



General Certificate of Education

Psychology 6181

Specification A

Unit 5 (PYA5) Individual Differences and Perspectives

Mark Scheme

2008 examination - January 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.

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**QUALITY OF WRITTEN COMMUNICATION
(QoWC)**

Band 3	The work is characterised by some or all of the following: <ul style="list-style-type: none">• clear expression of ideas• use of a good range of specialist terms• few errors of grammar, punctuation and spelling.	4-3 marks
Band 2	The work is characterised by: <ul style="list-style-type: none">• reasonable expression of ideas• the use of some specialist terms• reasonable grammar, punctuation and spelling.	2-1 marks
Band 1	The work is characterised by: <ul style="list-style-type: none">• poor expression of ideas• the use of a limited range of specialist terms• poor grammar, punctuation and spelling.	0 marks

Synoptic Possibilities

Unit 5 rewards the demonstration of synopticity.

Synopticity can be defined as 'affording a general view of the whole'.

It is the addressing of psychology-wide matters and concerns.

Possible routes identified in the specification are:

- Demonstrating different explanations or perspectives.
- Demonstrating different methods used.
- Relating overarching issues and debates.
- Links with other areas of the specification.
- Psychology-wide concerns and issues such as reliability and validity, cultural variation and demand characteristics/participant reactivity (eg iatrogenesis).

Each question is synoptic. The above list identifies additional avenues for gaining credit of synopticity.

It is quite acceptable (ie will permit access to the full range of marks) for candidates to offer just one of these categories, or to offer several of them.

Synopticity may be demonstrated either within a particular area or across a number of different areas. The former can be thought of as 'vertical' synopticity, the latter as 'horizontal' synopticity.

For the approaches questions (question 8 and 9) the possibilities for demonstration of synopticity given above are supplemented with the following:

- Biological/medical, behavioural, psychodynamic and cognitive approaches.
- Other psychological approaches, not named in the specification, such as social constructionism, humanistic psychology, evolutionary psychology.
- Approaches deriving from other, related disciplines such as sociology, biology and philosophy.

SECTION A: INDIVIDUAL DIFFERENCES**1****Total for this question: 30 marks**

Describe and evaluate ICD **and** DSM as approaches to the classification of psychological abnormality. *(30 marks)*

Marking criteria

The wording is directly from the specification. There is no explicit requirement to compare and contrast the two systems although candidates might frame their answers in terms of contrast/ comparison. Such material could be credited as either AO1 or AO2 depending on the nature of the comparison. For example: "DSM contains 16 major categories of mental disorder whereas ICD contains only 11," is a pretty straightforward descriptive statement and counts as AO1. However, a more evaluative piece of commentary would be credited as AO2, e.g. "A major difference between the two systems is that DSM uses a multi-axial system which means that it is more effective for diagnosis and the selection of appropriate treatments than ICD which is limited to categories and symptoms which makes it more suitable as a research tool for collecting mental health statistics."

AO1:

For AO1 credit, candidates are required to describe **both** ICD **and** DSM. Candidates can gain AO1 credit by offering an introductory explanation of the nature and purpose of classificatory systems. To access the higher mark bands, however, they need to describe each of the two named systems in reasonable detail. Candidates who describe only one of the systems are demonstrating partial performance and can only achieve a maximum of 9 marks for AO1. They do not need to give equal weight to the two systems particularly as there is generally more information available in text books about DSM, but there needs to be reasonable coverage of both. For example, a reasonably lengthy account of DSM with a single short paragraph on ICD is unlikely to qualify the answer for the top mark bands.

The question does not specifically require description of the most recent editions of the two diagnostic systems although it is likely that better answers will include some reference to the different versions. Examiners should beware of expecting too much detail in this part of the answer. The two classificatory systems are long, complex documents and candidates can only be expected to offer a summary of the contents. Candidates are likely to describe the way in which the manuals are divided into categories and might be able to list some of the major ones. They are not expected to be able to identify all of them for top marks. Candidates could, for example, access top marks by focusing in detail on one particular disorder (e.g. major depressive episode) and describing how this is characterised in the two systems. It is reasonable to expect candidates to have knowledge and understanding of the multi-axial classification system used in DSM and this should be included in answers, which meet the criteria for top band marks.

AO2:

There are many ways in which candidates can access AO2 marks. They could look at the requirements for an effective classificatory system and assess how well the two systems meet those requirements. For example, they could consider whether the systems provide coverage of all types of psychological abnormality and whether the classificatory categories are mutually exclusive. It would also be legitimate to consider issues of reliability and validity and to discuss possible examples of cultural and/or gender bias in the manuals. Candidates could also consider the reasons why the manuals have increased in size over the years and raise questions about over-inclusion and the 'pathologizing' everyday problems. Candidates might also consider the problems involved in having two separate international systems and comment on the efforts that have been made to bring them more into line with one another. Similarly, they could discuss the ways in which the manuals have changed over the years and discuss the reasons for this.

Such evaluation can be applied in a generic way to classification systems and so partial performance criteria do not apply for AO2.

Marking Allocations

AO1: Description of ICD and DSM

Band	Mark allocation	Marks
Band 4	Substantial Demonstration of knowledge and understanding of ICD and DSM is substantial . It is accurate and well detailed . The organisation and structure of the answer are coherent . There is substantial evidence of breadth/depth and synoptic possibilities.	15-12
Band 3	Reasonable Demonstration of knowledge and understanding of ICD and DSM is reasonable . It is generally accurate and reasonably detailed . The organisation and structure is reasonably coherent . There is evidence of breadth/depth and synoptic possibilities. <i>Partial performance: Substantial, accurate and well detailed (N.B. maximum 9 marks)</i>	11-8
Band 2	Basic Demonstration of knowledge and understanding of ICD and DSM is basic and not well detailed . There is some focus on the question . There is little evidence of synoptic possibilities. <i>Partial performance: Reasonable, generally accurate and reasonably detailed.</i>	7-4
Band 1	Rudimentary Demonstration of knowledge and understanding of ICD and DSM is rudimentary . It is weak and shows muddled understanding. The answer may be mainly irrelevant to the question's requirement. There is little or no evidence of synoptic possibilities. <i>Partial performance: Basic and not well detailed.</i>	3-0

AO2: Evaluation of ICD and DSM

Band	Mark allocation	Marks
Band 4	Thorough Evaluation of ICD and DSM is thorough . The material is used in a highly effective manner and shows evidence of appropriate selection and coherent elaboration . There is substantial evidence of synoptic possibilities.	15-12
Band 3	Reasonable Evaluation of ICD and DSM is limited . The material is used in a reasonably effective manner and shows evidence of reasonably appropriate selection and elaboration . There is evidence of synoptic possibilities	11-8
Band 2	Basic Evaluation of ICD and DSM is basic . The material is used in a restricted manner and shows some evidence of elaboration . There is some evidence of synoptic possibilities.	7-4
Band 1	Rudimentary Evaluation of ICD and DSM is rudimentary . It is weak, muddled and incomplete . The material is not used effectively and may be mainly irrelevant . There is little or no evidence of synoptic possibilities.	3-0

2

Total for this question: 30 marks

(a)	Outline clinical characteristics of any one anxiety disorder.	(5 marks)
(b)	Discuss biological and psychological explanations of the anxiety disorder that you have outlined in part (a).	(25 marks)

Marking criteria

Part A (AO1)

The requirement here is to outline clinical characteristics of any **one** anxiety disorder. Candidates are likely to choose phobic disorder, PTSD or OCD since these are suggested on the specification. However, examiners should be aware that there are other disorders legitimately classified as anxiety disorders (e.g. generalised anxiety disorder) and these are equally acceptable. Accounts of clinical characteristics of schizophrenia and depression are **not** creditworthy. Phobic disorder can be understood as an umbrella term that encompasses different kinds of phobia such as social, specific and agoraphobia and candidates can take this broad approach or, more narrowly, focus on one of these. There is obviously a breadth/depth trade-off here. Examiners should be mindful that there are only 5 marks available here and candidates have only a few minutes to write this part of their answer. However, to access the top band, candidates need to make the anxiety component of the symptoms clear. Candidates sometimes describe, for example, OCD in terms of the obsessive and compulsive behaviour without any reference to the anxiety that underlies the disorder. Candidates who choose to write about phobic disorders can differentiate between the characteristics of, for example, social and specific phobia, but they cannot gain marks by simply stating that there are different types of phobia. Candidates are most likely to outline the symptoms of their chosen disorder but information about prevalence and prognosis are also creditworthy as characteristics of the disorder.

Part B (AO1)

Candidates are required to offer descriptions of **both** biological **and** psychological explanations of the disorder they have outlined in part (a), although the wording of the question allows them to describe only one of each type of explanation. Examiners should bear in mind the breadth/depth trade-off where candidates offer more than one of each type of explanation. Parts (a) and (b) should match and candidates will gain no marks in part (b) if they offer explanations for a different anxiety disorder unless it is used as evaluation (in which case it will attract AO2 credit). Candidates who offer only *one* explanation (i.e. either psychological or biological) or who offer only *one type* of explanation (i.e. several biological explanations but no psychological explanations) are partially performing. A common pitfall in this type of question is for candidates to offer generic explanations without clear reference to the particular disorder. Such answers would be restricted to a maximum of Band 2. In order to access the higher mark bands, candidates must make the explanation explicitly relevant to their chosen anxiety disorder.

NB There are only 10 marks available for AO1 in this part of the question.

AO2:

Candidates should offer an evaluation/analysis of both psychological and biological explanations. If they evaluate only one type of explanation, they are partially performing. Candidates often use generic criticisms such as 'Freud only used Viennese women in his studies.' Or 'The behaviourists based their theories on animal research.' Such commentary is unlikely to gain credit if it is not used explicitly to evaluate the explanation in the context of anxiety disorders. It is unlikely that such answers will access bands higher than Band 2 .

Part (a) AO1: Outline of clinical characteristics of one anxiety disorder

Band	Mark allocation	Marks
Band 3	Outline of clinical characteristics of one anxiety disorder is reasonably thorough, accurate and coherent As appropriate for 5 marks	5-4
Band 2	Outline of clinical characteristics of one anxiety disorder is limited, generally accurate and reasonably coherent. As appropriate for 5 marks	3-2
Band 1	Outline of clinical characteristics of one anxiety disorder is weak and muddled. As appropriate for 5 marks	1-0

Part (b) AO1: Description of psychological and biological explanations of one anxiety disorder

Band	Mark allocation	Marks
Band 4	Substantial Demonstration of knowledge and understanding of psychological and biological explanations of one anxiety disorder is substantial . It is accurate and well detailed . The organisation and structure of the answer are coherent . There is substantial evidence of breadth/depth and synoptic possibilities. As appropriate for 10 marks	10-9
Band 3	Reasonable Demonstration of knowledge and understanding of psychological and biological explanations of one anxiety disorder that is limited . It is generally accurate and reasonably detailed . The organisation and structure of the answer is reasonably constructed. There is some evidence of breadth/depth and synoptic possibilities. As appropriate for 10 marks	8-6
Band 2	Basic Demonstration of knowledge and understanding of psychological and biological explanations of one anxiety disorder is basic and not well detailed . There is some focus on the question. There is little evidence of synoptic possibilities. <i>Partial performance: Reasonable, generally accurate and reasonably detailed (N.B. maximum 5 marks)</i> As appropriate for 10 marks	5-3
Band 1	Rudimentary Demonstration of knowledge and understanding of psychological and biological explanations of one anxiety disorder is rudimentary . It is weak and shows muddled understanding . The answer may be mainly irrelevant to the question's requirement. There is little or no evidence of synoptic possibilities. <i>Partial performance: Basic and not well detailed.</i> As appropriate for 10 marks	2-0

AO2: Evaluation of psychological and biological explanations of one anxiety disorder

Band	Mark allocation	Marks
Band 4	Thorough Evaluation of psychological and biological explanations of one anxiety disorder is thorough . The material is used in a highly effective manner and shows evidence of appropriate selection and coherent elaboration . There is substantial evidence of synoptic possibilities.	15-12
Band 3	Reasonable Evaluation of psychological and biological explanations of one anxiety disorder is limited . The material is used in a reasonably effective manner and shows evidence of reasonably appropriate selection and elaboration . There is evidence of synoptic possibilities <i>Partial performance: Substantial, accurate and well detailed (N.B. maximum 9 marks)</i>	11-8
Band 2	Basic Evaluation of psychological and biological explanations of one anxiety disorder is basic . The material is used in a restricted manner and shows some evidence of elaboration . There is some evidence of synoptic possibilities. <i>Partial performance is reasonable: Generally accurate and reasonably detailed.</i>	7-4
Band 1	Rudimentary Evaluation of psychological and biological explanations of one anxiety disorder is rudimentary . It is weak, muddled and incomplete . The material is not used effectively and may be mainly irrelevant . There is little or no evidence of synoptic possibilities. <i>Partial performance: Basic and not well detailed.</i>	3-0

3

Total for this question: 30 marks

- (a) Describe **one** behavioural therapy based on classical conditioning and **one** behavioural therapy based on operant conditioning. (5 marks + 5 marks)
- (b) Discuss issues surrounding the use of behavioural therapies. (20 marks)

Marking criteria

Part (a) AO1:

Candidates are required to describe one therapy based on operant conditioning and one based on classical conditioning. Where candidates offer more than one of each type of therapy, examiners should credit the material for the therapy which would gain the higher mark.

NB There are only 10 marks available for this part of the question

Part (b)

This part of the question requires candidates to focus on issues surrounding the use of behavioural therapies. The wording of the question does not restrict them to discussing only the therapies they have outlined in part (a), but it does restrict them to discussing *behavioural* therapies. Therapies based on any other theoretical approach, including cognitive-behavioural therapies are not acceptable here and are only creditworthy insofar as they are used in evaluation. Therapies derived from SLT e.g. modelling are acceptable.

AO1:

There are several issues surrounding the use of therapies but candidates are likely to choose the ones named on the specification i.e. appropriateness and effectiveness. However, it is perfectly acceptable for them to consider other issues such as ethical considerations.

They receive AO1 credit for identifying the issues or the questions raised by the use of behavioural therapies. These could include:

The appropriateness of the therapies for a range of disorders

The effectiveness of the therapies

Ethical issues (issues such as informed consent, protection from harm, right to withdraw etc)

Issues surrounding the quality of the research investigating effectiveness (operational definitions, role of the therapist, effects of previous treatments, placebo effects, the concept of cure, etc.)

N.B. There are only 5 marks available for this part of the question.

AO2:

Candidates are required to evaluate/provide commentary on the issues surrounding the use of behavioural therapies. Candidates who discuss the use of other types of therapy can only gain marks if this material is used explicitly to provide a point of comparison or contrast with the use of behavioural therapies. The material must be used as sustained critical commentary. Free-standing accounts and evaluations of other types of therapy can gain no credit. To access the higher marks bands, candidates must analyse the issues surrounding the use of the therapies. For example, on the issue of applicability, they need to explain why the nature of behavioural therapy makes it more suited to the treatment of phobias than, for example, schizophrenia. Examiners should remember that the evaluation has to relate to the therapy and not to the underlying approach/model. Candidates can only gain credit for evaluation of the model where this is made explicitly relevant to the therapy.

Since there is considerable overlap between some of the issues surrounding the use of therapies, partial performance criteria do not apply.

Part (a) AO1:Description of one therapy based on classical conditioning

Band	Mark allocation	Marks
Band 3	Description of one therapy based on classical conditioning is reasonably thorough, accurate and coherent . As appropriate for 5 marks	5-4
Band 2	Description of one therapy based on classical conditioning is limited, generally accurate and reasonably coherent . As appropriate for 5 marks	3-2
Band 1	Rudimentary Description of one therapy based on classical conditioning is weak and muddled . As appropriate for 5 marks	1-0

Part (a) AO1:Description of one therapy based on operant conditioning

Band	Mark allocation	Marks
Band 3	Description of one therapy based on operant conditioning is reasonably thorough, accurate and coherent . As appropriate for 5 marks	5-4
Band 2	Description of one therapy based on operant conditioning is limited, generally accurate and reasonably coherent . As appropriate for 5 marks	3-2
Band 1	Rudimentary Description of one therapy based on operant conditioning is weak and muddled . As appropriate for 5 marks	1-0

Part (b) AO1:Identification of issues surrounding the use of behavioural therapies

Band	Mark allocation	Mark
Band 3	Identification of issues surrounding the use of behavioural therapies is reasonably thorough, accurate and coherent . As appropriate for 5 marks	5-4
Band 2	Identification of issues surrounding the use of behavioural therapies is limited, generally accurate and reasonably coherent . As appropriate for 5 marks	3-2
Band1	Identification of issues surrounding the use of behavioural therapies is weak and muddled . As appropriate for 5 marks	1-0

Part (b)AO2:Commentary on issues surrounding the use of behavioural therapies

Band	Mark allocation	Marks
Band 4	Thorough Commentary on issues surrounding the use of behavioural therapies is thorough . The material is used in a highly effective manner and shows evidence of appropriate selection and coherent elaboration . There is substantial evidence of synoptic possibilities.	15-12
Band 3	Reasonable Commentary on issues surrounding the use of behavioural therapies is limited . The material is used in a reasonably effective manner and shows evidence of reasonably appropriate selection and elaboration . There is evidence of synoptic possibilities	11-8
Band 2	Basic Commentary on issues surrounding the use of behavioural therapies is basic . The material is used in a restricted manner and shows some evidence of elaboration . There is some evidence of synoptic possibilities.	7-4
Band 1	Rudimentary Commentary on issues surrounding the use of behavioural therapies is rudimentary . It is weak, muddled and incomplete . The material is not used effectively and may be mainly irrelevant . There is little or no evidence of synoptic possibilities.	3-0

SECTION B: ISSUES AND DEBATES IN PSYCHOLOGY**4****Total for this question: 30 marks**

(a)	Explain what is meant by the term <i>gender bias</i> .	(5 marks)
(b)	“Bias in psychological research has distorted our understanding of male and female behaviour.”	
	Discuss gender bias in psychological theories and/or studies.	(25 marks)

Marking criteria**Part (a) AO1**

Candidates can gain credit by describing the concept of bias and relating it to the way in which gender is represented in psychological research. There are different types of gender bias i.e. alpha and beta bias and androcentrism and it is likely that candidates will describe these different types.

Markers should bear in mind that the allocation for this part of the question is only 5 marks, which means that it has a notional time allowance of about 6 minutes. It is, therefore unreasonable to expect particularly detailed or lengthy answers.

Part (b) AO1

The candidate is required to describe examples of gender bias in psychological theories and/or studies. Examiners should be mindful of the depth/breadth trade-off here depending on the number of examples offered by the candidate.

The focus of this question is on gender bias - detailed descriptions of psychological studies/theories with no reference to their inherent bias will gain little credit.

It is acceptable for candidates to describe examples of types of gender bias e.g. alpha/beta bias and androcentrism for AO1 marks provided that they place their descriptions in the context of psychological studies/theories. Candidates can also gain credit where they refer to examples of gender bias in psychological studies without making explicit reference to specific studies.

Examiners should be mindful that the focus of this question is on gender bias and **not** gender differences. No credit should be awarded for the latter unless the material is made explicitly relevant.

NB There are only 10 marks available for this part of the question

AO2

Candidates are required to offer commentary/evaluation on examples of gender bias in psychological studies/theories. They are not being asked to evaluate the studies per se and methodological/ethical criticisms will only gain credit if they are relevant to the issue of gender bias. For example, they could discuss the ethical implications of carrying out gender-biased research which gives legitimacy to beliefs which could then lead to prejudice and/or discrimination. Other possible ways of gaining AO2 credit include discussion of factors such as research design, experimenter effects, selection of participants, drawing erroneous conclusions, publication bias, political/social consequences etc. Candidates could also gain AO2 marks by considering how gender bias could be prevented or lessened in future research. Candidates need to make reference to more than one theory and/or study to avoid partial performance.

Part (a) AO1: Explanation of the term gender bias

Band	Mark allocation	Mark
Band 3	Explanation of the term gender bias is reasonably thorough, accurate and coherent As appropriate for 5 marks	5-4
Band 2	Explanation of the term gender bias is limited, generally accurate and reasonably coherent . As appropriate for 5 marks	3-2
Band 1	Explanation of the term gender bias is weak and muddled . As appropriate for 5 marks	1-0

Part (b) AO1: Description of gender bias in psychological studies/theories

Band	Mark allocation	Marks
Band 4	Substantial Demonstration of knowledge and understanding of gender bias in psychological theories/studies is substantial . It is accurate and well detailed . The organisation and structure of the answer are coherent . There is substantial evidence of breadth/depth and synoptic possibilities. As appropriate for 10 marks	10-9
Band 3	Reasonable Demonstration of knowledge and understanding of gender bias in psychological theories/studies is limited . It is generally accurate and reasonably detailed . The organisation and structure of the answer are reasonably constructed. There is some evidence of breadth/depth and synoptic possibilities. As appropriate for 10 marks	8-6
Band 2	Basic Demonstration of knowledge and understanding of gender bias in psychological theories/studies is basic and not well detailed . There is some focus on the question. There is little evidence of synoptic possibilities. <i>Partial performance: Reasonable, generally accurate and reasonably detailed (N.B. maximum 5 marks)</i> As appropriate for 10 marks	5-3
Band 1	Rudimentary Demonstration of knowledge and understanding of gender bias in psychological theories/studies is rudimentary . It is weak and shows muddled understanding . The answer may be mainly irrelevant to the question's requirement. There is little or no evidence of synoptic possibilities. <i>Partial performance: Basic and not well detailed.</i> As appropriate for 10 marks	2-0

AO2: Commentary on gender bias in psychological studies/theories

Band	Mark allocation	Marks
Band 4	Thorough Commentary on gender bias in psychological studies/theories is thorough . The material is used in a highly effective manner and shows evidence of appropriate selection and coherent elaboration . There is substantial evidence of synoptic possibilities.	15-12
Band 3	Reasonable Commentary on gender bias in psychological studies/theories is limited . The material is used in a reasonably effective manner and shows evidence of reasonably appropriate selection and elaboration . There is evidence of synoptic possibilities <i>Partial performance: Substantial, accurate and well detailed (N.B. maximum 9 marks)</i>	11-8
Band 2	Basic Commentary on gender bias in psychological studies/theories is basic . The material is used in a restricted manner and shows some evidence of elaboration . There is some evidence of synoptic possibilities. <i>Partial performance: Reasonable, generally accurate and reasonably detailed.</i>	7-4
Band 1	Rudimentary Commentary on gender bias in psychological studies/theories is rudimentary . It is weak, muddled and incomplete . The material is not used effectively and may be mainly irrelevant . There is little or no evidence of synoptic possibilities. <i>Partial performance: Basic and not well detailed.</i>	3-0

5**Total for this question: 30 marks**

Discuss ethical issues involved in psychological investigations using human participants. Refer to at least **three** psychological studies in your answer. *(30 marks)*

AO1

The candidate is required to describe ethical issues in at least three psychological studies. The description of the ethical issue needs to be embedded in the context of the chosen psychological studies. Examiners should be mindful of the depth/breadth trade-off here depending on whether the candidate offers the minimum number of examples or not. The requirement here is for examples in psychological studies so material on ethical issues arising from psychological theories cannot gain AO1 credit. It might, however, attract AO2 credit if it is used effectively in evaluation/commentary.

The focus of this question is on ethical issues - detailed descriptions of psychological studies with no reference to their ethical implications will gain little credit.

Candidates can gain credit for describing the same ethical issues providing they refer to three or more studies. However, partial performance applies to answers where, for example, an ethical issue or issues are described in only one or two studies.

Examiners should be mindful that the focus of this question is on examples of ethical issues in psychological studies. A list of ethical issues with no reference to specific studies will be limited to a maximum of Band 2.

It is perfectly acceptable for candidates to use examples of socially sensitive research to illustrate their answers.

The question specifically refers to studies involving human participants so animal studies are not acceptable.

AO2

Candidates are required to offer commentary/evaluation on ethical issues in psychological studies involving human participants. They are not being asked to evaluate the studies per se and methodological criticisms or discussions of possible gender/cultural bias will only gain credit if they are relevant to the issue of ethics. Possible ways of gaining AO2 credit include discussion of factors such as the introduction of guidelines, the use of ethics committees, peer appraisal, research design, experimenter effects, selection of participants, 'ends justifying means' arguments. Candidates could also gain AO2 marks by considering socially sensitive research and discussing the possible political/social consequences of certain types of research.

AO1: Description of ethical issues with reference to at least three psychological studies involving human participants

Band	Mark allocation	Marks
Band 4	Substantial Demonstration of knowledge and understanding of ethical issues with reference to at least three psychological studies involving human participants is substantial . It is accurate and well detailed . The organisation and structure of the answer are coherent . There is substantial evidence of breadth/depth and synoptic possibilities.	15-12
Band 3	Reasonable Demonstration of knowledge and understanding of ethical issues with reference to at least three psychological studies involving human participants is reasonable . It is generally accurate and reasonably detailed . The organisation and structure is reasonably coherent . There is evidence of breadth/depth and synoptic possibilities. <i>Partial performance: Substantial, accurate and well detailed (N.B. maximum 9 marks)</i>	11-8
Band 2	Basic Demonstration of knowledge and understanding of ethical issues with reference to at least three psychological studies involving human participants is basic and not well detailed . There is some focus on the question . There is little evidence of synoptic possibilities. <i>Partial performance: Reasonable, generally accurate and reasonably detailed.</i>	7-4
Band 1	Rudimentary Demonstration of knowledge and understanding of ethical issues with reference to at least three psychological studies involving human participants is rudimentary . It is weak and shows muddled understanding. The answer may be mainly irrelevant to the question's requirement. There is little or no evidence of synoptic possibilities. <i>Partial performance: Basic and not well detailed.</i>	3-0

AO2: Evaluation of ethical issues in psychological investigations involving human participants

Band	Mark allocation	Marks
Band 4	Thorough Evaluation of ethical issues in psychological investigations involving human participants is thorough . The material is used in a highly effective manner and shows evidence of appropriate selection and coherent elaboration . There is substantial evidence of synoptic possibilities.	15-12
Band 3	Reasonable Evaluation of ethical issues in psychological investigations involving human participants is limited . The material is used in a reasonably effective manner and shows evidence of reasonably appropriate selection and elaboration . There is evidence of synoptic possibilities <i>Partial performance: Thorough, highly effective and shows appropriate selection and coherent elaboration</i> (N.B. Maximum 9 marks)	11-8
Band 2	Basic Evaluation of ethical issues in psychological investigations involving human participants is basic . The material is used in a restricted manner and shows some evidence of elaboration . There is some evidence of synoptic possibilities. <i>Partial performance: Limited</i> . The material is used in a reasonably effective manner and shows evidence of reasonably appropriate selection and elaboration .	7-4
Band 1	Rudimentary Evaluation of ethical issues in psychological investigations involving human participants is rudimentary . It is weak, muddled and incomplete . The material is not used effectively and may be mainly irrelevant . There is little or no evidence of synoptic possibilities. <i>Partial performance: Basic</i> . The material is used in a restricted manner and shows some evidence of elaboration .	3-0

6

Total for this question: 30 marks

(a)	Explain what is meant by the term <i>science</i> .	(5 marks)
(b)	Outline and evaluate arguments for the claim that Psychology is a science.	(25 marks)

Marking criteria**Part (a) AO1:**

The requirement here is for an explanation of what is meant by the term science. According to the traditional view, science is objective and this objectivity is maintained through a process of careful observation, experimentation and measurement. The knowledge that is acquired by scientists through this process can be formulated into general laws or principles and generate theories. It is possible that candidates will also refer to the concepts of falsifiability and replicability and the notion of a generally accepted paradigm. However, examiners should bear in mind that the allocation of marks is only 5, so it is unreasonable to expect particularly detailed answers.

Issues about the applicability of these criteria to Psychology do not attract credit in part (a) but could be exported to (b).

Part (b) AO1:

Candidates are required to outline arguments for the claim that psychology is a science. Candidates can address any aspect of psychology in order to explore its scientific status. One way of gaining AO1 marks would be to take some of the general characteristics of science and examine each of them to see how psychology (or various branches within the field of psychology) satisfy those criteria. Such criteria include:

- Objectivity
- Replicability
- Falsifiability
- Generation of theory
- Generation of predictions
- Usage of certain preferred methodologies (e.g. laboratory experiments)
- A generally accepted paradigm

However, candidates must describe the arguments for AO1 credit in part (b). They will not gain credit simply for listing the characteristics again – such material is only creditworthy in part (a).

NB Examiners should remember that there is a maximum of 10 marks for the AO1 in part (b).

Part (b) AO2:

Candidates are required to offer an evaluative/analytical consideration of the arguments presented in the AO1 outline. It is acceptable for arguments against the claim that psychology is a science to be counted as AO2, provided that the candidate has used the arguments effectively as evaluation. If arguments against the claim are simply made with no reference to the arguments for, marks will be limited to a maximum of Band 3. Candidates can also gain AO2 credit by considering the broader issue of whether it is desirable for psychology to aim for scientific status and for considering the status of qualitative data in psychological research.

Part (a): AO1 Explanation of the term science

Band	Mark allocation	Mark
Band 3	Explanation of the term science is reasonably thorough, accurate and coherent As appropriate for 5 marks	5-4
Band 2	Explanation of the term science is limited, generally accurate and reasonably coherent . As appropriate for 5 marks	3-2
Band 1	Explanation of the term science is weak and muddled . As appropriate for 5 marks	1-0

Part (b) AO1 Outline of the arguments for the claim that Psychology is a science

Band	Mark allocation	Marks
Band 4	Substantial Demonstration of knowledge and understanding of the arguments for the claim that Psychology is a science is substantial . It is accurate and well detailed . The organisation and structure of the answer are coherent . There is substantial evidence of breadth/depth and synoptic possibilities. As appropriate for 10 marks	10-9
Band 3	Reasonable Demonstration of knowledge and understanding of the arguments for the claim that Psychology is a science is limited . It is generally accurate and reasonably detailed . The organisation and structure of the answer is reasonably constructed. There is some evidence of breadth/depth and synoptic possibilities. As appropriate for 10 marks	8-6
Band 2	Basic Demonstration of knowledge and understanding of the arguments for the claim that Psychology is a science is basic and not well detailed . There is some focus on the question. There is little evidence of synoptic possibilities. As appropriate for 10 marks	5-3
Band 1	Rudimentary Demonstration of knowledge and understanding of the arguments for the claim that Psychology is a science is rudimentary . It is weak and shows muddled understanding . The answer may be mainly irrelevant to the question's requirement. There is little or no evidence of synoptic possibilities. As appropriate for 10 marks	2-0

Part (b) AO2 Evaluation of the arguments for the claim that Psychology is a science

Band	Mark allocation	Marks
Band 4	Thorough Evaluation of the arguments for the claim that Psychology is a science is thorough . The material is used in a highly effective manner and shows evidence of appropriate selection and coherent elaboration . There is substantial evidence of synoptic possibilities.	15-12
Band 3	Reasonable Evaluation of the arguments for the claim that Psychology is a science is limited . The material is used in a reasonably effective manner and shows evidence of reasonably appropriate selection and elaboration . There is evidence of synoptic possibilities.	11-8
Band 2	Basic Evaluation of the arguments for the claim that Psychology is a science is basic . The material is used in a restricted manner and shows some evidence of elaboration . There is some evidence of synoptic possibilities.	7-4
Band 1	Rudimentary Evaluation of the arguments for the claim that Psychology is a science is rudimentary . It is weak, muddled and incomplete . The material is not used effectively and may be mainly irrelevant . There is little or no evidence of synoptic possibilities.	3-0

7

Total for this question: 30 marks

"It has been clear for some time that neither nature nor nurture alone can provide a complete explanation of human behaviour."

Discuss assumptions made about the roles of both nature and nurture in influencing behaviour. Refer to psychological theories **and/or** studies in your answer. (30 marks)

Marking criteria

AO1:

The candidate is required to describe the assumptions made about nature and nurture. These include (nature):

- any particular behaviour has evolved because of its survival value
- we are born with certain characteristics which determine our behaviour
- people are similar/different because of their genetic inheritance

(nurture)

- we learn our behaviour through a process of conditioning and social learning
- we are able to change our behaviour depending on our reinforcement schedules
- people are similar/different because of their environments

(interaction)

- genes and environment interact
- the relationship between genes and environment can be passive, evocative or active
- the same genotype can determine different phenotypes depending on environmental influences

Candidates should use appropriate psychological studies/theories to illustrate these points. However, straight descriptions of studies/theories with no reference to assumptions about nature and nurture cannot gain credit.

AO2:

Candidates are required to evaluate the assumptions made about nature and nurture in *psychological theory and research* and, in order to gain marks in the higher bands, they need to embed their evaluation in a psychological context. Candidates can gain AO2 credit by challenging some of the assumptions, for example, Skinner's belief that the acquisition of language in humans is solely attributable to learning or Gibson's views on direct perception. They could also discuss the relationship between nature and nurture, for example by exploring the diathesis-stress model of abnormal behaviour.

Note: Partial performance criteria do not apply to this question.

AO1:Description of assumptions made about the roles of nature and nurture in influencing behaviour

Band	Mark allocation	Marks
Band 4	Substantial Demonstration of knowledge and understanding of assumptions made about the role of nature and nurture in influencing behaviour is substantial . It is accurate and well detailed . The organisation and structure of the answer are coherent . There is substantial evidence of breadth/depth and synoptic possibilities.	15-12
Band 3	Reasonable Demonstration of knowledge and understanding of assumptions made about the role of nature and nurture in influencing behaviour is reasonable . It is generally accurate and reasonably detailed . The organisation and structure is reasonably coherent . There is evidence of breadth/depth and synoptic possibilities.	11-8
Band 2	Basic Demonstration of knowledge and understanding of assumptions made about the role of nature and nurture in influencing behaviour is basic and not well detailed . There is some focus on the question . There is little evidence of synoptic possibilities.	7-4
Band 1	Rudimentary Demonstration of knowledge and understanding of assumptions made about the role of nature and nurture in influencing behaviour is rudimentary . It is weak and shows muddled understanding. The answer may be mainly irrelevant to the question's requirement. There is little or no evidence of synoptic possibilities.	3-0

AO2:Evaluation of assumptions made about nature and nurture in psychological research

Band	Mark allocation	Marks
Band 4	Thorough Evaluation of assumptions made about the role of nature and nurture in influencing behaviour is thorough . The material is used in a highly effective manner and shows evidence of appropriate selection and coherent elaboration . There is substantial evidence of synoptic possibilities.	15-12
Band 3	Reasonable Evaluation of assumptions made about the role of nature and nurture in influencing behaviour is limited . The material is used in a reasonably effective manner and shows evidence of reasonably appropriate selection and elaboration . There is evidence of synoptic possibilities	11-8
Band 2	Basic Evaluation of assumptions made about the role of nature and nurture in influencing behaviour is basic . The material is used in a restricted manner and shows some evidence of elaboration . There is some evidence of synoptic possibilities.	7-4
Band 1	Rudimentary Evaluation of assumptions made about the role of nature and nurture in influencing behaviour is rudimentary . It is weak, muddled and incomplete . The material is not used effectively and may be mainly irrelevant . There is little or no evidence of synoptic possibilities.	3-0

8

Total for this question: 30 marks

Some people feel that it is important to have clothes and electronic gadgets that carry famous brand names. Such people value possessions with so-called 'designer labels' and like to show them off. They pay high prices for them even though they could buy similar items much more cheaply if they did not care so much about the labels.

- (a) Describe how the desire to own goods with 'designer labels' might be explained by **two** different approaches. (6 marks + 6 marks)
- (b) Assess **one** of these explanations of the desire to own goods with 'designer labels' in terms of its strengths and limitations. (6 marks)
- (c) How might the desire to own goods with 'designer labels' be investigated by **one** of these approaches? (6 marks)
- (d) Evaluate the use of this method of investigating the desire to own goods with 'designer labels'. (6 marks)

Marking criteria

The approaches question requires candidates to show knowledge of two approaches, but, more importantly, to use this knowledge effectively to explain the behaviour outlined in the question.

Possible approaches here are:

Cognitive approach: this approach focuses on thinking processes and, in particular on the schemas people develop to help them make sense of the world. People who buy designer label goods might have developed schemas, through, for example, their observation of rich and successful celebrities such as Victoria and David Beckham. This couple frequently appear in feature articles and adverts in glossy, celebrity magazines where their expensive designer clothes and belongings are on display. People reading such articles might develop the idea that, in order to be respected by others and to be successful, they, too, need to own these kinds of things. In other words, their schema for popularity and success involves owning tangible symbols of wealth and status. Schemas are intended to help human information processing and to reduce cognitive overload. However, sometimes, as in the case of this behaviour, schemas can lead to irrational beliefs and the individual then becomes locked into a pattern of behaviour which is not always helpful. This would explain why some people persist in buying expensive items they cannot really afford because they are convinced that this is necessary for their happiness.

Evolutionary approach: A central tenet of the evolutionary approach is that environments are frequently changing and that individuals have to adapt if they are to survive. Individuals who possess traits best adapted to a changing environment are the ones most likely to survive and reproduce. There has been a consumer boom over the last few years and things that 50 years ago would have been seen as luxury items beyond the means of most people have become everyday possessions. In order to stand out from the crowd, some people choose to buy designer label goods which are obvious, external evidence of wealth and, therefore, mark them out as powerful, attractive mates with strong characteristics to pass on to their offspring.

It is also possible to explain this behaviour in terms of, for example, behavioural and psychodynamic approaches.

Medicine is a very popular subject at university even though the entry standards are high and the courses are long and challenging. In spite of the difficulties, many A Level students decide to apply for these courses because they wish to become doctors. Young people are often attracted to the idea of being doctors because it is perceived not only as a caring profession but also one of high status and potentially high earnings.

- (a) Describe how the wish to become a doctor might be explained by **two** different approaches. (6 marks + 6 marks)
- (b) Assess **one** of these explanations of the wish to become a doctor in terms of its strengths and limitations. (6 marks)
- (c) How might the wish to become a doctor be investigated by one of these approaches? (6 marks)
- (d) Evaluate the use of this method of investigating the wish to become a doctor. (6 marks)

Marking criteria

Possible approaches here are:

Behavioural approach: Behaviourists might explain this behaviour through a process of operant conditioning. It might be that young people aspire to be doctors because of the positive reinforcement they gain from doing so. The positive reinforcement could take the form of increased self-esteem as a result of being in a career in which they help other people. The self-esteem might derive from less altruistic feelings and come, instead from the good salary and high status that they will get once they have qualified. It is highly unlikely that this behaviour could be explained by classical conditioning.

Social learning theory could be offered as an extension of behavioural theory or as a free-standing explanation. There are many films and TV programmes about hospital dramas e.g. ER and Casualty which are watched by young people. Such programmes usually depict doctors of both sexes as successful and powerful professionals who would provide likely role-models for young people. Even comedy programmes such as Green Wing tend to show the doctors as desirable role models i.e. as witty, attractive and likeable. It is also often the case that medical careers run in families with young people following the example of parents and grandparents, who are readily available and obvious role models.

Psychodynamic approach: this behaviour could be explained in psychodynamic terms. It could be explained in terms of a personality dominated by the superego, for example, or in terms of ego defence mechanisms such as sublimation or reaction formation (e.g. for people who are frightened of hospitals, injections, blood etc). It could also be explained in terms of theories of adolescence proposed by Erikson and Marcia. These young people have decided at quite an early stage what they want to do in their career. It might be that they come from families where there is a tradition of medical careers and they are in the foreclosure identity status where they have made a commitment without seriously considering the alternatives. This would explain why significant numbers of people drop out of medical courses or do not actually practise as doctors once they have qualified since they have delayed their identity crisis until later in life. It might, however, be that some of the young people who choose to study medicine have reached identity achievement status and have established their goals in life after mature consideration. This would fit in with the idea that many medicine applicants are very bright and

come from home and school environments where there would be good opportunities for developing their beliefs and aspirations.

It is also possible to explain this behaviour in terms of, for example, humanistic or cognitive approaches.

Part (a): Candidates must clearly identify 2 approaches. They can take a broad view e.g. identify the behavioural approach and include a variety of explanations within this such as classical conditioning, operant conditioning and SLT; or, equally, acceptably, they could take a narrower focus and offer traditional learning theory as one approach and SLT as a second. There is obviously a depth/breadth trade-off here.

They must explicitly link the theoretical explanation to the behaviour outlined in the stimulus material. General answers on e.g. psychodynamic theory without any clear engagement with the stimulus material are limited to a maximum of 2 marks (**NB** such an account does not automatically attract 2 marks – for that it must be detailed and accurate). For *top band marks*, the answers must engage very specifically with the stimulus material. For example, in Question 8, it is not owning possession per se, but owning goods that have the cachet of designer labels.

The accounts must be plausible. For example, in behavioural theory, classical conditioning can only account for a relatively small range of behaviours and should not attract marks where it is implausible. Similarly, genetic susceptibility is a legitimate way of explaining, for example, certain aspects of personality or aptitude (e.g. compassion), but not for ‘wanting to become a doctor’. Where candidates offer more than two explanations, all should be marked and, usually, the best two should be credited. However, the examiner needs to look at parts (b) and (c) as well before deciding what to credit in (a).

Part (b): Candidates can use either of the 2 approaches identified in part (a). They will gain no marks if they assess a completely different approach. Marks will be restricted to Band 1 if the strengths and limitations are not specific to a clearly identifiable approach.

Candidates must include strengths **and** limitations, although not necessarily with equal weight. Where candidates offer only strengths or only limitations, partial performance will apply. Marks are awarded for the extent to which the candidates engage with the material. Where there is no meaningful attempt to engage with the material, a maximum of 2 marks can be awarded. Some candidates may simply add a few words such as ‘wanting designer goods’, but this tactic is not likely to raise a candidate’s mark above Band 1.

Candidates often repeat in part (b) what they have already described in part (a). For example, they might write that ‘The behaviourist explanation is good because it shows that we buy designer labels because we are rewarded or by copying celebrities.’ This is simply a rehash of the explanation – the candidate will need to explain why this is ‘good’ to earn credit in part (b).

Part (c): Candidates can choose either of the approaches offered in part (a), but will gain no marks if they introduce a completely new approach here. The method must be one that could be plausibly used by one of the approaches described in (a). The investigation must embrace the principles of the approach chosen. It is unlikely, for example, that behaviourists would use questionnaires to explore the ‘feelings’ of people who aspire to be doctors although, in some circumstances, it would be legitimate to use questionnaires within the behavioural approach.

Candidates sometimes offer descriptions of therapeutic techniques in part (c). Candidates should not describe a treatment or therapy unless it is specifically presented as a way of investigating the behaviour in the stimulus material. It must also be a plausible way of investigating the behaviour. It is inappropriate, for example, to suggest that people require psychoanalytic therapy or systematic desensitisation to 'cure' them of wanting to become doctors.

The candidate is not meeting the requirement 'to demonstrate psychological knowledge' if the method of investigation is implausible, impractical or completely unethical. No marks can be awarded to answers which describe completely implausible methods. Answers which are substantially implausible can earn up to 2 marks provided there is some part of the method which is appropriate.

To gain Band 3 marks, the answer should be explicitly engaged with the stimulus material, plausible and well detailed in terms of sampling, design, methods etc. The purpose of the investigation should be identifiable.

Part (d): This answer must be related to the method outlined in part (c). There must be consistency between the two parts. For example, candidates who describe random sampling in part (c) should not be credited for evaluating a matched pairs design in part (d).

If the answer to part (c) has gained no marks, examiners should still read part (d) as it may be appropriate to export material to (c).

General evaluations of the underlying *approach* rather than of the *method* will not gain marks. Such evaluation is more appropriate to part (b). However, it cannot be exported from (d) to (b) – exporting can only occur between parts (a) and (b) and parts (c) and (d).

In order to gain Band 3 marks, candidates must explicitly evaluate the use of the method as a way of investigating why (Qu.8) people buy designer labels or (Qu.9) young people want to become doctors. Candidates who have described *wholly* implausible or *grossly* unethical methods in (c) cannot gain marks for criticising those aspects of the methods in part (d). The wording of this part of the question does not require a consideration of strengths and limitations so partial performance does not apply.

Mark allocations for Questions 8 and 9

Question 8 & 9(a)AO1: For description of each approach

Band	Mark allocation	Marks
Band 3	Psychological content is reasonably thorough and is accurate . Engagement with the stimulus material is sustained, coherent and plausible . Appropriate aspects of the approach have been selected.	6-5
Band 2	Psychological content is limited and generally accurate . Engagement with the stimulus material is reasonable and substantially plausible .	4-3
Band 1	Psychological content is basic and flawed/inaccurate . Engagement with the stimulus material is muddled and/or minimal . If there is no attempt at engagement, marks up to 2 can only be awarded if the psychological content is accurate and thorough.	2-0

Question 8 & 9(b)AO2: For assessment of strengths and limitations of one approach

Band	Mark allocation	Marks
Band 3	There is reasonably thorough commentary and evaluation of one of the approaches given in (a). Strengths and limitations must be considered, although not necessarily given the same weight. Material has been used in an effective manner. The approach is evaluated in the context of its appropriateness in explaining the stimulus material.	6-5
Band 2	There is limited commentary and evaluation of one of the approaches given in (a). There is some attempt to evaluate the explanation in the context of its appropriateness to the stimulus material. <i>If there is partial performance (either strengths or limitations):</i> Commentary and evaluation are reasonably thorough . The approach is evaluated in the context of its appropriateness in explaining the stimulus material. Material has been used in an effective manner .	4-3
Band 1	There is basic commentary and evaluation of one of the approaches given in (a). The material has been used in a restricted manner. Engagement with the stimulus material is muddled, minimal or there is no engagement . <i>If there is partial performance (either strengths or limitations):</i> Commentary and evaluation is limited . Material has been used in a reasonably effective manner . There is some attempt to evaluate the explanation in the context of its appropriateness to the stimulus material. No marks can be awarded for an answer which considers only strengths or weaknesses and makes no attempt to engage with the stimulus material.	2-0

Question 8 & 9(c)AO2: For one approach investigating the phenomenon

Band	Mark allocation	Marks
Band 3	There is reasonably thorough commentary in relation to how one of the approaches in (a) might investigate the topic in question. There is a clear indication of the intentions of the investigation and a reasonably detailed account of how this could be implemented. The method described is plausible as a way of investigating the behaviour in the stimulus material. It is also appropriate to the approach chosen and this approach is identifiable. The method is practicable and if ethical concerns arise, they are minor. There is sustained and coherent engagement with the stimulus material.	6-5
Band 2	There is limited commentary in relation to how one of the approaches in (a) might investigate the topic in question. There is some indication of the intentions of the investigation and a limited account of how these could be effected. The method described is reasonably plausible as a way of investigating the behaviour in the stimulus material. It is reasonably appropriate to the approach chosen and this approach is identifiable. The method is reasonably practicable and, if ethical concerns arise, they are minor. Engagement with the stimulus material is reasonably coherent .	4-3
Band 1	There is basic commentary in relation to how one of the approaches in (a) might investigate the topic in question. The plausibility of the answer is substantially inappropriate. Engagement with the material is muddled, minimal or there is no engagement .	2-0

Question 8 & 9(d)AO2: For evaluation of this investigative approach

Band	Mark allocation	Marks
Band 3	There is reasonably thorough commentary and evaluation of the method used in (c) to investigate the topic in question. There is explicit reference to the intentions offered in (c) and an evaluation of its effectiveness. Engagement with the stimulus material is coherent .	6-5
Band 2	There is limited commentary and evaluation of the method used in (c) to investigate the topic in question. There is some attempt to refer to the intention offered in (c) and an evaluation of its effectiveness. Engagement with the stimulus material is reasonable .	4-3
Band 1	There is basic commentary and evaluation of the method used in (c) to investigate the topic in question. Engagement with the stimulus material is muddled, minimal or there is no engagement .	2-0

Assessment Grid

Question	AO1	AO2
1	15	15
2(a)	15	
2(b)		15
3	15	15
4(a)	5	
4(b)	10	
4(c)		15
5	15	15
6(a)	5	
6(b)	10	15
7	15	15
8 (a)	12	
8 (b)		6
8 (c)		6
8 (d)		6
9 (a)	12	
9 (b)		6
9 (c)		6
9 (d)		6
QoWC	4	
Total marks for 3 questions	42	48
Total marks for paper	46	48