



## General Certificate of Education

# Psychology 5181/6181 *Specification A*

*Unit 3 PYA3*

## Mark Scheme

*2005 examination – June series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

## PYA3

### QUALITY OF WRITTEN COMMUNICATION (QoWC)

<b>2 marks</b>	The work is characterised by <b>clear</b> expression of ideas, a <b>good</b> range of specialist terms and <b>only few errors</b> in grammar, punctuation and spelling that detract from the clarity of the material.
<b>1 mark</b>	The work is characterised by <b>reasonable</b> expression of ideas, the use of <b>some</b> specialist terms and <b>errors</b> of grammar, punctuation and spelling that detract from the clarity of the material.
<b>0 marks</b>	The work is characterised by <b>poor</b> expression of ideas, <b>limited</b> use of specialist terms, <b>errors and poor</b> grammar, punctuation and spelling and legibility which obscures the clarity of the material.

### ASSESSMENT OBJECTIVES ONE, TWO AND THREE

<b>AO1</b>	Assessment objective one = knowledge and <b>understanding</b> of psychological theories, terminology, concepts, studies and methods and communication of knowledge and understanding of psychology in a clear and effective manner.
<b>AO2</b>	Assessment objective two = analysis and <b>evaluation</b> of psychological theories, concepts, studies and methods and communication of knowledge and understanding of psychology in a clear and effective manner.
<b>AO3</b>	Assessment objective three = <b>design, conduct</b> and <b>report</b> psychological investigation (s) choosing from a range of methods, and taking into account the issues of reliability, validity and ethics, and collect and draw conclusions from the data.

**SECTION A – SOCIAL INFLUENCES****1****Total for this question: 30 marks**

- 1** (a) Explain what is meant by the terms:  
 (i) experimental validity;  
 (ii) ecological validity.

*(3 marks + 3 marks)***Marking criteria.**

Experimental validity is concerned with whether an observed effect is due to experimental manipulation, i.e. is it really due to the effect the IV has on the DV, or is it due to some other variable? In Milgram's studies on obedience any conclusions reached would have been invalid if his participants did not believe that the shocks they were giving were real.

Ecological validity refers to whether findings/or studies can be generalised to situations beyond the research situation. Field experiments are often considered to have high ecological validity because they take place in the real world.

Ecological validity is also confused with population validity, another form of external validity. Population validity concerns the extent to which findings can be generalised to other people and therefore is not acceptable as it is people not places.

**Marking allocation for each term**

<b>3 marks</b>	Explanation of each term is both <b>accurate and detailed</b> . For example, the candidate may add an example to the definitions below.
<b>2 marks</b>	Explanation is <b>limited</b> . It is <b>generally accurate but less detailed</b> . For example, for experimental validity the candidate might write 'The extent to which a study measures what it intended to measure'. For ecological validity the candidate might write 'The extent to which findings can be generalised to other situations'.
<b>1 mark</b>	Explanation is <b>basic, lacking detail</b> , and may be <b>muddled and/or flawed</b> . For example, for experimental validity the candidate might write 'How believable an experiment is'. For ecological validity the candidate might write 'The extent to which a study is like real life'.
<b>0 marks</b>	Explanation is <b>inappropriate</b> (for example, the candidate explains an ethical issue) or the explanation is <b>incorrect</b> .

**1** (b) Outline findings of research into majority influence (conformity). (6 marks)

**Marking criteria**

There are several studies that candidates may offer, although it is likely that they will choose those on the specification (e.g. Sherif, Asch, Zimbardo). However, only the *findings* of such research receive credit. For example Asch found that:

- on 32% of the critical trials naïve participants conformed
- 25% never gave the wrong answer, which means that 75% conformed at least once
- when there were no confederates participants did sometimes make mistakes but only 1% of the time
- he also found that the presence of a supportive colleague reduced the levels of conformity.

If Zimbardo’s study is offered the findings must relate to conformity (prisoners and guards conforming to social roles) otherwise no credit should be given.

There is a breadth/depth trade off here. A candidate may offer one study in detail or more than one but in less detail.

Candidates may elaborate findings into conclusions; where the boundary is unclear this should be treated sympathetically.

**Marking allocations**

<b>6-5 marks</b>	Outline of findings both <b>accurate and detailed</b> . For example, using some of the material given above, very detailed findings of one study would be sufficient here.
<b>4-3 marks</b>	Outline of findings is <b>limited</b> . It is <b>generally accurate but less detailed</b> . For example, only two findings are offered.
<b>2-1 marks</b>	Outline of findings is <b>basic, lacking detail</b> , and may be <b>muddled and/or flawed</b> .
<b>0 marks</b>	The outline is <b>inappropriate</b> (for example not related to findings) or the description is <b>incorrect</b> .

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|----------|---|-------------------|
| <b>1</b> | (c) Outline ethical issues in social influence research and assess whether psychologists have been successful in resolving such ethical issues. | <i>(18 marks)</i> |
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**Marking criteria**

**AO1** credit is given for the description of the ethical issues surrounding social influence research.

**AO2** credit is given to the consideration and assessment of whether or not these issues have been resolved successfully.

There are several ethical issues that candidates could describe, but they must relate to social influence research (although it would be difficult to find an ethical issue that was not related in some way to such research!) The link does not have to be explicit. These issues could include deception and lack of informed consent; harm – both physical and psychological. An Ethical Guideline is *not* the same as an ethical issue. The former is the guidance given by professional bodies such as the BPS as to how psychologists should conduct their research. The latter occurs when there is a conflict between the aims and goals of the researcher and the rights and well being of the participants. Examiners should be aware that candidates sometimes do not make this distinction and merely describe an Ethical Guideline as if it was an issue.

The commentary for this answer comes from a consideration of the way in which these issues were resolved and to what extent. For example, while Milgram deceived his participants he did take great care in the debriefing, including follow-up care some months later. For further credit candidates could consider whether this was sufficient. Zimbardo also spent time with his participants debriefing them and allowing the prisoners and guards to meet on equal terms to discuss their feelings. Since both Milgram and Zimbardo had their work accepted by the relevant ethical committees, it could be argued that the ethical issues had been adequately resolved. Candidates could also consider other measures that psychologists have taken to deal with ethical issues, such as prior general consent and presumptive consent.

**Marking allocation AO1**

<b>6-5 marks</b>	Outline of ethical issues is both <b>accurate and detailed</b> . For example, the candidate has outlined deception, informed consent and harm, for 6 marks at least 2 issues need to be covered in detail.
<b>4-3 marks</b>	Outline of ethical issues is <b>limited</b> . It is <b>generally accurate and/or less detailed</b> . For example, the candidate has outlined the ethical issues, but in little detail e.g. two issues but in less detail.
<b>2-1 marks</b>	Outline of ethical issues is <b>basic, lacking detail</b> , and may be <b>muddled and/or flawed</b> e.g. two issues identified.
<b>0 marks</b>	Outline of ethical issues is <b>inappropriate</b> (for example, the candidate may have described the guidelines) or the description is <b>incorrect</b> .

**Marking allocation AO2**

<b>12-11 marks</b>	There is an <b>informed</b> commentary on whether the ethical issues have been resolved successfully and <b>reasonably thorough</b> analysis of relevant psychological material, which has been used in an <b>effective</b> manner, within the time constraints of answering this part of the question.
<b>10-9 marks</b>	There is a <b>reasonable</b> commentary on whether the ethical issues have been resolved successfully and <b>slightly limited</b> analysis of relevant psychological material, which has been used in an <b>effective</b> manner.
<b>8-7 marks</b>	There is a <b>reasonable</b> commentary on whether the ethical issues have been resolved successfully but <b>limited</b> analysis of relevant psychological material, which has been used in a <b>reasonably effective</b> manner.
<b>6-5 marks</b>	There is a <b>basic</b> commentary on whether the ethical issues have been resolved successfully with <b>limited</b> analysis of relevant psychological material, which has been used in a <b>reasonably effective</b> manner.
<b>4-3 marks</b>	There is <b>superficial</b> commentary on whether the ethical issues have been resolved successfully and <b>rudimentary</b> analysis of relevant psychological material. There is <b>minimal interpretation</b> of the material used.
<b>2-1 marks</b>	Commentary on whether the ethical issues have been resolved successfully is <b>just discernible</b> (for example, through appropriate selection of material). Analysis is <b>weak and muddled</b> . The answer may be <b>mainly irrelevant</b> .
<b>0 marks</b>	Commentary is <b>absent or wholly irrelevant</b> .

2

**Total for this question: 30 marks**

<b>2</b>	(a) Give <b>two</b> explanations why people yield to minority influence.	<i>(3 marks + 3 marks)</i>
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**Marking criteria**

There are several explanations for why people yield to the minority: the dissociation model (social cryptoamnesia); the snowball effect (as a few people move towards the minority slowly more and more also follow); the theory of social impact (strength, number and status, immediacy). This last explanation could be presented as one explanation or subdivided into several.

Informational social influence is also an explanation for minority influence (those with more knowledge or greater status provide information).

Moscovici distinguished between compliance and conversion and suggested that it is through conversion that the minority can influence the majority. People are most likely to yield to the minority when it is:

- consistent (i.e. consistent in its opinions)
- flexible (i.e. not unbending, rigid and dogmatic)
- committed (i.e. focused, enthusiastic and has invested in its views).

Candidates may present these as separate explanations (and provide detail by referring to research support) or may bundle them together as an aspect of a person's behaviour.

**Marking allocation**

For each explanation

<b>3 marks</b>	Explanation is both <b>accurate and detailed</b> . For example, the candidate may offer a detailed and accurate explanation of why people yield possibly using psychological terminology, or with reference to explicit theory or study.
<b>2 marks</b>	Explanation is <b>limited</b> . It is <b>generally accurate but less detailed</b> . For example, the candidate may offer a less detailed but generally accurate explanation of why people yield.
<b>1 mark</b>	Explanation is <b>basic, lacking detail</b> , and may be <b>muddled and/or flawed</b> . For example, merely identifying a condition (e.g. consistency).
<b>0 marks</b>	Explanation is <b>inappropriate</b> (for example, the candidate may offer an explanation of why people yield to majority influence) or the explanation is <b>incorrect</b> .

2 (b) Explain **two** ways in which people might resist obedience. (3 marks + 3 marks)

**Marking criteria**

Candidates are likely to choose from the following ways, although other reasons for disobedience may also be relevant:

- **Feeling responsible:** individuals can be reminded that it is they who are responsible for their actions, not the authority figure. Under these conditions, agentic shift tends to be reversed.
- **Disobedient models:** i.e. seeing others refusing to obey may reduce obedience.
- **Reactance:** attempts to restrict an individual’s freedom can sometimes cause the process of reactance. The person fights even harder to be allowed to do what they want.
- **Knowledge:** it has been shown that knowledge about the process of obedience may enhance people’s ability to resist destructive obedience.

**Marking criteria**

For each way

<b>3 marks</b>	Explanation is both <b>accurate and detailed</b> . For example, the candidate may offer a detailed and accurate explanation of how the presence of disobedient peers might overcome all the binding factors that usually produce an obedient response.
<b>2 marks</b>	Explanation is <b>limited</b> . It is <b>generally accurate but less detailed</b> . For example, saying that the presence of disobedient peers might overcome the factors that usually produce an obedient response.
<b>1 mark</b>	Explanation is <b>basic, lacking detail</b> , and may be <b>muddled and/or flawed</b> . For example, simply stating disobedient peers as an explanation.
<b>0 marks</b>	Explanation is <b>inappropriate</b> (for example, the candidate may offer an explanation of why people resist to majority influence) or the explanation is <b>incorrect</b> .



<b>2</b> (c) Outline and evaluate research (theories <b>and/or</b> studies) into majority influence (conformity). <div style="text-align: right;"><i>(18 marks)</i></div>
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**Marking criteria**

**AO1** credit is given for the description of research into majority influence. **AO2** credit is given for the evaluation of such research.

There are several studies that candidates might outline but the most likely ones are those mentioned on the specification (Sherif, Asch and Zimbardo). Asch carried out a series of experiments investigating the effect a group would have on the behaviour of a naïve participant. He varied the conditions such as group size, task ambiguity and support of a colleague. Sherif used an ambiguous stimulus (the autokinetic effect) and observed the effect of group discussions on individuals' opinions. Zimbardo's prison simulation investigated the extent to which participants would conform to their roles.

The commentary can consider the methodology used in the studies e.g. some are laboratory based (may lack ecological validity, demand characteristics, gender bias - both Asch and Zimbardo only used males). Ethical issues such as deception and psychological harm can also be considered. One of the criticisms of Asch's study is that it was a 'child of its time'. The reason for the relatively high level of conformity was due to the time and the place in which the research was carried out (America in the 1950s).

Positive criticisms are also acceptable, for example the usefulness of this research or reference to other studies that have confirmed the findings.

**Marking allocation AO1**

<b>6-5 marks</b>	Outline of research into majority influence is both <b>accurate and detailed</b> . For example, there is a detailed and accurate account of one study into majority influence, or a less detailed account of two or more.
<b>4-3 marks</b>	Outline of research into majority influence is <b>limited</b> . It is <b>generally accurate and/or less detailed</b> . For example, the candidate may outline one or more studies but with little detail.
<b>2-1 marks</b>	Outline of research into majority influence is <b>basic, lacking detail</b> , and may be <b>muddled and/or flawed</b> . For example, the candidate may outline just the procedures of one study of majority influence.
<b>0 marks</b>	Outline of research into majority influence is <b>inappropriate</b> (for example, the candidate may outline research into obedience) or the description is <b>incorrect</b> .

### Marking allocation AO2

<b>12-11 marks</b>	There is an <b>informed</b> commentary on research into majority influence and <b>reasonably thorough</b> analysis of relevant psychological material, which has been used in an <b>effective</b> manner, within the time constraints of answering this part of the question.
<b>10-9 marks</b>	There is a <b>reasonable</b> commentary on research into majority influence and <b>slightly limited</b> analysis of relevant psychological material, which has been used in an <b>effective</b> manner.
<b>8-7 marks</b>	There is a <b>reasonable</b> commentary on research into majority influence but <b>limited</b> analysis of relevant psychological material, which has been used in a <b>reasonably effective</b> manner.
<b>6-5 marks</b>	There is a <b>basic</b> commentary on research into majority influence with <b>limited</b> analysis of relevant psychological material, which has been used in a <b>reasonably effective</b> manner.
<b>4-3 marks</b>	There is <b>superficial</b> commentary on research into majority influence and <b>rudimentary</b> analysis of relevant psychological material. There is <b>minimal interpretation</b> of the material used.
<b>2-1 marks</b>	Commentary on research into majority influence is <b>just discernible</b> (for example, through appropriate selection of material). Analysis is <b>weak and muddled</b> . The answer may be <b>mainly irrelevant</b> .
<b>0 marks</b>	Commentary is <b>absent or wholly irrelevant</b> .

**3**

**Total for this question: 30 marks**

Research has found that people behave differently when walking past another person on a narrow path. Some people turn to face the other person (this is called an “open pass”). Other people turn away from the person (this is called a “closed pass”).

A group of psychology students set out to investigate factors that might be related to this passing behaviour. The factors were: gender, whether the person was carrying a bag and whether the person was alone, or with friends.

After conducting a pilot study, the psychology students decided to observe fellow students who were walking down a narrow path between two school buildings. The psychology students positioned themselves so that they could not be seen by the people using the path.

**Mark scheme for Question 3: where the word one appears in a question positive marking does not apply; only the first answer is credited.**

**3** (a) Give **two** advantages of conducting an observational study. (2 marks + 2 marks)

**AO2**

**Advantages:**

- it is possible to study behaviour in situations where it is not possible to manipulate variables (Sufficient for 2 marks)
- it is likely to have low demand characteristics; people are likely to behave as they would normally do, especially if they do not know they are being observed (Sufficient for 2 marks)
- has high ecological validity (1 mark)
- low demand characteristics (1 mark).

There is no need to contextualise the answer.

**Marking allocations**

For each advantage:

<b>2 marks</b>	The advantage is both <b>accurate and detailed</b> . For example, as given above.
<b>1 mark</b>	The advantage is <b>basic, lacking detail</b> , and may be <b>muddled and/or flawed</b> . For example, as given above.
<b>0 marks</b>	<b>No advantage</b> is given or <b>incorrect</b> advantage.

<b>3</b>	(b) Why was it a good idea to carry out a pilot study for this research?	<i>(3 marks)</i>
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**AO1 + AO3**

(A pilot study is a small-scale trial carried out before the main study.)

The pilot study allows the students to see if their classification of behaviours was clear and useable. It would allow them to practise observing the actual behaviours before the main study.

Note that candidates are not asked to give one reason only and thus can provide detail by suggesting several reasons. Must have context for full marks.

**Marking allocations**

<b>3 marks</b>	Explanation both <b>accurate and detailed</b> . For example, as given above.
<b>2 marks</b>	Explanation is <b>generally accurate but less detailed</b> . For example, indicating only that it would allow the students to practise.
<b>1 mark</b>	Explanation is <b>basic, lacking detail</b> , and may be <b>muddled and/or flawed</b> . For example, “it allows practice”.
<b>0 marks</b>	Explanation is <b>inappropriate</b> (for example, the candidate may give an explanation of the design) or the explanation is <b>incorrect</b> .

<b>3</b> (c) Explain how “passing behaviour” could be operationalised.	<i>(2 marks)</i>
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**AO3**

To operationalise means to describe the behaviour in such a way so that it can be measured. So passing behaviour can be measured/categorised in terms of what the people actually do; e.g. turning towards another person, turning away from them.

An answer that stated ‘I would operationalise it by saying that passing behaviour is an open or closed pass’ would be sufficient for 1 mark; to gain the extra mark candidates must indicate some way in which they would measure the behaviour.

**Marking allocations**

<b>2 marks</b>	The explanation is both <b>accurate and detailed</b> . For example, by careful definition of open and closed passes, such that each could easily be measured.
<b>1 mark</b>	Explanation is <b>basic, lacking detail</b> , and may be <b>muddled and/or flawed</b> . For example, people passing each other. If a candidate simply offered, “by carefully defining it” this would be sufficient for 1 mark.
<b>0 marks</b>	<b>No description</b> is given or <b>incorrect</b> description is given.

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| <b>3</b> | (d) Explain why it was important that the observers could not be seen by the people using the path.<br><i>(2 marks)</i> |
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**AO3**

If the people using the path knew that they were being observed, they might change their behaviour and not act as they would do normally.

**Marking allocations**

<b>2 marks</b>	Explanation is both <b>accurate and detailed</b> . For example, as given above.
<b>1 mark</b>	Explanation is <b>basic, lacking detail</b> , and may be <b>muddled and/or flawed</b> . For example, “keep behaviour the same”.
<b>0 marks</b>	Explanation is <b>inappropriate</b> (for example, the candidate may suggest it is for ethical reasons) or the explanation is <b>incorrect</b> .

**3** (e) The students designed a table in which to record their observations. Show or describe what this might look like. (3 marks)

**AO3**

Answers to this question may be in the form of a written description or candidates may draw a table instead. Both answers are acceptable and could gain full marks.

The table should include some means of recording the data, such as the gender of the participant, whether they were carrying a bag, whether they were alone. It also needs to be able to allow the students to indicate the type of passing behaviour i.e. open or closed.

Type of Behaviour Observed				
Participant Number	Gender: m/f	Bag: yes/no	Alone/with friends: a/f	Passing Behaviour: O/C
1				
2				
3				
4				
etc				

Although not all the factors (gender, carrying bag, alone or with others) need to be included, there must be some indication that passing behaviour is being recorded, in order to gain full marks.

**Marking allocations**

<b>3 marks</b>	Provides a table that permits accurate recording of data, this includes passing behaviour in relation to one or more variables, either as a contingency table or as participant data.
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	Gender		Open	Closed
	Male	Female	Male	
Passing Behaviour	Open	_____	Female	
	Closed	_____	With bag	_____
			Alone	_____

<b>2 marks</b>	Details of a table format which allows recording of data from the investigation, but may not enable you to link factors to passing behaviour.
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Carrying Bags

		Yes	No
<u>Gender</u>	Male		
	Female		

<b>1 mark</b>	Some sense of a table, but only factor, for example: -
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Open pass		Closed Pass
II		IIII

i.e. Frequency of any one factor.

<b>0 marks</b>	Explanation is <b>inappropriate</b> or the explanation is <b>incorrect</b> .
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<b>3</b>	(f)	(i) Explain what is meant by reliability.	(2 marks)
		(ii) Outline <b>one</b> way of ensuring the reliability of observations.	(2 marks)

**AO1 + AO2**

Reliability refers to whether a measurement or the findings from a study can be repeated if conducted at a later date.

There are several ways to ensure the reliability of the observations:

- training all the observers so that they are all observing the same categories (2 marks)
- ensuring that the way in which passing behaviour has been operationalised is clearly understood by all (2 marks)
- use of a pilot study so the observers can practise. (1 mark)

Neither answer needs to be contextualised; however candidates may do so as a way of elaborating their answer.

**(i): Marking allocations**

<b>2 marks</b>	Explanation of reliability is both <b>accurate and detailed</b> . For example, as given above.
<b>1 mark</b>	Explanation of reliability is <b>basic, lacking detail</b> , and may be <b>muddled and/or flawed</b> . For example, reliability refers to consistency.
<b>0 marks</b>	Explanation of reliability is <b>inappropriate</b> (for example, the candidate may explain validity) or the explanation is <b>incorrect</b> .

**(ii): Marking allocations**

<b>2 marks</b>	Outline is both <b>accurate and detailed</b> . For example, as given above.
<b>1 mark</b>	Outline is <b>basic, lacking detail</b> , and may be <b>muddled and/or flawed</b> as given above.
<b>0 marks</b>	Outline is <b>inappropriate</b> (for example, the candidate may describe how to ensure validity) or the explanation is <b>incorrect</b> .

**3** (g) Describe **two** factors that could affect the validity of the study. (2 marks + 2 marks)

**AO3**

Internal validity is concerned with the extent to which something measures what it intends to measure. In this case the extent to which the students are really measuring “passing behaviour”. Population validity refers to the extent to which the findings from this study can be generalised to other groups of people (only students were used here). Ecological validity refers to the extent to which the findings from this study can be generalised to other situations.

- correct identification of male/female participants (especially if observations are made from some distance)
- whether or not the participant knows the person they are passing and hence turns to talk to them
- the weather – if raining they may be carrying an umbrella.

Candidates could also consider that the study was carried out in a natural environment and this improves the validity.

For each factor:

<b>2 marks</b>	The description is both <b>accurate and detailed</b> . For example, if the students cannot see clearly they might identify a participant as male when they are in fact female.
<b>1 mark</b>	The description is <b>basic, lacking detail</b> , and may be <b>muddled and/or flawed</b> . For example, the weather can affect peoples’ behaviour.
<b>0 marks</b>	The description is <b>inappropriate</b> (for example, the candidate may describe a factor that effects reliability) or the explanation is <b>incorrect</b> .

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| <b>3</b> (h) Describe <b>two</b> ethical issues associated with naturalistic observational research such as this.<br><div style="text-align: right;"><i>(2 marks + 2 marks)</i></div> |
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**AO3**

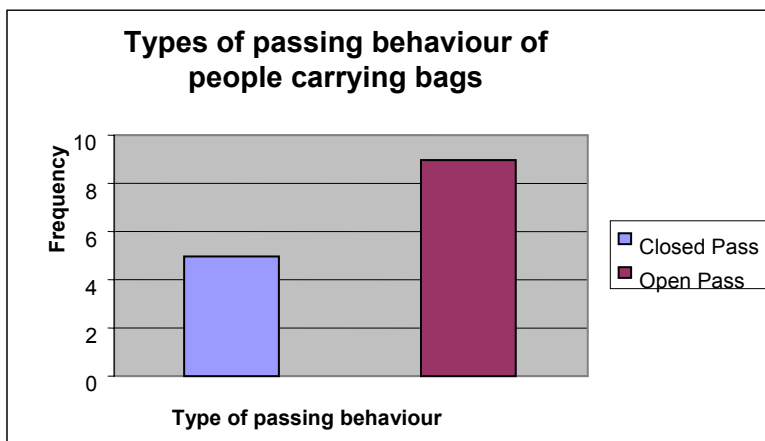
There are several ethical issues that can be considered when conducting observational research, such as lack of informed consent and lack of debriefing. The answers do not need to be set within the context of this study; any ethical issue that is appropriate to observational research is acceptable. Candidates can receive one mark for correctly identifying the ethical issue and a further mark for elaboration. In the case of observational research, they can make a case for the difficulty of being able to debrief the participants as an ethical issue.

For each ethical issue:

<b>2 marks</b>	The description of the ethical issue is both <b>accurate and detailed</b> . For example, informed consent is an ethical issue because in this study participants do not know they are taking part in an observation so that they cannot give their informed consent.
<b>1 mark</b>	The description of the ethical issue is <b>basic, lacking detail</b> , and may be <b>muddled and/or flawed</b> . For example, the issue is only identified without any elaboration.
<b>0 marks</b>	The description of the ethical issue is <b>inappropriate</b> (for example, the candidate may describe how to deal with an ethical issue) or the explanation is <b>incorrect</b> .

3 (i) The students drew a bar chart to show passing behaviour of people carrying bags (**Figure 1**).

What does this bar chart tell us about passing behaviour?



**Figure 1**

(2 marks)

**AO3**

The bar chart tells us that there are more open passes when carrying a bag than closed passes.

**Marking allocations**

<b>2 marks</b>	Statement of what the bar chart shows about passing is both <b>accurate and detailed</b> . For example, as given above and the candidate provides some extra detail e.g. reference to numbers.
<b>1 mark</b>	Statement of what the bar chart shows about passing is <b>basic, lacking detail</b> , and may be <b>muddled and/or flawed</b> . For example, the candidate says more people make open passes.
<b>0 marks</b>	Statement of what the bar chart shows is <b>incorrect</b> .

- 3** (j) The students then decided to design an experiment based on the information in the bar chart above (**Figure 1**). Give an appropriate experimental/alternative hypothesis for this study. (2 marks)

**A03**

Candidates may select either a directional or non-directional hypothesis, but for two marks both the IV and DV must be clearly identified.

There will be more open than closed passes when people are carrying bags. (2 marks)

There will be a difference in the number of closed and open passes depending on whether bags are carried. (2 marks)

Carrying bags affects behaviour. (1 mark)

**Marking allocations**

<b>2 marks</b>	The hypothesis is both <b>accurate</b> and <b>detailed</b> . For example, as given above.
<b>1 mark</b>	The hypothesis is <b>basic</b> , <b>lacking detail</b> , and may be <b>muddled and/or flawed</b> . For example, as given above.
<b>0 marks</b>	The hypothesis is <b>inappropriate</b> (for example, the candidate may describe an aim) or the hypothesis is <b>incorrect</b> .

**ASSESSMENT GRID: June 2005**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
1 (a)	6	-	
(b)	6	-	-
(c)	6	12	-
<b>Total for Question 1</b>	<b>18</b>	<b>12</b>	
2 (a)	6	-	-
(b)	6	-	-
(c)	6	12	-
<b>Total for Question 2</b>	<b>18</b>	<b>12</b>	
3 (a)	-	4	-
(b)	1	-	2
(c)	-	-	2
(d)	-	-	2
(e)	-	-	3
(f)	2	2	-
(g)	-	-	4
(h)	-	-	4
(i)	-	-	2
(j)	-	-	2
<b>Total for Question 3</b>	<b>3</b>	<b>6</b>	<b>21</b>
QoWC	2		
<b>Total for unit</b>	<b>39</b>	<b>30</b>	<b>21</b>