



Pearson

# Mark Scheme (Results)

Summer 2017

Pearson Edexcel GCE  
In Psychology (6PS02)  
Paper 1

edexcel 

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## General Guidance on Marking– GCE Psychology

All candidates must receive the same treatment.

Examiners should look for qualities to reward rather than faults to penalise. This does NOT mean giving credit for incorrect or inadequate answers, but it does mean allowing candidates to be rewarded for answers showing correct application of principles and knowledge.

Examiners should therefore read carefully and consider every response: even unconventional answers may be worthy of credit.

Candidates must make their meaning clear to the examiner to gain the mark. Make sure that the answer makes sense. Do not give credit for correct words/phrases which are put together in a meaningless manner. Answers must be in the correct context.

Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the Team Leader must be consulted.

### Using the mark scheme

The mark scheme gives:

- an idea of the types of response expected
- how individual marks are to be awarded
- the total mark for each question
- examples of responses that should NOT receive credit (where applicable).

- 1 / means that the responses are alternatives and either answer should receive full credit.
- 2 ( ) means that a phrase/word is not essential for the award of the mark, but helps the examiner to get the sense of the expected answer.
- 3 [ ] words inside square brackets are instructions or guidance for examiners.
- 4 Phrases/words in **bold** indicate that the meaning of the phrase or the actual word is **essential** to the answer.
- 5 TE (Transferred Error) means that a wrong answer given in an earlier part of a question is used correctly in answer to a later part of the same question.

### Quality of Written Communication

Questions which involve the writing of continuous prose will expect candidates to:

- show clarity of expression
- construct and present coherent arguments
- demonstrate an effective use of grammar, punctuation and spelling.

Full marks can only be awarded if the candidate has demonstrated the above abilities.

Questions where QWC is likely to be particularly important are indicated "QWC" in the mark scheme BUT this does not preclude others.

## Unit 2: Understanding the Individual

### Section A

Question Number	Question	
<b>1</b>		
	Answer	Mark
	a) nice is removed after a behaviour. b) undesired is removed after a behaviour. <b>c) nice is given after a behaviour.</b> d) undesired is given after a behaviour.	<b>(1 AO1)</b>

Question Number	Question	
<b>2</b>		
	Answer	Mark
	a) that once occurred, no longer occurs when the conditioned stimulus is presented. b) occurs after repeated pairing of the unconditioned and the conditioned stimulus. c) occurs to a natural stimulus from the environment. <b>d) has stopped, then reoccurs when the conditioned stimulus is presented.</b>	<b>(1 AO1)</b>

Question Number	Question	
<b>3</b>		
	Answer	Mark
	a) sends messages around the body in the blood. b) is secreted into the blood stream. c) sends messages down neurons. <b>d) sends messages between neurons.</b>	<b>(1 AO1)</b>

Question Number	Question	
<b>4</b>		
	Answer	Mark
	a) laboratory experiment. b) questionnaire. <b>c) case study.</b> d) structured observation.	<b>(1 AO1)</b>

Question Number	Question	
<b>5</b>		
	Answer	Mark
	a) oral stage. b) anal stage. c) phallic stage. <b>d) latency stage.</b>	<b>(1 AO2)</b>

Question Number	Question	
<b>6</b>		
	Answer	Mark
	<b>a) superego.</b> b) Oedipus complex. c) unconscious. d) oral stage.	<b>(1 AO1)</b>

Question Number	Question	
<b>7</b>		
	Answer	Mark
	a) Changing the environment between learning and recall changes the number of words recalled. <b>b) Males will be able to read a map and get to a specific destination quicker than females.</b> c) When children see a female play with a toy it will influence which gender will play with that toy. d) The number of people who refuse to carry out an order will affect the obedience rates of the participants.	<b>(1 AO3)</b>

Question Number	Question	
<b>8</b>		
	Answer	Mark
	a) an opportunity sample. <b>b) a random sample.</b> c) a volunteer sample. d) a stratified sample.	<b>(1 AO3)</b>

Question Number	Question	
<b>9</b>		
	Answer	Mark
	a) structured observation. b) participant observation. <b>c) naturalistic observation.</b> d) covert observation.	<b>(1 AO3)</b>

Question Number	Question	
<b>10</b>		
	Answer	Mark
	a) allows detailed information to be gathered. <b>b) enables a statistical test to be carried out easily.</b> c) can be converted to qualitative data. d) allows the researcher to understand people's opinions.	<b>(1 A03)</b>

Question Number	Question	
<b>11</b>		
	Answer	Mark
	<b>a) looking for a difference.</b> b) looking for a relationship. c) looking for an association. d) using nominal data. <b>e) using ordinal data.</b> f) using qualitative data. <b>g) using an independent measures design.</b> h) using a repeated measures design. i) using a matched pairs design.	<b>(3 A03)</b>

## Section B

Question Number	Question	
<b>12a</b>		
	Answer	Mark
	<p><b>No credit</b> for the dependent variable.</p> <ul style="list-style-type: none"> <li>• Whether the nurses worked in the night or during the day/eq;</li> <li>• Night shift or day shift/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(1 A03)</b>

Question Number	Question	
<b>12bi</b>		
	Answer	Mark
<b>Tied with bii</b>	<p>One mark per point/elaboration.</p> <ul style="list-style-type: none"> <li>• Independent groups/eq;</li> <li>• Independent measures/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(1 A03)</b>

Question Number	Question	
<b>12bii</b>		
	Answer	Mark
<b>Tied with bi</b>	<p>One mark per point/elaboration. If more than one strength mark all and credit the best. <b>TE.</b> If the strength does not match the experimental design identified in i) then <b>0 marks</b>. If i) is incorrect but the strength relates to the answer in i) then <b>2 marks</b>. If i) is blank and the strength is clearly a strength of independent groups then <b>2 marks</b> can be given.</p> <ul style="list-style-type: none"> <li>• There are less likely to be demand characteristics (1<sup>st</sup> mark) as each participant only does one condition so they are less likely to guess the aim of the study (2<sup>nd</sup> mark)/eq;</li> <li>• Order effects will not affect the results, making them more valid (1<sup>st</sup> mark) as the participants will not be able to practise and so get better the second time around (2<sup>nd</sup> mark)/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2 A03)</b>

Question Number	Question	
<b>12c</b>		
	Answer	Mark
	<p>One mark per point/elaboration.  <b>Max 2</b> if the data from the table is not used.</p> <ul style="list-style-type: none"> <li>• Heinrich could conclude that doing permanent night shifts does cause the nurses to concentrate less/eq;</li> <li>• He could also conclude that working night shifts causes more mistakes to be made/eq;</li> <li>• This is because the night shift nurses made over twice as many mistakes as the day shift nurses in a week/eq;</li> <li>• There is a difference of 3.2 mistakes between the night shift and the day shift nurses in a week/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(3 A03)</b>

Question Number	Question	
<b>13a</b>		
	Answer	Mark
	<p>One mark per point/elaboration.  If the treatment/therapy is not from the Learning Approach then <b>0 marks.</b></p> <p>E.g. Systematic Desensitisation</p> <ul style="list-style-type: none"> <li>• The patient will create a hierarchy of fear, from the least feared to the most feared situation/eq;</li> <li>• E.g. the least feared may be seeing pictures of spiders and the most feared may be handling a large spider/eq;</li> <li>• The patient will also be taught relaxation techniques such as deep breathing/eq;</li> <li>• The patient will be exposed to the least feared situation and practise their relaxation techniques whilst in that situation/eq;</li> <li>• Once the patient is totally relaxed at one stage they will move up to the next stage/eq;</li> </ul> <p>E.g. Token Economy</p> <ul style="list-style-type: none"> <li>• The therapist and the patient will agree on what behaviours need to be targeted/eq;</li> <li>• When the desired behaviour is shown then the patient will receive a token/eq;</li> <li>• E.g. they may decide to focus on smoking and decide to give a token for every hour a cigarette is not smoked/eq;</li> <li>• The tokens are secondary reinforcers that can be exchanged for something the patient wants, e.g. a trip to the cinema/eq;</li> <li>• As the therapy progresses it gets harder for the patient to gain the tokens until eventually they will not need any/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(4 A01)</b> <b>Tied with 13b</b>

Question Number	Question	
<b>13b</b>		
	Answer	Mark
	<p>One mark per point/elaboration.  T.E. If the treatment/therapy is not the same one as in 13a then <b>0 marks</b>.  If the treatment/therapy is not from the Learning Approach then <b>0 marks</b>.  If 13a) is blank but b) clearly evaluates a treatment/therapy from the Learning Approach then <b>full marks</b> can be given.</p> <p>E.g. Systematic Desensitisation</p> <ul style="list-style-type: none"> <li>• McGrath (1990) found that systematic desensitisation helped improve the specific phobias of 75% of patients/eq;</li> <li>• Craske &amp; Barlow (1993) found that 60 to 80% of agoraphobics showed some improvement after systematic desensitisation/eq;</li> <li>• Though it did not get rid of their phobia, and some clients had a total relapse after six months so it was not a permanent cure/eq;</li> <li>• Toozandehani et al (2011) tested the effectiveness of three treatments for social phobia and found that a combined treatment of systematic desensitisation and assertive training was more effective than either treatment on their own/eq;</li> <li>• Inglesias &amp; Inglesias (2013) used systematic desensitisation on a patient who had a phobia of driving on a specific road. After 18 sessions the person was able to drive on that road/eq;</li> <li>• Psychoanalysts would argue that the therapy is treating the behaviour, but not the causes of that behaviour so the issue still exists and may lead to the return of that phobia or other mental health issues.</li> </ul> <p>E.g. Token Economy</p> <ul style="list-style-type: none"> <li>• Paul &amp; Lentz (1977) found that token economies worked in psychiatric institutions with improvements in the patients pro-social behaviour/eq;</li> <li>• One problem with token economies is that when the tokens are removed the patient may not display the desired behaviours as they no longer get rewarded/eq;</li> <li>• Barlow &amp; Durand (1995) found that when tokens were gradually withdrawn improvements lasted longer after discharge/eq;</li> <li>• Hobbs &amp; Holt (1976) found that token economy increased the desired behaviours in delinquent boys when compared to delinquent boys who were not exposed to token economy/eq;</li> <li>• If the rewards are not consistently given by everyone who comes into contact with the patient then token economy will not be effective/eq;</li> <li>• Token economies do not need specialised people to deliver them, so they can be used at home as well as by the therapist/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<p><b>(5 A02)</b>  <b>Tied with 13b</b></p>

Question Number	Question	
<b>14</b>		
	Answer	Mark
	<p>One mark per point/elaboration.</p> <ul style="list-style-type: none"> <li>• The central nervous system is made up of the spinal cord and the brain/eq;</li> <li>• Information is passed down neurons in the brain in the form of electricity/eq;</li> <li>• Neurotransmitters are chemicals that cross the synapse to carry the message to neighbouring neurons/eq;</li> <li>• Neurotransmitters can be inhibitory and stop the receiving neuron firing/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(3 A01)</b>

Question Number	Question	
<b>15a</b>		
	Answer	Mark
	<p>One mark per point. If the same term is used correctly twice do not credit the second time.</p> <p>Bandura Ross and Ross aimed to study the effects of <b>__role models/social learning theory____</b> on aggressive behaviour. Half the children in the aggressive groups observed a <b>_____male/female/same sex adult / opposite sex adult_____</b> hitting the Bobo doll. They found that <b>___boys_____</b> imitated more physical aggression. They concluded that aggression can be acquired through <b>___imitation/social learning theory/observation of role models.</b></p> <p><b>Look for other reasonable marking points.</b></p>	<p><b>(4 A01)</b></p> <p><b>Do not split this question up.</b></p>

Question Number	Question	
<b>15b</b>		
	Answer	Mark
	<p>One mark per point/elaboration.</p> <p><b>0 marks</b> for any evaluation that is not reliability.</p> <ul style="list-style-type: none"> <li>• There was a standardised procedure, e.g. all the non-aggressive groups saw the adult play with toys for the same amount of time/eq;</li> <li>• There was inter-rater reliability as more than one observer noted the behaviour of the children when they were left in the room of toys on their own/eq;</li> <li>• The children were matched on aggression according to what the staff at the nursery said, so one group did not contain more aggressive children than another group/eq;</li> <li>• There could have been extraneous variables affecting the results, such as the mood of the child as if they were already angry this may affect their aggression in the study/eq;</li> <li>• The data was objective as it was recorded in the number of imitated acts the children produced so increasing reliability/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(4 A02)</b>

Question Number	Question	
<b>15c</b>		
	Answer	Mark
	<p>1 mark per point/elaboration.</p> <p>If more than one issue with validity outlined mark all and credit the best.</p> <p><b>0 marks</b> for any issue that is not validity.</p> <ul style="list-style-type: none"> <li>• The study was carried out in a laboratory therefore it was not a natural environment/eq; <b>(1<sup>st</sup> mark)</b> therefore it can be said to be low in ecological validity as the behaviour may not be natural/eq; <b>(2<sup>nd</sup> mark)</b>.</li> <li>• The Bobo doll was a toy that the children had never seen before <b>(1<sup>st</sup> mark)</b> therefore they may have copied the behaviour as they did not know how to play with the doll rather than they were feeling aggressive <b>(2<sup>nd</sup> mark)</b>.</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2 A02)</b>

Question Number	Question	
<b>15d</b>		
	Answer	Mark
	<p>One mark per point/elaboration.            If more than one improvement with validity outlined mark all and credit the best.  <b>0 marks</b> for any improvement that is not validity.</p> <ul style="list-style-type: none"> <li>• The children could have watched an aggressive television programme aimed at their age group/eq; <b>(1<sup>st</sup> mark)</b> therefore replicating more realistic conditions in which children observe aggression/eq; <b>(2<sup>nd</sup> mark)</b>.</li> <li>• The validity of the sample could be improved by having a wider age range, e.g. 3 year olds to teenagers/eq; <b>(1<sup>st</sup> mark)</b>. This would mean that we could be more confident that this is how all children may learn aggression so making the results more valid/eq; <b>(2<sup>nd</sup> mark)</b>.</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2 A02)</b>

Question Number	Question	
<b>16a</b>		
	Answer	Mark
	<p>One mark per point/elaboration  <b>0 marks</b> if the key issue is not from the Psychodynamic Approach.            1 mark available for correct identification of a suitable key issue</p> <p>E.g. Should everyone have psychoanalysis?/eq;</p> <ul style="list-style-type: none"> <li>• Psychoanalysis involves free association where the patient just talks about whatever comes into their head/eq;</li> <li>• The aim is to find out what is in the unconscious of the patient and so motivating the patient's behaviour/eq;</li> <li>• However, this can lead to distress by uncovering repressed memories so is it right to put people through this if they have no mental problems/eq;</li> <li>• There is also the issue of the cost and time involved with traditional psychoanalysis, although there are now short- term varieties of psychoanalysis available/eq;</li> </ul> <p>E.g. Do dreams have meaning?/eq;</p> <ul style="list-style-type: none"> <li>• Some people will tell you their dreams in detail; others say they haven't dreamt at all/eq;</li> <li>• It seems that dreams occur in REM and that everyone dreams several times a night/eq;</li> <li>• Some argue that dreams have meaning and we need psychoanalysis to unlock that meaning/eq;</li> <li>• Others say that there are biological reasons why we dream and they don't have specific meanings/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(4 A01)</b> <b>Tied with 16b</b>

Question Number	Question	
<b>16b</b>		
	Answer	Mark
	<p>One mark per point/elaboration  TE <b>0 marks</b> if the key issue is not the one described in a).  If a) is blank and b) clearly links psychological terms concepts theories and/or research to a psychodynamic key issue then <b>full marks</b> are available.</p> <p>E.g. Should everyone have psychoanalysis?</p> <ul style="list-style-type: none"> <li>• Even those who do not have a mental disorder can benefit from insight into their early relationships with parents and how they may affect their present relationships/eq;</li> <li>• This can be shown by transference where the patient displays the same emotions to the therapist that they had towards their parents/eq;</li> <li>• The patient will also use defence mechanisms in therapy and this will give some idea of how they cope with problems in everyday life, and can lead to them coping better/eq;</li> <li>• E.g. If someone uses denial a lot they will not accept there are problems at places such as work, when it might be better to accept the problem and so be able to solve it/eq;</li> <li>• Eysenck said that psychoanalysis is not effective, and that people who received no treatment improved more than those who had psychoanalysis/eq;</li> <li>• However, a more recent study has found that psychoanalysis was as effective as or better than other therapies in 23 out of 24 studies/eq;</li> </ul> <p>E.g. Do dreams have meaning?</p> <ul style="list-style-type: none"> <li>• Freud says our behaviour is determined by our unconscious thoughts and desires and one way the unconscious tries to become conscious is through dreams/eq;</li> <li>• However, we can't cope with our unconscious desires so to protect ourselves the symbols are used in our dreams/eq;</li> <li>• Freud's study of Little Hans showed that his dreaming of a plumber actually meant he had resolved his Oedipus complex/eq;</li> <li>• It has been found that if the area of the brain where the limbic system links to the cortex is damaged, then people do not wish or dream suggesting they are linked/eq;</li> <li>• Hobson &amp; McCarley (1977) say dreaming is caused by us trying to make sense of random firing of the brain as we sleep/eq;</li> <li>• Others argue it is a way to make sense of our day and get rid of unwanted material/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<p><b>(5 A01)</b>  <b>Tied with</b>  <b>16a</b></p>

Question Number	Question	
<b>17</b>		
	Answer	Mark
	<p>1 mark per point elaboration.</p> <p><b>Max 2 marks</b> if no reference to Isabella and her gender- related behaviour.</p> <ul style="list-style-type: none"> <li>• Isabella will have inherited an X chromosome from her mother and an X chromosome from her father/eq;</li> <li>• As a foetus only a small amount of male hormones such as testosterone would have been released in the womb so her sex develops as a female/eq;</li> <li>• Dorner (1976) found that disrupting the release of male sex hormones in newborn male rats led to them behaving in a feminine way/eq;</li> <li>• When Isabella is a teenager progesterone/oestrogen will be released making her more feminine/eq;</li> <li>• Isabella's brain will be less lateralised therefore she will use both halves of the brain equally for language tasks, which may explain why she likes reading/eq;</li> <li>• The follow up to Money's study showed that genes and hormones do influence gender behaviour more than the environment/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(5 A02)</b>

### Section C

Question Number	Question	Mark
<b>18a</b>		
	Answer	Mark
	<p>1 mark per point/elaboration.  <b>Max 4</b> if no reference to gender behaviour.</p> <ul style="list-style-type: none"> <li>• At around the age of 5 boys and girls, during the phallic stage, go through the Oedipus/Electra/eq;</li> <li>• Both have unconscious sexual feelings towards the opposite sex parent, and see the same sex parent as a rival/eq;</li> <li>• Boys fear that their fathers will find out and castrate them/eq;</li> <li>• Girls notice they don't have a penis and blame their mother for castrating them/eq;</li> <li>• This leads to conflict for the children as they unconsciously fear/hate their same sex parent but know they should love them/eq;</li> <li>• To resolve this conflict the child identifies with the same sex parent, which involves taking on their beliefs about gender roles and gender appropriate behaviour/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(5 A01)</b>

Question Number	Question	
<b>18b</b>		
	Answer	Mark
	<p>1 mark per point elaboration.</p> <ul style="list-style-type: none"> <li>• Freud's study of Little Hans (1909) found that he had substituted his fear of his father onto horses, showing he was going through the Oedipus complex/eq;</li> <li>• Some would argue that his study of Little Hans is flawed as he failed to take account of other explanations for Little Hans's fear of horses/eq;</li> <li>• Green (1978) found that 36 out of 37 children who grew up in a non-nuclear family developed typical gender roles and behaviour, going against Freud's explanation/eq;</li> <li>• One criticism of Freud's explanation is that he argues children don't learn gender behaviour until 5 years old, when children as young as 3 usually have clear ideas about their gender identity/eq;</li> <li>• Freud does take account of both nature, when gender development happens, and nurture, the influence of the parents, unlike the biological approach which focuses on nature/eq;</li> <li>• It is hard to measure if the Oedipus conflict does occur as it takes place in the unconscious/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<p><b>(5 A02)</b></p>

	Question	
<b>*19</b>		
	Answer	Mark
	<p><b>Refer to the levels at the end of the indicative content.</b></p> <p>Appropriate answers might include the following descriptive points but the list is not exhaustive.</p> <ul style="list-style-type: none"> <li>• Our aim was to investigate whether gender would have an impact on spatial awareness.</li> <li>• We used an opportunity sample of 10 boys and 10 girls.</li> <li>• Each ppt was asked to come to the classroom on their own and we gave them a 50- piece jigsaw to complete.</li> <li>• We timed how long it took each participant to complete the word search.</li> <li>• When each participant had finished the game we debriefed them and asked them not to discuss what they had done with any of their friends.</li> <li>• Boys completed the parking game 30 seconds faster than the girls, who completed it in 4 minutes.</li> <li>• We carried out a Mann Whitney U test and our observed value was smaller than the critical value so there was a significant difference between the boys and the girls.</li> <li>• We concluded that there was no difference in the spatial ability of males and females.</li> </ul> <p>Appropriate evaluation may include the following points, but the list is not exhaustive.</p> <ul style="list-style-type: none"> <li>• We had inter-rater reliability as three of us timed the same participants as they carried out the where's Wally task.</li> <li>• We did not have inter-rater reliability because one of us found different results when measuring the accuracy of the anagrams.</li> <li>• We all used the same word search/jigsaw, which increased reliability.</li> <li>• Our sample was taken from sixth formers and can be generalised to that target population of sixth formers in terms of who has the better spatial ability.</li> <li>• We gathered all the data at one point in time and this might give biased data as girls may be getting better at spatial ability due to the computer games they play.</li> <li>• The setting was in a classroom, which was a natural setting for our participants so it was ecologically valid.</li> <li>• Students aged 17 don't usually do where's Wally so the task is artificial.</li> <li>• Participants didn't know we were comparing male and female ability to solve a word search, so they didn't give informed consent, but we did debrief them afterwards.</li> </ul> <p><b>Look for other appropriate/suitable material.</b></p>	<p><b>(12 A03)</b></p>

Level	Mark	Descriptor
		<b>A03</b> How science works.
	0	No rewardable material or the practical is not from the biological approach.
<b>Level 1</b>	1-3 marks	<p>Candidates will produce <b>brief answers</b>, making simple statements showing some relevance to the question.</p> <ul style="list-style-type: none"> <li>• Description includes brief elements of how the practical was carried out.</li> <li>• No evaluative comments that relate specifically to the Biological practical and what they did, they could relate to any study/practical.</li> <li>• Examiners are not clear what the practical was about <b>OR</b> it is all description with no relevant evaluation points.</li> </ul> <p>The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and /or spelling errors.</p>
	4-6 marks	<p>Description OR evaluation only OR limited attempt at each OR one is in less detail than the other.</p> <ul style="list-style-type: none"> <li>• Description will include basic elements of the biological practical.</li> <li>• Generic evaluative comments that could apply to any practical, but could also apply to the Biological practical</li> <li>• Examiners know what the practical was on.</li> </ul> <p>Candidates will produce statements with some development in the form of <b>mostly accurate</b> and relevant factual material. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and /or spelling errors are likely to be present.</p>
<b>Level 3</b>	7-9 marks	<p>Candidate has attempted and answered <b>both the injunctions</b> in the question <b>well</b>.</p> <ul style="list-style-type: none"> <li>• Good description which focuses on the biological practical and includes 3 out of aims, procedure, results and conclusion.</li> <li>• <b>And</b> good evaluation some points may apply to any practical but more will be specific to the biological practical.</li> </ul> <p>The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and /or spelling errors are likely to be present.</p>
<b>Level 4</b>	10-12 marks	<p>Candidate has attempted and answered <b>both the injunctions</b> in the question <b>very well</b>.</p> <ul style="list-style-type: none"> <li>• Description will have breadth and depth and will be focused on the biological practical and will include all of aims, procedure, results and conclusion.</li> <li>• Evaluation is thorough and broad and is focused on the biological practical with a range of evaluative comments, there may be minor generic points that could apply to any practical.</li> </ul> <p>The skills needed to produce convincing extended writing are in place. Very few syntactical and /or spelling errors may be found. Very good organisation and planning. Given time constraints and limited number of marks, full marks must be given when the answer is reasonably detailed even if not all the information is present.</p>