



General Certificate of Education

Psychology 5186/6186 *Specification B*

PYB1 Introducing Psychology

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.

PYB1

Quality of Written Communication

Where candidates are required to produce extended written material in English, the scheme of assessment must make explicit reference to the assessment of the quality of written communication. Candidates must be required to:

- select and use a form and style of writing appropriate to purpose and complex subject matter;
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate; and
- ensure text is legible, and spelling, grammar and punctuation are accurate, so that meaning is clear.

The assessment criteria for quality of written communication apply only to questions with 10 marks, ie part (d) in AS unit test questions. The following criteria should be applied in conjunction with the mark scheme.

The quality of written communication bands must be regarded as part of the appropriate mark scheme band even though they are listed separately in the mark scheme. If a candidate satisfies only part of the criteria, for the quality of written communication for the band allocated, then s/he will lose one mark.

General Approach

Apply the principles below *only* to questions which require a banded mark scheme according to 'Guidelines for Mark Schemes'. This means questions worth ten marks or more.

Band 1	Good quality of written communication	The candidate will express complex psychological ideas clearly and fluently, with well-linked sentences and paragraphs using appropriate psychological terminology. Presentation of psychological concepts and arguments will be relevant and well structured. There will be few, if any, errors of grammar, punctuation and spelling.
Band 2	Average quality of written communication	The candidate will express complex psychological ideas clearly if not always fluently. Some limited but not consistent use of psychological terminology. Sentences and paragraphs reasonably well connected. Presentation of psychological concepts and arguments may sometimes be less relevant and poorly structured. Some errors of grammar, punctuation and spelling.
Band 3	Poor quality of written communication	The candidate will express simple psychological ideas clearly but be imprecise with more complex ideas. Sentences and paragraphs may not be connected and may be disjointed. Use of mainly non-specialist terms with only occasional psychological terminology. Presentation of psychological concepts and arguments may be of doubtful relevance or obscure. Errors of grammar, punctuation and spelling will be present and obtrusive.

SECTION A: APPROACHES

1

Total for this question: 20 marks

(a) Outline one contribution that Freud made to the development of psychology.	(2 marks)
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[2 marks: AO1 = 2]

AO1 One mark for identification of a relevant contribution but brief or slightly muddled account. Two marks for identification and elaboration of the contribution.

Likely answers: theoretical/methodological/therapeutic.

Possible answer:	Freud advocated that early childhood experiences (AO1, 1) are important in determining adult personality (AO1, 1).
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(b) Below is a statement illustrating a commonly held point of view:
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“Women are more emotional than men.”

With reference to the statement above, briefly discuss how scientific explanations in psychology differ from common-sense views. (4 marks)

[4 marks: AO1 = 2, AO2 = 2]

AO1 One mark each for identification of what is meant by common-sense views and scientific explanations in psychology.

Possible answer: Common-sense views are often personal anecdotes perceived in a subjective way (AO1, 1). Scientific explanations in psychology are based on theory, hypotheses, measured in an objective way (AO1, 1).

AO2 Two marks for explanation of the difference in relation to the statement provided.

Possible answer: A person’s own experiences may influence perception of women as being more emotional than men (subjective) (AO2, 1). Scientific explanations would look for research-based evidence to see if men and women differed in such a way (AO2, 1).

(c) (i) Outline what is meant by the <i>information-processing approach</i> .	(2 marks)
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[2 marks: AO1 = 2]

AO1 Up to two marks for reference to features of the information-processing approach, eg inputting of data from the environment, mental processing of information – encoding, storage, retrieval, sequential processes, limited capacity, analogy to computers in terms of information processing. Credit may be given for a diagrammatic representation of the approach, although this is not required by the question.

- (ii) A science class was given a task to memorise the nine planets of the solar system in the order of their distance from the sun. The teacher divided the class into two groups.

Group A was instructed to memorise the order of the nine planets as follows:

Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto.

Group B was instructed to memorise the order of the nine planets using the following sentence:

My Very Easy Method Just Speeds Up Naming Planets.

When tested, **Group A** performed poorly. However, **Group B** was able to recall all of the nine planets in the exact order of their distance from the sun.

Suggest how the information-processing approach might be used to explain why **Group B** performed better than **Group A**. (2 marks)

[2 marks: AO2 = 2]

AO2 Up to two marks for reference to the stimulus material which illustrates the information-processing approach. The application to the stimulus material should be detailed to gain two marks. For example, Group B performed better due to the way the task was presented. The use of mnemonics enabled pupils to encode, store and retrieve the information more successfully than Group A. Group A may have performed poorly due to their limited capacity in processing the information presented.

- (d) Describe and discuss the behaviourist approach in psychology. Refer to **at least one** other approach in your answer. (10 marks)

[10 marks: AO1 = 5, AO2 = 5]

AO1 Up to 5 marks for description in detail of the features of the behaviourist approach. Features could include – the majority of all behaviour is learned from the environment and so psychology should investigate the laws and products of learning. Behaviour is determined by the environment since we are the total of all our past learning experiences. Other features may include how observable behaviour, not minds, should be studied if psychology is to be an objective science. Credit description of relevant studies.

AO2 Up to 5 marks for discussion, eg the behaviourist approach adopted a very scientific approach to explain human behaviour unlike psychoanalysis. Behaviourism has produced many practical applications, eg the treatment of phobias. Candidates may contrast behaviourism with the cognitive approach, who think that behaviourism ignores important mental processes involved in learning. The rejection of conscious mental experience was heavily criticised by the humanistic approach.

Maximum 6 marks if no reference to one other approach

Mark Bands

8 – 10 marks **Good answers**

The candidate will have accurately described the behaviourist approach in detail. The candidate will have thoroughly discussed the approach and will have appropriately referred to at least one other approach with accuracy. The answer is mostly relevant with little misunderstanding.

4 – 7 marks **Average answers**

At the top of the band, the candidate will have described the approach, though it may lack detail. Limited discussion will be evident, and there is reference to at least one other approach. For 6/7 marks, there must be some discussion. There may be some inaccuracy and/or irrelevance.

At the bottom of the band, the candidate will be largely descriptive and one other approach may be absent. Discussion may be little more than a comment.

1 – 3 marks **Poor answers**

The candidate has demonstrated a lack of understanding of the approach and has presented a response with no reference to other approaches or discussion. The response is likely to be poorly focused.

Total AO1 marks for Question 1: 11

Total AO2 marks for Question 1:9

Total marks for Question 1:20

2

Total for this question: 20 marks

- (a) Diane is at a pop concert with her friend Robbie. She has been longing to see her favourite band play live. When the band appears on stage, she says to Robbie, “I’m so excited. I can feel my heart pounding.” After the concert, Diane says to Robbie, “That was fantastic, but I’m so hungry, my tummy is rumbling. Shall we get something to eat?”

In your answer book, write down which of Diane’s physiological responses is a result of:

- (i) sympathetic action of the autonomic nervous system;
 (ii) parasympathetic action of the autonomic nervous system. (2 marks)

[2 marks: AO2 = 2]

- AO2** (i) “I can feel my heart pounding”.
 (ii) “My tummy is rumbling”.

Credit answers which refer to excited/hungry.

- (b) Distinguish between monozygotic (MZ) and dizygotic (DZ) twins. (3 marks)

[3 marks: AO1 = 2, AO2 = 1]

AO1 One mark each for correct identification of each type of twin.

Possible answer: Monozygotic (MZ) twins have the same genetic make-up (AO1, 1) whereas dizygotic (DZ) twins are no more genetically alike than are siblings (AO1, 1).

AO2 One mark for the distinction between the types of twins – any appropriate comment made about the difference between MZ and DZ twins, eg 100% kinship versus 50% kinship/same sex, different sex/ two eggs fertilised by two sperm, one egg fertilised by one sperm/identical vs fraternal (non-identical).

- (c) Describe **one** study in which the genetic basis of **either** schizophrenia **or** intelligence was investigated. Indicate in your answer why the study was conducted, the method used, the results obtained, and the conclusion drawn. (5 marks)

[5 marks: AO1 = 5]

AO1 Any relevant study, for example for schizophrenia, Gottesman and Bertelsen (1989); Kety (1988); Kendler (1983). For intelligence, Scarr and Weinberg (1978); Bouchard and McGue (1981); Skodak and Skeels (1949), Tyron (1940).

- One mark – why the study was conducted
 One mark – information about the method
 One mark – identification of the results
 One mark – indication of the conclusion drawn
 One mark – additional descriptive detail, eg detailed results/evaluative comment.

(d) Discuss at least two limitations of the biological approach in psychology.	(10 marks)
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[10 marks: AO1 = 4, AO2 = 6]

AO1 Up to four marks allocated for a description of the limitations of the biological approach. Examples may include – reductionism – the approach explains thoughts and behaviour in terms of neurons and biochemicals. The biological approach tends to come down on the nature side of the nature/nurture debate. The importance of environmental factors is therefore ignored. The approach does not adequately explain how the mind and body interact – consciousness and emotion is difficult to study objectively. The approach has been criticised for being at times simplistic – oversimplifying the enormous complexity of physiological systems and how these systems interact with environmental factors. May include reference to a study.

AO2 Candidates will discuss the limitations of the biological approach. This discussion might consider the strengths as well as the limitations of the approach. For example, in terms of the limitations, candidates may discuss further the issue of reductionism – the focus is purely on physiological functioning of the individual, and does not take into account the possible influence on psychological functioning of cognitive, social and cultural factors. In terms of the strengths, candidates may discuss how the biological approach applies scientific methods to investigate human behaviour unlike the humanistic approach. The practical applications of the approach are particularly effective, eg the use of drugs in the treatment of mental disorders. The approach provides strong counter arguments to the nurture side of the nature/nurture debate thereby opposing behaviourism. The approach provides a great understanding of how psychological processes occur in the brain. Credit may be given for application to studies in support of the biological approach.

Maximum 6 marks if only one limitation identified.

Mark Bands

8 – 10 marks **Good answers**

The candidate will have accurately displayed knowledge of at least two limitations of the biological approach. Discussion of these limitations will be evident throughout the answer. The answer is mostly relevant with little misunderstanding.

4 – 7 marks **Average answers**

At the top of the band, the candidate may have referred to at least two limitations of the biological approach. There may be some inaccuracy and/or irrelevance. Discussion of the limitations will be evident.

At the bottom of the band, the candidate may have referred to only one limitation and/or have presented largely descriptive answers. Discussion may be present, albeit limited.

1 – 3 marks **Poor answers**

The candidate demonstrates some limited understanding of the limitations of the biological approach and is largely descriptive in their response. The response is likely to be poorly focused.

Total AO1 marks for Question 2: 11

Total AO2 marks for Question 2: 9

Total marks for Question 2: 20

SECTION B: RESEARCH METHODS

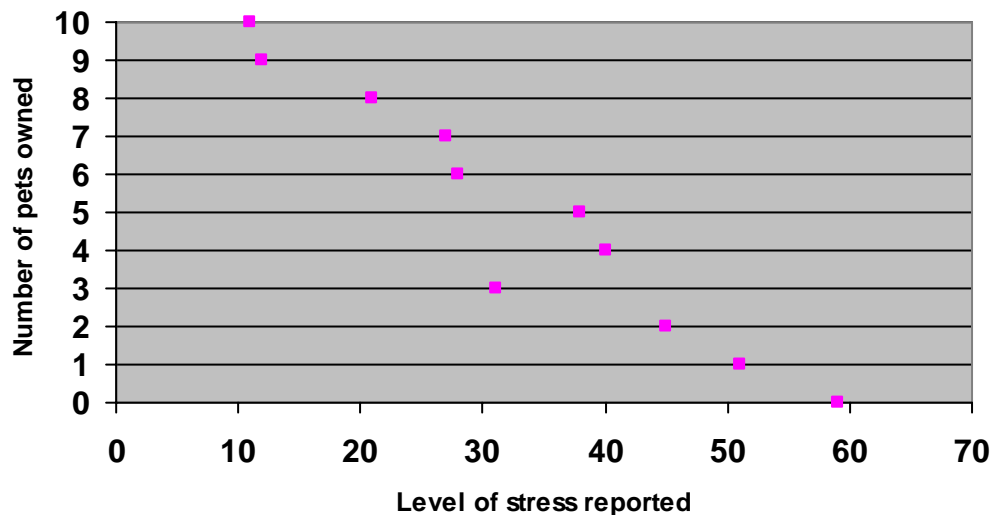
3

Total for this question: 20 marks

(a) (i) In your answer book, sketch a scattergram of the data presented in **Table 1**. Provide a suitable title and correctly label your scattergram. *(3 marks)*

[3 marks: AO2 = 3]

Diagram 1 Scattergram of the number of pets owned and stress score for each participant.



To gain the maximum three marks, candidates must provide the following:

- A title for the scattergram
- Appropriate labelling of both axes
- Approximately correct scale and location of data points on the scattergram

(ii) Identify the type of correlation shown in your scattergram and state what it shows about the relationship between pet ownership and stress. *(2 marks)*

[2 marks: AO1 = 1, AO2 = 1]

AO1 One mark for the type of correlation shown – a negative correlation.

AO2 One mark for the interpretation of data, eg the more pets a person owns the less stress reported/the fewer pets a person owns the more stress reported.

(b) State one strength and one limitation of the correlation method. *(2 marks)*

[2 marks: AO1 = 2]

AO1 One mark for the identification of the strength, eg no manipulation of behaviour is required/provides useful information about variables which can be statistically tested.

One mark for the identification of the limitation, eg no cause and effect can be inferred/relationship may be due to other extraneous variables.

- (c) The psychologist obtained the participants for this study through opportunity sampling. State **one** strength and **one** limitation of using opportunity sampling. (2 marks)

[2 marks: AO1 = 2]

AO1 One mark for identification of the strength, eg opportunity sampling is quick, convenient and often the most economical method of sampling/easy to recruit participants.

One mark for identification of the limitation, eg opportunity sampling gives very unrepresentative samples/often biased on the part of the researcher/psychological characteristics of participants may not be representative of the target population.

- (d) The questionnaire used to measure stress contained both open and closed questions.
(i) Write **one** closed question that might be used to obtain information about how stressed a person feels. (1 mark)

[1 mark: AO2 = 1]

AO2 One mark for an appropriate example of a closed question.

Possible answer: Do you suffer from panic attacks? Yes/No

- (ii) Write **one** open question that might be used to obtain information about how stressed a person feels. (1 mark)

[1 mark: AO2 = 1]

AO2 One mark for an appropriate example of an open question.

Possible answer: How did you feel the last time you experienced a stressful situation?

- (iii) State **one** advantage and **one** disadvantage of using open questions. (2 marks)

[2 marks: AO1 = 2]

AO1 One mark for identification of the advantage, eg collects data containing rich, detailed information/qualitative data/allows the interviewee the opportunity to elaborate on answers given.

One mark for identification of the disadvantage, eg data is often difficult to collate and summarise/the data collected are based on self-reports and may be biased on the part of the interviewee.

- (e) The psychologist decided to conduct a case study by observing and interviewing one of the participants who reported a very high level of stress.
(i) State **one** advantage of observational studies. (1 mark)

[1 mark: AO1 = 1]

AO1 One mark for correct identification of the advantage.

Likely answers: high ecological validity if carried out in a natural environment/less artificial than experimental method/provide hypotheses for future research.

(ii) Distinguish between a structured and an unstructured interview.	(3 marks)
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[3 marks: AO1 = 2, AO2 = 1]

AO1 One mark each for reference to a feature of a structured and unstructured interview.

Possible answer: A structured interview contains fixed predetermined questions and ways of replying (AO1, 1). An unstructured interview may contain a topic area for discussion but no fixed questions or ways of replying (AO1, 1).

AO2 One mark for the difference identified. This may be implicit in AO1.

Likely answers: ease of analysis of data/data that are irrelevant to purpose of interview/
control of data/formality vs informality/quantitative vs qualitative data.

(iii) Briefly discuss one limitation of the case study method.	(3 marks)
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[3 marks: AO1 = 1, AO2 = 2]

AO1 One mark for identification of the limitation.

Likely answers: method is non-standardised/data are retrospective/researcher bias in the analysis of behaviour/approach is idiographic/takes a long time/cannot be generalised.

AO2 Up to two marks for analysis and evaluation of case study method.

Possible answer: A limitation of the case study method is that the data are retrospective (AO1, 1). Recall of events and experiences may be inaccurate thereby reducing reliability (AO2, 1). However, case studies provide a rich source of qualitative data over a period of time (AO2, 1).

Total AO1 marks for Question 3: 11

Total AO2 marks for Question 3: 9

Total marks for Question 3: 20

SECTION C: PSYCHOLOGY OF GENDER**4****Total for this question: 20 marks**

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|-----|--|-----------|
| (a) | Explain how the study of cultural diversity helps psychologists understand gender roles/stereotypes. | (3 marks) |
|-----|--|-----------|

[3 marks: AO1 = 3]

AO1 One mark for basic outline. Two marks for outline with brief and/or muddled reference to gender. Three marks for outline with appropriate reference to gender.

Possible answer: Cultural diversity refers to the difference in values, beliefs and behaviours which exist between groups or communities of different ethnicity (AO1, 1). Different groups within society may hold norms and values which differ according to their perception of gender appropriate behaviour and social roles (AO1, 1). Therefore, cultural diversity may help psychologists to understand the differences in gender roles/behaviours by comparing males and females in different societies/cultures (AO1, 1).

Credit answers which refer to the role of cultural diversity in relation to nature/nurture.

- | | | |
|-----|---|-----------|
| (b) | What is meant by the term <i>content analysis</i> ? Outline how this method is used by psychologists to study gender. | (3 marks) |
|-----|---|-----------|

[3 marks: AO1 = 3]

AO1 One mark for correct identification of the term.
One mark for brief outline of the method in relation to gender.
One mark for further elaboration of the term and/or method.

Possible answer: Content analysis is a method used to analyse communication, eg in the media (AO1, 1). Psychologists use this method to investigate sex-role stereotyping in cartoons for example (AO1, 1). The frequency of sex-role stereotypes observed may explain whether or not the media may influence gender-typed behaviour (AO1, 1).

(c) Hayley and Charlotte were discussing their friend Joe, who is very good at mending cars. Hayley commented, “I think boys are naturally good at that sort of thing.”

State what is meant by *nature* and *nurture* in relation to gender. Refer to the example of Joe in your answer. (4 marks)

[4 marks: AO1 = 2, AO2 = 2]

AO1 One mark each for correct identification of the terms in relation to gender.

Possible answer: Nature refers to the belief that gender differences in behaviour are determined by hormonal and genetic factors (AO1, 1). Nurture refers to the idea that gender differences are a result of social and cultural factors – the environment (AO1, 1).

AO2 Two marks for reference to the stimulus material that illustrates aspects of the terms identified. The application to the stimulus material should be detailed to gain two marks. For example, Hayley thinks Joe is very good at mending cars as a result of nature – he is a boy/male. However, Joe may have acquired his ability to mend cars as a result of nurture – the acquisition of the skill.

‘Nature’ can be credited in terms of inheritance as well as the biological fact of Joe being a male.

(d) The following methods are commonly used by psychologists to study gender differences:

- case studies;
- cross-cultural studies;
- observation studies.

With reference to **one** of these methods, discuss strengths **and** limitations of the method you have chosen. Refer to **at least one** study of gender in your answer. (10 marks)

[10 marks: AO1 = 4, AO2 = 6]

AO1 Up to four marks for a brief description of the method which identifies the strengths and limitations. For example, for the case study method, candidates may define this method as a detailed account of a single individual, small group or institution. This method provides a great insight into behaviour that may differ from the ‘norm’. However, cause and effect are difficult to establish. For the cross-cultural method, candidates may define this method where studies are made in different cultures and comparisons are made between these cultures. This method enables the discovery of innate, universal behaviours. However, cultural biases may produce expectations of what is observed. For the observation method, candidates may define this method in terms of a naturalistic observation – behaviour is observed in the natural environment. This method is useful as it gives a more realistic picture of spontaneous behaviour. However, it is not possible to infer cause and effect.

AO2 Candidates will discuss the strengths and limitations of the method identified in AO1. For the case study method, candidates may discuss the value of investigating behaviour that differs from the ‘norm’ by raising the limitation – recall of earlier history is usually involved and can therefore be unreliable. For the cross-cultural method, the value of discovering innate, universal behaviours may be discussed in terms of the limitation – the observations from a sample may not be typical of the whole culture being studied. For the observation method, candidates may discuss the problem of cause and effect in terms of the strength – the value of real-life observation and the gathering of rich, qualitative data.

Credit reference to any appropriate gender study.

Maximum 6 marks if only strengths or limitations presented

Maximum 6 marks if no reference to a gender study

Mark Bands

8 – 10 marks **Good answers**

The candidate will have correctly identified strengths and limitations of the chosen method and discuss some of these in relation to at least one gender study. Discussion of the strengths and limitations is accurately presented throughout the response and with focus on the question. The answer is mostly relevant with little misunderstanding.

4 – 7 marks **Average answers**

At the top of the band, candidates should have correctly identified strengths and limitations of the chosen method in relation to at least one gender study. Discussion of the strengths and limitations may be one-sided or deal with only one, eg limitations. There may be some inaccuracy and/or irrelevance.

At the bottom of the band, candidates may have referred to the strengths and/or limitations of the chosen method but are largely descriptive in their answers. There may be reference to a gender study. Discussion may be present, albeit limited.

1 – 3 marks **Poor answers**

Candidates present a response which may be brief and go little beyond identifying strengths and limitations of the chosen method. The response is likely to be poorly focused.

Total AO1 marks for Question 4: 12

Total AO2 marks for Question 4: 8

Total marks for Question 4: 20

5

Total for this question: 20 marks

(a) (i) Give the typical sex chromosome pattern for the following:

- a male;
- a female.

(2 marks)

[2 marks: AO1 = 2]

AO1 One mark each for the correct typical chromosome pattern.

A male – XY
A female – XX

(ii) Give **one** atypical sex chromosome pattern.

(1 mark)

[1 mark: AO1 = 1]

One mark for correct atypical sex chromosome pattern.

Possible answer: XXY – Klinefelter’s syndrome (male)
XO – Turner’s syndrome (female)

(b) Distinguish between the terms *imitation* and *identification*.

(3 marks)

[3 marks: AO1 = 2, AO2 = 1]

AO1 One mark each for the correct identification of the terms.

Possible answer: Imitation refers to copying behaviour (AO1, 1). Identification refers to taking on the behaviour of a role model (AO1, 1).

AO2 One mark for the distinction between these terms.

Possible answer: Imitation usually refers to a single behaviour whereas identification is more permanent and applies to a whole range of behaviours (AO2, 1).

Credit answers which refer to an appropriate example.

- (c) Sarah, who is two years old, was playing dressing-up games with her older sister Mary. Mary put on a pair of trousers. Sarah said, “We’re both girls, so you can’t wear those because it will make you into a boy.” Mary, who is six years old, replied, “No it won’t. You can’t change into a boy just like that.”

With reference to Kohlberg’s stages of gender development, explain what the comments made by Sarah and Mary suggest about their understanding of gender. (4 marks)

[4 marks: AO1 = 2, AO2 = 2]

AO1 One mark each for correct outline of each stage of development.

Gender identity – a child is able to label his/her own sex correctly and to identify other people as boys or girls.

Gender constancy – a child understands that someone stays the same biological sex even though s/he may appear to change by wearing different clothes, for example.

AO2 Two marks for reference to the stimulus material that illustrates the stages identified. The application to the stimulus material should be detailed to gain two marks. For example, Sarah is at the stage of gender identity. She is able to label her own and others sex correctly. She has not yet developed gender stability due to her understanding that gender can change. Mary is at the stage of gender constancy. She recognises that gender stays the same despite superficial changes such as putting on a pair of trousers.

- (d) Describe and discuss psychoanalytic explanations of gender development. (10 marks)

[10 marks: AO1 = 5, AO2 = 5]

AO1 Up to 5 marks for description of the psychoanalytic explanation of gender development – could include the role of parents in the acquisition of gender, identification during the phallic stage, oedipal and electra complex.

AO2 Up to 5 marks for discussion of the psychoanalytic explanation of gender development. Candidates may refer to other psychoanalytic explanations of gender development such as Chodorow – she believes that the early mother-child relationship forms the basis of gender identity. Candidates may refer to other explanations of gender development in contrast to psychoanalytic theory, eg the psychoanalytic explanation emphasises the unconscious/conscious in gender acquisition (nature) but fails to fully appreciate the role of nurture/environment such as the social learning theorists. The benefits of the psychoanalytic explanation such as emphasising the role of parents in gender development may be illustrated by reference to the limitations of the biological explanation. Candidates may contrast the timing of gender identity during the phallic stage with the cognitive explanation who view this process as developing over a number of years in childhood.

Mark Bands

8 – 10 marks **Good answers**

Candidates will show a clear understanding of the features of the psychoanalytic approach to explaining gender and have described these features in detail. Discussion of the approach will be evident throughout the answer. The answer is mostly relevant with little misunderstanding.

4 – 7 marks **Average answers**

At the top of the band, candidates may show an understanding of the features of the psychoanalytic approach although the feature(s) may be lacking in detail. There must be some discussion for 6/7 marks. There may be some inaccuracy and/or irrelevance.

At the bottom of the band, candidates may be largely descriptive in their response. There may be evidence of discussion but it is no more than a comment.

1 – 3 marks **Poor answers**

Candidates may present a response with minimal description of the psychoanalytic approach to explaining gender. There may be some relevant content, but this is largely inaccurate and/or muddled. No discussion is present in the response. The response is likely to be poorly focused.

Total AO1 marks for Question 5: 12

Total AO2 marks for Question 5: 8

Total marks for Question 5: 20

AS/A PSYCHOLOGY SPECIFICATION B

ASSESSMENT OBJECTIVE GRID – UNIT 1: INTRODUCING PSYCHOLOGY – JUNE 2005

Question	Weighting for knowledge and understanding (AO1)		Weighting for analysis and application (AO2)		Total marks
	Marks	Percentage	Marks	Percentage	
Q1 (a)	2		0		20
(b)	2		2		
(c) (i)	2		0		
(ii)	0		2		
(d)	5	55	5	45	
Q2 (a)	0		2		20
(b)	2		1		
(c)	5		0		
(d)	4	55	6	45	
Q3 (a) (i)	0		3		20
(ii)	1		1		
(b)	2		0		
(c)	2		0		
(d) (i)	0		1		
(ii)	0		1		
(iii)	2		0		
(e) (i)	1		0		
(ii)	2		1		
(iii)	1	55	2	45	
Q4 (a)	3		0		20
(b)	3		0		
(c)	2		2		
(d)	4	60	6	40	
Q5 (a) (i)	2		0		20
(ii)	1		0		
(b)	2		1		
(c)	2		2		
(d)	5	60	5	40	