



General Certificate of Education

Psychology 5186/6186 *Specification B*

PYB1 Introducing Psychology

Mark Scheme

2006 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

Candidates are required to:

- select and use a form and style of writing appropriate to purpose and to complex subject matter;
- organise relevant information clearly and coherently, using specialist vocabulary where appropriate;
- ensure 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 in AS unit test questions. The following criteria should be applied in conjunction with the question mark scheme.

The bands for quality of written communication must be regarded as part of the mark scheme even though they are listed separately. If a candidate's quality of written communication fails to meet the achieved content band, then s/he will lose one mark.

Band 1: Good quality of written communication

The candidate expresses most ideas clearly and fluently, with consistently effective use of psychological terminology. Arguments are well structured, using sentences and paragraphs. There are few errors of grammar, punctuation and spelling. The overall quality of language is such that meaning will be only rarely obscured.

Band 2: Average quality of written communication

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. There is some evidence of organisation, and use of sentences and paragraphs. Errors of grammar, punctuation and spelling may be frequent but are mostly minor, such that they obscure meaning only occasionally.

Band 3: Poor quality of written communication

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent and often obscure meaning.

Note: The main body of the answer should be assessed for Quality of Written Communication. Neither a sketched plan at the start of an answer, nor a list of points at the end of an answer where a candidate has clearly run out of time, should be assessed for quality of written communication.

SECTION A: APPROACHES
1**Total for this question: 20 marks**

(a) Briefly describe one feature of the psychodynamic approach in psychology.	<i>(3 marks)</i>
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[AO1 = 3, AO2 = 0]

- AO1** One mark for identification of a relevant feature.
Two marks for identification and description of the feature but brief or slightly muddled account.
Three marks for clear identification and elaboration of the feature.

Likely answers: unconscious conflict; stages of psychosexual development; tripartite division of personality; dream analysis; sexual instinct; case studies.

(b) Explain one way in which Wundt influenced the development of psychology.	<i>(3 marks)</i>
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[AO1 = 2, AO2 = 1]

- AO1** One mark for identification of a relevant influence.
Two marks for identification and elaboration of the influence.
- AO2** One mark for explaining how this influenced the development of psychology.

Likely answers: first psychological laboratory; introspection; psychology as a scientific discipline; structuralism.

(c) Sunita is eight years old and suffers from a medical condition which means she often has to go into hospital. Each time she goes into hospital, the treatment makes her feel sick. One day, Sunita's mother took her to visit her grandmother in hospital. When they arrived at the hospital, Sunita complained to her mother that she felt sick.

Referring to features of the behaviourist approach, explain why Sunita felt sick when she went to visit her grandmother in hospital.	<i>(4 marks)</i>
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[AO1 = 2, AO2 = 2]

- AO1** Candidates should answer with specific reference to classical conditioning.
- Up to two marks for reference to features of the behaviourist approach, eg behaviour is learnt, behaviour is conditioned, learning by association, learning of new responses to stimuli, principles of classical conditioning. Alternatively, two marks may be credited for one feature which is described in detail. Credit may be given for a diagrammatic representation although this is not required by the question.
- AO2** Up to two marks for reference to the stimulus material to illustrate the identified feature(s). If one feature is identified, then two marks may be credited if the application of this feature is detailed.

(d) Discuss the humanistic approach in psychology. Refer to **at least one** other approach in your answer. (10 marks)

[AO1 = 4, AO2 = 6]

AO1 Up to four marks for description of the features of the humanistic approach. Features could include – each person is unique therefore psychology should focus on the subjective experiences, feelings and thoughts of a person. The idiographic approach – emphasis on understanding the uniqueness of a person rather than laws which may exist within all people. Self-actualisation – every person has an innate tendency to achieve their full potential. Unconditional positive regard – the unconditional love of the mother for her child is essential to the development of a well-adjusted adult. Client-centred therapy – people come to therapy for help in solving the everyday problems of life. Credit up to one mark for description of relevant evidence.

AO2 Up to six marks for discussion, eg the humanistic approach is criticised for its rejection of the scientific approach and the use of experiments to understand and predict human behaviour. There is little objective evidence therefore to support the assumptions made. Candidates may discuss the approach in relation to the behaviourist approach which views humans as passively responding to stimuli in the environment. Humanistic psychologists state that humans are active agents – able to change and determine their own development. Candidates may contrast the concept of free-will with the deterministic features of both the biological and psychoanalytic approaches. Credit use of relevant evidence.

Maximum 6 marks if no reference to one other approach

Mark Bands

8 – 10 marks **Good answers**
The candidate will have accurately described the humanistic approach. 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 may lack detail. Limited discussion will be evident, and there is brief 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 limited understanding of the approach and has presented a response with no reference to other approaches of 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) Identify **two** methods that are used to investigate localisation of function (cortical specialisation) in the brain. (2 marks)

[AO1 = 2, AO2 = 0]**AO1** One mark each for the correct identification of a method.

Likely answers: EEG; CAT, PET or MRI scan(s); Electrical stimulation; Micro-electrode recording of neural activity; Neurosurgery; Post mortem.

Credit may be given for an accurate description of a method.

- (b) Write in your answer book which letter, **A, B, C** or **D**, matches each of the structures below:

- (i) cell body;
- (ii) myelin sheath;
- (iii) nucleus;
- (iv) axon.

Label your answers clearly.

(4 marks)**[AO1 = 4, AO2 = 0]**

- AO1**
- (i) C
 - (ii) D
 - (iii) A
 - (iv) B

- (c) Molly is walking home late at night. Suddenly, she is startled by the sound of footsteps behind her. She feels her heart pounding and her mouth goes dry. When Molly arrives home, she tries to relax by watching the television. Soon her breathing slows down and she begins to feel hungry.

From the description above,

- (i) identify **two** actions of the parasympathetic division of the autonomic nervous system;
- (ii) identify **two** actions of the sympathetic division of the autonomic nervous system.

(4 marks)**[AO1 = 0, AO2 = 4]****AO2** One mark each for the correct identification of each action.

- (i) 'her breathing slows down'
'she begins to feel hungry'
- (ii) 'she feels her heart pounding'
'her mouth goes dry'

(d) Describe and discuss how **two** of the following methods are used by psychologists to investigate the genetic basis of behaviour:

- twin studies;
- adoption studies;
- selective breeding.

Refer to empirical evidence in your answer.

(10 marks)

[AO1 = 5, AO2 = 5]

AO1 Up to five marks for description in detail of two methods used by psychologists to investigate the genetic basis of behaviour.

Twin studies – this method involves taking either monozygotic (MZ) or dizygotic (DZ) twins who have been reared together or reared apart and measuring a particular psychological characteristic such as intelligence.

Credit appropriate terminology such as concordance.

Adoption studies – this method involves comparing a trait or characteristic between adopted children and their biological or adopting parents. This method may involve comparing adopted children in one family with biological children in another family or, studying families with both adopted and biological children. Credit appropriate terminology such as concordance.

Selective breeding – this method involves the artificial selection for a trait of male and female animals put together in order to breed and produce offspring.

AO2 Up to five marks for discussion. Candidates should refer to empirical evidence in relation to their chosen methods. Credit should also be given for the rationale underlying each method.

Twin studies – if one MZ twin has a particular characteristic, and the characteristic is genetic, then the other twin must also show it, since they share the same genetic make-up. For DZ twins, there should be a much lower concordance rate similar to that between siblings.

Candidates may produce evidence in the form of the genetic basis of schizophrenia and/or intelligence. For example, Gottesman and Shields (1972) found that concordance rates for schizophrenia in DZ twins was 9% whereas for MZ twins, the concordance rate was 42% indicating a genetic basis. Bouchard and McGue (1981) found an MZ correlation of .85 and DZ correlation of .58 for intelligence.

Adoption studies – a high concordance rate between the occurrence of a trait or characteristic in adopted children and their biological parents would suggest a genetic basis. Whereas a high concordance rate with members of the adopted family would suggest that environmental factors are more important. Candidates may refer to Heston (1966) who found that adopted children whose biological mothers were schizophrenic were five times more likely to be diagnosed schizophrenic than those of mothers who had not been diagnosed with schizophrenia. Horn (1983) – Texas Adoption Study – found that at age eight, the adopted children had a correlation of .25 with their biological mother and .15 with their adopted mother.

Selective breeding – if a trait continues over successive generations, then a genetic basis of behaviour may be suggested. Candidates may refer to Tyron (1940) who demonstrated that maze learning in rats could be manipulated through selective breeding indicating that learning is a heritable characteristic in rats.

Candidates should also receive credit for discussion of methodological and/or ethical issues in carrying out such studies. For example, the deliberate manipulation of the genetics of animals through selective breeding. Other issues which may arise are the interpretation of research findings, eg of identical twins. The environment of each twin is often very similar and so a high concordance rate for intelligence, for example, may be due to the similarity of the environment and not genetics.

Maximum 6 marks if only one method presented

Maximum 6 marks if no reference to empirical evidence

Mark Bands

8 – 10 marks

Good answers

The candidate will have accurately displayed knowledge of two methods used by psychologists to investigate the genetic basis of behaviour. Discussion will be evident throughout the answer and with reference to empirical evidence. The answer is mostly relevant with little misunderstanding.

4 – 7 marks

Average answers

At the top of the band, candidates will have described two methods used by psychologists to investigate the genetic basis of behaviour though lacking in detail. Limited discussion will be evident. There must be some discussion for 6/7 marks. There may be brief reference to empirical evidence in the response. There may be some inaccuracy and/or irrelevance.

At the bottom of the band, the candidate will be largely descriptive and may have referred to only one method used by psychologists to investigate the genetic basis of behaviour. Discussion may be little more than a comment.

1 – 3 marks

Poor answers

The candidate demonstrates some limited understanding of the method(s) used by psychologists to investigate the genetic basis of behaviour and may be 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) What do the mean scores indicate about the recall of words by these two groups of participants? Justify your answer. *(2 marks)*

[AO1 = 0, AO2 = 2]

AO2 Participants who rated themselves as ‘happy’ performed better on a test of recall of words than participants who rated themselves as ‘unhappy’ (AO2, 1). The mean is higher (15.3) for participants who rated themselves as ‘happy’ compared to (7.4) for participants who rated themselves as ‘unhappy’ (AO2, 1).

(ii) The mean is a measure of central tendency.
Name **two other** measures of central tendency. *(2 marks)*

[AO1 = 2, AO2 = 0]

AO1 One mark for the correct identification of each measure of central tendency.

- Median
- Mode

(iii) Name **one** measure that the psychologist could use to find out about the spread of scores in each group. *(1 mark)*

[AO1 = 1, AO2 = 0]

AO1 One mark for the correct identification of a measure of dispersion.

Likely answers: range; variance; standard deviation.

(b) (i) Identify the type of experimental design used in **this** study. *(1 mark)*

[AO1 = 1, AO2 = 0]

AO1 One mark for the correct identification of the type of experimental design.

Likely answers: independent groups/measures/between subjects/unrelated.
Any other appropriate term may be credited.

- | |
|---|
| (ii) Explain one disadvantage of the experimental design that you have identified in your answer to (b)(i). (2 marks) |
|---|

[AO1 = 1, AO2 = 1]

AO1 One mark for an appropriate identification of a disadvantage.

Likely answers: participant variables; more participants required for the investigation. Any other appropriate disadvantage may be credited.

AO2 One mark for an explanation of the disadvantage identified under AO1.

Possible answer: Participant variables may be present (AO1, 1) which could confound the results as the participants in one condition are different to the participants in the other condition (AO2, 1).

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|---|
| (c) (i) Outline what is meant by the term <i>extraneous variable</i> . (2 marks) |
|---|

[AO1 = 2, AO2 = 0]

AO1 Two marks for an outline of the term. For example, a variable which is not the independent variable (AO1, 1) but which might have an effect on the dependent variable (AO1, 1).

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|--|
| (ii) Explain why the psychologist used the same word list with both groups of participants. (2 marks) |
|--|

[AO1 = 0, AO2 = 2]

AO2 Up to two marks for an explanation in relation to this study, eg by using the same word list, the psychologist could be fairly certain that the IV (mood) had an effect on the DV (the number of words recalled) (AO2, 1). If she had used a different word list for one of the groups of participants, then the number of words recalled might have been affected by the ease/difficulty of the words in the list rather than the influence of mood (AO2, 1).

- | |
|---|
| (d) The psychologist used opportunity sampling, rather than random sampling, to select the original 50 people for this study. |
| (i) Outline what is meant by <i>random sampling</i> . (2 marks) |

[AO1 = 2, AO2 = 0]

AO1 Two marks for stating that random sampling means that every member of the target population (AO1, 1) has an equal chance of being selected (AO1, 1).

- (d) (ii) Explain why random sampling might be a better technique to use than opportunity sampling. (2 marks)

[AO1 = 0, AO2 = 2]

AO2 One mark for explaining why the technique might be better, eg, ensures there is no bias in selection of participants. One further mark for relation to opportunity sampling, eg, where bias can occur in the selection of participants.

- (e) The questionnaire used to measure mood state contained both closed and open questions.
- (i) Write **one** closed question that might be used to obtain information about a person's mood state. (1 mark)

[AO1 = 0, AO2 = 1]

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

Possible answer: Are you unhappy? (Yes/No)

- (e) (ii) Write **one** open question that might be used to obtain information about a person's mood state. (1 mark)

[AO1 = 0, AO2 = 1]

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

Possible answer: Describe how happy you feel right now.

- (e) (iii) Outline **one** disadvantage of using questionnaires in psychological research. (2 marks)

[AO1 = 2, AO2 = 0]

AO1 One mark for identification of the disadvantage eg, bias due to self-report data and/or social desirability; hard to score if open questions are used.

One further mark for an outline of the disadvantage identified.

Possible answer:

A disadvantage of using questionnaires in psychological research is that they are based on self-report data (AO1, 1). The data may therefore be biased by the motivation levels of the respondents (AO1, 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

(a) (i) State what is meant by a <i>sex-role stereotype</i> . (1 mark)
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[AO1 = 1, AO2 = 0]

AO1 One mark for correct identification of the term, eg a belief about what is considered appropriate and typical behaviour for males and females.

(ii) Briefly describe how the birthday card above (Figure 2) might influence a five-year-old girl's understanding of gender roles. (2 marks)

[AO1 = 2, AO2 = 0]

AO1 Two marks for an appropriate description, eg a girl of five years may identify with the female stereotype in the card (AO1, 1) and believe that this is how she/other females should behave as a girl (AO1, 1).

Credit references to male stereotypes who do not behave in this way.

(b) Distinguish between the terms <i>sex</i> and <i>gender</i> . (3 marks)
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[AO1 = 2, AO2 = 1]

AO1 One mark for identification of each term. For example, sex refers to the biological differences between males and females (AO1, 1). Gender refers to the social role/cultural attributes associated with the two sexes (AO1, 1).

AO2 One mark for distinction between the terms. For example, where gender can change, sex does not (AO2, 1).

Alternatively credit candidates who provide three valid distinction points.

(c) Billy is having a conversation with his sister, Sadie. Billy says that he is much better than her at playing football because he is a boy. Sadie disagrees. She says, "It's nothing to do with you being a boy. It's because you go to football training every Saturday morning."

State what is meant by <i>nature</i> and <i>nurture</i> in relation to gender. Refer to Billy and Sadie's conversation in your answer. (4 marks)
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[AO1 = 2, AO2 = 2]

AO1 One mark each for correct identification of the terms in relation to gender. For example, nature refers to the belief that gender differences in behaviour are determined by genetic and hormonal factors (AO1, 1). Nurture refers to the idea that gender differences are a result of social and cultural factors, ie 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, Billy thinks he is good at football because of nature – he is a boy. However, Sadie thinks Billy is good at football because he goes to football training every Saturday morning – nurture.

(d) Describe and discuss the use of content analysis to investigate gender. Refer to empirical evidence in your answer. (10 marks)

[AO1 = 5, AO2 = 5]

AO1 Up to five marks for description of the use of content analysis to investigate gender. Content analysis is used to observe communication in the media. The form of this communication may be visual or verbal, interpersonal as in a conversation, or one-way as in books, films or cartoons. Psychologists may select a type of behaviour and observe this behaviour in books, films or cartoons – recording evidence of its occurrence using a pre-determined coding system. Features of the content analysed, that correspond to the pre-selected categories, are then counted and the frequency with which they occur is used to help identify patterns of behaviour. Credit up to two marks for description of relevant evidence.

AO2 Up to five marks for identification and description of issues in relation to the method and/or gender. Candidates may choose to focus on methodological issues, eg the coding of content according to pre-determined categories. Certain categories of behaviour can be selected to analyse. The issue of subjectivity of scoring processes and the problems this causes may be discussed. Ethical issues such as confidentiality may be raised. Candidates may refer to studies by Manstead and McCulloch (1981); Lobban (1974) where her use of pre-determined categories and material analysed was taken out of its social context. However, although these researchers are not criticised specifically, the method of content analysis in general is. Credit use of relevant evidence.

Maximum 6 marks if no reference to empirical evidence

Maximum 6 marks if no reference to gender

Mark Bands

8 – 10 marks **Good answers**
The candidate will have accurately described the use of content analysis to investigate gender. Discussion of the use of the method with reference to empirical evidence is presented throughout the response and with focus on the question. The answer is mostly relevant with little misunderstanding.

4 – 7 marks **Average answers**
The candidate correctly describes the use of content analysis to investigate gender. At the top of the band, discussion will be present albeit limited. For 7 marks, there must be reference to empirical evidence. The response may be slightly inaccurate and/or irrelevant.

At the bottom of the band, the candidate should describe the use of content analysis. There may be some reference to gender, but the response lacks relevance in relation to the use of the method. Discussion may be little more than a comment. At the bottom of the band, there may be no reference to empirical evidence.

1 – 3 marks

Poor answers

The candidate may have referred to the use of content analysis but there are inaccuracies in the explanation. No specific relation to gender is present in the response. 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) Name **one** sex hormone and give an example of how this hormone might affect a person's behaviour. *(2 marks)*

[AO1 = 1, AO2 = 1]

AO1 One mark for correct identification of a sex hormone, eg testosterone; oestrogen.

AO2 One mark for an appropriate example of the effect of this hormone on male or female behaviour.

Possible answers:

Testosterone (AO1, 1). The effect of this hormone may be in terms of increased aggression (AO2, 1).

Oestrogen (AO1, 1). The effect of this hormone may give rise to pre-menstrual tension (PMT) (AO2, 1).

(b) Outline **two** criticisms of the psychoanalytic explanation of gender development. *(4 marks)*

[AO1 = 4, AO2 = 0]

AO1 One mark for each criticism identified.

One further mark for elaboration of each criticism identified. This may be in the form of justification or illustration.

Likely answers: lack of empirical support for the Oedipus/Electra complex; the Oedipus complex arose from Freud's own self-analysis; Freud's use of the case study of Little Hans as evidence is questionable; the age at which gender identity occurs; the gender identity which emerges is a response to the father.

(c) Victoria is five years old and she is different from other girls of her age. She is smaller in height and has a webbed neck. At school, her teachers have commented that she has good verbal skills but her mathematical skills are poor. Medical tests have revealed that Victoria has a sex chromosome pattern XO.

(i) Name the atypical sex chromosome syndrome described above. *(1 mark)*

[AO1 = 1, AO2 = 0]

AO1 One mark for the correct identification of the syndrome.

- Turner's syndrome.

(ii) Identify how Victoria's sex chromosome pattern differs from that of most girls. (1 mark)

[AO1 = 1, AO2 = 0]

AO1 One mark for the correct identification of the typical sex chromosome pattern for girls, eg most girls have a sex chromosome pattern XX.

(iii) Explain how studying people like Victoria can contribute to our understanding of gender. (2 marks)

[AO1 = 0, AO2 = 2]

AO2 Two marks for an appropriate explanation.

Possible answer:

By studying people with atypical sex chromosomes and comparing their development with that of people with typical sex chromosomes (AO2, 1), psychologists are able to make inferences as to what aspects of gender behaviour are genetic (AO2, 1).

(d) Describe and discuss the cognitive explanation of gender development. Refer to **at least one** study in your answer. (10 marks)

[AO1 = 5, AO2 = 5]

AO1 Up to five marks for description in detail of the cognitive explanation of gender development. Candidates are likely to refer to Kohlberg's theory, where a child's understanding of their own gender concept becomes more sophisticated with age. The three stages of gender development are:

Gender Identity – around two years, where a child is simply able to label his/her own sex correctly and to identify other people as boys or girls.

Gender Stability – between three-and-a-half and four-and-a-half years, where a child understands that he/she stays the same sex throughout life.

Gender Constancy – between four-and-a-half and seven years, where a child understands that someone stays the same biological sex even though she/he may appear to change by wearing different clothes, for example.

Alternatively, candidates may refer to Martin and Halverson (1983) regarding gender schema theory. Damon (1977) with regard to demonstrating how a child's understanding of gender develops with age. Credit up to two marks for description of relevant evidence.

AO2 Up to five marks for discussion. Candidates may discuss how Kohlberg’s theory may be more descriptive than explanatory. The theory does not account for individual differences in a child’s understanding of masculinity/femininity. Candidates should make reference to at least one gender study in their response, eg Slaby and Frey (1975) showed how pre-school children rated as having a gender constancy actively sought information in developing gender-appropriate behaviour. Maccoby (1980) found that 3-year-olds learn many gender-role stereotypes long before they attend to same-sex models. Money and Erhardt (1972) claimed that gender reassignment was difficult after the age of three. Credit use of relevant evidence.

Candidates may contrast the cognitive explanation of gender development with the biological approach – genetic and hormonal factors cause gender-appropriate behaviours. The social learning explanation advocates that the development of a child’s schema is a result of reinforcement and modelling.

Credit should only be given if the inclusion of other approaches is used to evaluate the cognitive approach.

Maximum 6 marks if no reference to a study

Mark Bands

8 – 10 marks **Good answers**
Candidates will have provided an accurate description of the cognitive explanation of gender development. The discussion is presented in detail and with reference to at least one gender study. The answer is mostly relevant with little misunderstanding.

4 – 7 marks **Average answers**
At the top of the band, candidates will demonstrate reasonable understanding of the cognitive explanation of gender development. There will be discussion of the explanation and reference to at least one study for 7 marks. There may be some inaccuracy and/or irrelevance.

At the bottom of the band, candidates will have presented largely descriptive answers. There may be some discussion of the cognitive explanation but this is little more than a comment. The response may not focus heavily on explaining gender.

1 – 3 marks **Poor answers**
Candidates will present a response that does not go beyond identifying and describing the cognitive explanation of gender development. The response is likely to be limited and/or poorly focused.

Total AO1 marks for Question 5: 12

Total AO2 marks for Question 5: 8

Total marks for Question 5: 20

ASSESSMENT OBJECTIVE GRID – PYB1: INTRODUCING PSYCHOLOGY

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