1).</li></ul> <p><u>Examples of a 3 mark answer</u></p> <ul style="list-style-type: none"><li>• The research may be gender bias if the sample has much more of one sex than another (1). For example, if the ride appeals more to females (1) then they will be over-represented in the data (1).</li><li>• Males and females may want to present a different image when rating the ride (1) as males may want to come across as being more macho and rate the ride as less exciting (1) so their ratings are less valid than females (1).</li></ul> |  |
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SPECIMEN

## Assessment Objective Grid.

| Question     | AO1       | AO2       | AO3       | Total     |
|--------------|-----------|-----------|-----------|-----------|
| 1a           | 1         |           |           | 1         |
| 1b           | 1         |           |           | 1         |
| 1c           | 1         |           |           | 1         |
| 2            | 1         |           | 1         | 2         |
| 3a           | 1         |           |           | 1         |
| 3b           | 1         |           |           | 1         |
| 3c           |           | 1         | 1         | 2         |
| 3d           |           | 1         | 1         | 2         |
| 4            | 2         |           | 1         | 3         |
| 5            |           | 2         |           | 2         |
| 6a           |           | 1         |           | 1         |
| 6b           |           | 1         |           | 1         |
| 7            |           | 2         |           | 2         |
| 8            | 2         | 2         |           | 4         |
| 9a           | 1         |           |           | 1         |
| 9b           | 1         |           |           | 1         |
| 9c           | 1         |           |           | 1         |
| 10           |           | 2         |           | 2         |
| 11           | 1         | 1         |           | 2         |
| 12a          |           |           | 1         | 1         |
| 12b          | 2         |           |           | 2         |
| 12c          |           |           | 2         | 2         |
| 13           | 6         |           |           | 6         |
| 14           |           | 6         |           | 6         |
| 15a          |           |           | 1         | 1         |
| 15b          |           |           | 1         | 1         |
| 15c          |           |           | 1         | 1         |
| 16a          |           | 1         |           | 1         |
| 16b          |           | 1         |           | 1         |
| 17           |           | 2         |           | 2         |
| 18           | 2         | 2         |           | 4         |
| 19           | 6         |           | 7         | 13        |
| 20           | 1         | 1         |           | 2         |
| 21           |           | 1         | 1         | 2         |
| 22           |           | 2         | 3         | 5         |
| 23           |           |           | 2         | 2         |
| 24           |           |           | 4         | 4         |
| 25           | 1         | 2         |           | 3         |
| <b>TOTAL</b> | <b>32</b> | <b>31</b> | <b>27</b> | <b>90</b> |