



## **General Certificate of Education**

# **Psychology 5186** *Specification B*

## **Unit 1 (PYB1) Introducing Psychology**

# **Mark Scheme**

*2007 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.

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# 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) Outline **one** way in which Wundt contributed to the development of psychology. (2 marks)****[AO1 = 2, AO2 = 0]**

**AO1** One mark for identification of a relevant contribution.  
Two marks for identification and clear elaboration of the contribution.

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

**(b) (i) Briefly explain **one** assumption of the humanistic approach in psychology. (2 marks)****[AO1 = 1, AO2 = 1]**

**AO1** One mark for identification of an appropriate assumption.

**AO2** One mark for elaboration of the assumption.

Likely assumptions: each person is unique; free will; holistic perspective; self-actualisation; unconditional positive regard; client-centred therapy; rejection of science.

**(b) (ii) Briefly explain **one** assumption of the cognitive approach in psychology. (2 marks)****[AO1 = 1, AO2 = 1]**

**AO1** One mark for identification of an appropriate assumption.

**AO2** One mark for elaboration of the assumption.

Likely assumptions: humans as information processors; comparison of the mind to a computer; information-processing approach (S-O-R); mental processes can be investigated scientifically; active organisation and manipulation of information.

**(c) Outline what psychologists mean by common-sense **and** scientific explanations. Use an example to illustrate the difference between these two types of explanation. (4 marks)****[AO1 = 2, AO2 = 2]**

**AO1** One mark for appropriate detail about each explanation.

Possible answer: Common-sense explanations are based on collective wisdom (AO1, 1) whereas scientific explanations involve the use of an empirical approach (AO1, 1).

**AO2** One mark for the scientific aspect presented in the example.  
One mark for the common-sense aspect presented in the example.

Note: Candidates may be awarded two marks for presenting either one example, or two different examples to illustrate the difference between the explanations.

Possible answer: An example of a common-sense explanation is the view that everyone knows that women are more emotional than men (AO2, 1). Scientific psychology would test the validity of this view by conducting research to see if men and women differed in such a way (AO2, 1).

(d) Describe and discuss the behaviourist approach in psychology.	<i>(10 marks)</i>
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**[AO1 = 5, AO2 = 5]**

- AO1** Up to five marks for description in detail of the features of the behaviourist approach. Features could include – behaviour is determined by the environment; reference to the laws of learning; principles of operant and classical conditioning; controlled experimental studies; learning in animals; observable behaviour, not minds, should be studied if psychology is to be an objective science. Credit up to two marks for description of relevant evidence and/or studies.
- AO2** Up to five marks for discussion. Candidates may choose to discuss general strengths and/or limitations of the behaviourist approach. For example, in terms of the strengths, candidates may state how behaviourism contributed to psychology with its scientific and experimental methodology. Behaviourism has produced many practical applications, eg treatment of phobias. In terms of the limitations, for example, candidates may state how behaviourism ignores the nature side of the nature-nurture debate. Candidates may choose to discuss the behaviourist approach in relation to other approaches in psychology. For example, cognitive psychologists criticise the behaviourist approach for ignoring important mental processes involved in learning. The rejection of conscious mental experience was heavily criticised by the humanistic approach. Credit the use of relevant evidence and/or studies.

## Mark Bands

### 10 - 8 marks **Good answers**

The answer shows accurate description and thorough discussion of the features of the behaviourist approach in psychology. The answer is mostly relevant with little misunderstanding.

### 7 - 4 marks **Average answers**

At the top of the band, features of the behaviourist approach are described, though the answer may lack some detail. Discussion will be evident. There may be some inaccuracy and/or irrelevance.

At the bottom of the band, the answer will be largely descriptive. Discussion may be little more than a comment.

### 3 - 1 marks **Poor answers**

The answer shows limited understanding of the behaviourist approach. The answer is likely to be poorly focused.

Total A01 marks for Question 1 = 11

Total A02 marks for Question 1 = 9

**Total marks for Question 1 = 20**

2

**Total for this question: 20 marks**

(a) Outline <b>one</b> difference in function between a motor neuron and a sensory neuron. (2 marks)
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**[AO1 = 2, AO2 = 0]**

**AO1** One mark for identification of an appropriate function of a motor/sensory neuron.  
Two marks for elaboration of the difference in function between these two types of neuron.

Possible answer: The function of a motor neuron is to carry information from the central nervous system to the muscles/glands/effectors (AO1, 1), whereas the function of a sensory neuron is to carry information from the sense organs to the central nervous system (AO1, 1).

(b) What is meant by the terms <i>genotype</i> and <i>phenotype</i> ? Use an example to illustrate the difference between them. (4 marks)
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**[AO1 = 2, AO2 = 2]**

**AO1** One mark for correct definition of each term.

Possible answer: Genotype refers to a person's genetic make-up (AO1, 1). Phenotype refers to a person's characteristics that are determined by genetics and the environment (AO1, 1).

**AO2** One mark for evidence of genotype presented in the example.  
One mark for evidence of phenotype presented in the example.

Note: Candidates may be awarded two marks for presenting either one example, or two different examples to illustrate the difference between the terms.

Possible answer: PKU is an example of a disorder caused by a defective gene resulting in severe learning difficulties (AO2, 1). However, if identified early, and treated with a special diet, individuals show normal levels of intelligence (AO2, 1).

Credit other likely examples such as intelligence; schizophrenia.

(c) Briefly discuss <b>one</b> limitation of the biological approach in psychology. (4 marks)
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**[AO1 = 2, AO2 = 2]**

**AO1** One mark for identification of an appropriate limitation.  
Two marks for identification and elaboration of an appropriate limitation.

Likely limitations: reductionist; undervalues nurture; deterministic; does not adequately explain how the mind and body interact; problems in extrapolation from animal research.

**AO2** Two marks for discussion of the limitation. This may be in the form of justification/illustration/ counter-criticism.

- (d) Ben and his friends are at a theme park. They are waiting in a queue to ride a terrifying rollercoaster. Ben starts to feel sick and his hands become hot and sticky. As he moves near to the front of the queue, he feels his heart pounding. After the ride, Ben feels very thirsty and tired.

Describe the role of the autonomic nervous system (ANS) **and** the adrenal glands in a stressful situation. Use this knowledge to explain Ben's responses before **and** after the rollercoaster ride. (10 marks)

**[AO1 = 5, AO2 = 5]**

**AO1** Up to five marks for description of the role of the ANS and adrenal glands in a stressful situation. For example, the ANS transmits information to and from internal organs. It is sub-divided into two further systems: the sympathetic nervous system, which increases bodily activities in a stressful situation, eg increases heart rate, and the parasympathetic nervous system, which decreases bodily activities that have been activated during the stressful situation, eg decreases action of adrenal glands. The adrenal glands operate in parallel to the autonomic nervous system in a stressful situation. For example, the adrenal glands are stimulated to release adrenaline through the bloodstream. Credit fight or flight response. Credit up to two marks for description of relevant evidence and/or studies.

**AO2** Up to five marks for application to the stimulus material. There are five different points in the stimulus material relating to the actions of the ANS and the adrenal glands. However, candidates may receive more than one AO2 mark for a response that is explained in detail.

1. "he starts to feel sick". Candidates should refer to the action of the adrenal glands. Adrenaline prepares the body for action and in doing so, reduces blood flow to organs such as the gut.
2. "his hands become hot and sticky". Candidates should refer to the activity of the sympathetic nervous system. Blood is diverted to the muscles for energy. As a result, the body sweats to allow heat energy to be lost from the surface of the skin. It is the body's cooling mechanism.
3. "he feels his heart pounding". Candidates should refer to the activity of the sympathetic nervous system. An increase in cardiac output means blood is pumped around the body faster – delivering essential oxygen and nutrients to the muscles.
4. "feels very thirsty". Candidates may refer to the activity of the parasympathetic nervous system. This system acts to restore the activities of the body that have been increased by the sympathetic nervous system, ie inhibiting saliva production. The parasympathetic nervous system stimulates saliva production.
5. "he feels very...tired". Candidates should refer to the activity of the parasympathetic nervous system. This system acts to restore and/or conserve bodily energy that has been used during sympathetic activity.

**Maximum 6 marks if only reference to ANS or adrenal glands**  
**Maximum 6 marks if no reference to stimulus material**

## Mark Bands

### 10 - 8 marks **Good answers**

The answer shows accuracy in describing the role of the ANS and adrenal glands in a stressful situation. The answer refers to the points in the stimulus material with accuracy. The answer is mostly relevant with little misunderstanding.

### 7 – 4 marks **Average answers**

At the top of the band, the answer refers to the role of the ANS and the adrenal glands, though it may lack some detail. There is reference to the points in the stimulus material though there may be some inaccuracy and/or irrelevance.

At the bottom of the band, the answer may refer only to the role of the ANS or adrenal glands. Reference to the stimulus material may be limited.

### 3 - 1 marks **Poor answers**

The answer demonstrates a basic understanding of the role of the ANS or adrenal glands. Any reference to the stimulus material may be in terms of restatement. The answer is likely to be poorly focused.

Total A01 marks for Question 2 = 11

Total A02 marks for Question 2 = 9

**Total marks for Question 2 = 20**



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**SECTION B: RESEARCH METHODS****3****Total for this question: 20 marks**

(a) (i) What is meant by a <i>case study</i> ?	(1 mark)
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**[AO1 = 1, AO2 = 0]****AO1** One mark for correct definition of the method.

Possible answer: A case study is an in-depth study of an individual/group/small institution (AO1, 1).

(ii) Explain <b>one</b> strength of the case study method.	(2 marks)
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**[AO1 = 1, AO2 = 1]****AO1** One mark for an appropriate strength of the case study method.**AO2** One mark for elaboration of the strength.

Likely strengths: describe changes which happen over time; study of unique individuals; used to contradict a theory; qualitative rather than quantitative data.

Possible answer: A strength of the case study method is that it provides greater detail of an individual's behaviour (AO1, 1) unlike an experiment, which tends to provide a 'snapshot' of an individual's behaviour (AO2, 1).

- (b) The psychologist used the offender's family as a source of information about the offender's childhood.

Apart from ethical issues, identify and explain **one** problem of using this source of information.

(3 marks)

[AO1 = 1, AO2 = 2]

**AO1** One mark for identification of an appropriate problem.

Likely answers: The information provided is biased; retrospective or similar; socially desirable answers; validity; reliability, etc.

**AO2** Two marks for explanation in relation to this study.

Possible answer: In terms of retrospection, the offender's family have to recall past events and experiences which they may 'alter' (AO2, 1). This might therefore reduce reliability in the information provided (AO2, 1).

- (c) Distinguish between a *structured* and an *unstructured* interview.

(3 marks)

[AO1 = 2, AO2 = 1]

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

Possible answer: A structured interview often 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.

Likely differences: control of data, ie questions are phrased in order to elicit particular type of data; ease of analysis of data; data that are irrelevant to purpose of interview.

- (d) The psychologist conducted a number of overt observations of the offender's behaviour in various prison situations.

(i) What is meant by *overt observation*?

(1 mark)

[AO1 = 1, AO2 = 0]

**AO1** One mark for correct definition of the method.

Possible answer: An overt observation is where the observers themselves, or their purpose are disclosed to the participant(s) (AO1, 1).

- (ii) Outline **one** methodological problem that might arise when just one psychologist observes a person's behaviour. (2 marks)

**[AO1 = 2, AO2 = 0]**

**AO1** One mark for identification of a relevant problem, eg observer bias; reliability of observations or similar.

One further mark for an outline of the problem raised, eg the researcher may look for a particular behaviour which fits with his/her expectations.

- (iii) Explain how the problem you have identified in (d) (ii) can be overcome. (2 marks)

**[AO1 = 0, AO2 = 2]**

**AO2** Two marks for explanation of how the problem can be overcome.

For example, introduce another psychologist to observe the same behaviour (AO2, 1). Comparison of both observation records will check for reliability in the behaviour observed (AO2, 1).

- (iv) Explain **one** advantage of conducting an observation in a natural setting compared with an observation in a laboratory setting. (3 marks)

**[AO1 = 2, AO2 = 1]**

**AO1** One mark for identification of an appropriate advantage.  
Two marks for elaboration of the advantage.

Likely advantages: high ecological validity; participants respond naturally; observations are more holistic, etc.

**AO2** One mark for comparison of the advantage identified in AO1 to conducting an observation in a laboratory setting.

- (e) Identify and explain **one** ethical issue the psychologist should have considered before conducting this study. (3 marks)

**[AO1 = 1, AO2 = 2]**

**AO1** One mark for identification of an appropriate ethical issue, eg consent; confidentiality, etc.

**AO2** Two marks for explanation of the ethical issue identified. For example, in terms of consent, the psychologist wanted to access the offender's school reports and medical notes (AO2, 1). The psychologist should therefore have obtained consent from the offender, eg in the form of a signed letter (AO2, 1).

Total A01 marks for Question 3 = 11

Total A02 marks for Question 3 = 9

**Total marks for Question 3 = 20**

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

(a) Using an example, outline what is meant by a <i>sex-role stereotype</i> .	(3 marks)
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**[AO1 = 2, AO2 = 1]****AO1** Two marks for recognition of the term.

Possible answer: A sex-role stereotype is a belief/attitude/view (AO1, 1) about what is typical and appropriate behaviour for males or females (AO1, 1).

**AO2** One mark for an appropriate example.  
For example, the role of a male is to work and provide for his family (AO2, 1).

(b) Describe what is meant by the term <i>cultural diversity</i> in relation to gender.	(3 marks)
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**[AO1 = 3, AO2 = 0]**

**AO1** One mark for basic outline of the term.  
Two marks for clear outline of the term.  
Three marks for clear outline with appropriate reference to gender.

Possible answer: Cultural diversity refers to the difference in values, beliefs and behaviours (AO1, 1) which exist between groups or communities of different ethnicity (AO1, 1). These groups may hold norms/values which differ according to their perception of gender appropriate behaviour and roles (AO1, 1).

Credit use of appropriate example to illustrate the term.

(c) Hassan is four years old. His nursery teacher has noticed that he likes to play with building blocks and construction toys. When Hassan was asked by his nursery teacher what he would like to be when he grows up, Hassan replies, "I want to be a builder 'cos I'm a big, strong boy."
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Outline what is meant by the terms <i>gender identity</i> and <i>gender role</i> . Refer to the comments made by Hassan in your answer.	(4 marks)
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**[AO1 = 2, AO2 = 2]****AO1** One mark each for correct identification of the terms.

Possible answer: Gender identity refers to the sense that males and females have of whether they are masculine or feminine/they can label their own sex (AO1, 1). Gender role refers to a part which males and females might expect to play in a given situation (AO1, 1).

**AO2** Two marks for reference to the stimulus material which illustrates the terms.

Gender identity refers to Hassan stating that he is a boy (AO2, 1). Gender role refers to Hassan stating that he wants to be a builder (AO2, 1).

- (d) Describe and discuss the use of cross-cultural research in studying gender. Refer to **at least one** cross-cultural study of gender in your answer. (10 marks)

**[AO1 = 5, AO2 = 5]**

- AO1** Up to five marks for description of the technique and use of cross-cultural research. Cross-cultural research involves studying different cultures. The research often features observation; the same type of behaviour, eg parenting is compared in two or more different cultures. If behaviour is found to be similar across cultures then this leads psychologists to conclude that differences in behaviour are biologically based. However, if behaviour is found to be different across cultures, then psychologists may conclude that these behaviours are nurtured by the environment. Cross-cultural research is therefore useful as it contributes to the nature-nurture debate in psychology. Credit up to two marks for description of relevant evidence and/or studies.
- AO2** Up to five marks for discussion in relation to gender. Discussion may focus on the importance of discovering innate, universal gender behaviours, for example. Candidates may refer to cross-cultural studies of gender such as Mead (1935) who concluded that gender is culturally determined. Comparison to Western cultures allows for a greater understanding of cultural diversity (Fromboise, Heyle and Ozer, 1990). Hargreaves (1986) observed that sexual division of labour varied between cultures. Candidates may also be credited for raising methodological and/or ethical issues in relation to cross-cultural research. For example, Mead may be criticised in terms of invasion of privacy and cultural bias. Castleden and Kurszewski (2000) state that cultural bias may be overcome by including at least one member of the culture being studied in the research team. Credit use of relevant evidence and/or studies.

**Maximum 6 marks if no reference to a gender study**

### Mark Bands

#### 10 - 8 marks **Good answers**

The answer shows accurate description of the use of cross-cultural research in studying gender. Discussion of the method with reference to at least one gender study is accurately presented throughout the answer and with focus on the question. The answer is mostly relevant with little misunderstanding.

#### 7 – 4 marks **Average answers**

At the top of the band, there is description of the use of cross-cultural research in studying gender. For 7 marks, there must be reference to at least one gender study. The answer may be slightly inaccurate and/or irrelevant.

At the bottom of the band, there is description of the use of cross-cultural research. There is some reference to gender, but the answer may lack relevance in relation to the use of the method. Discussion may be little more than a comment. There may be no reference to a gender study

#### 3 - 1 marks **Poor answers**

There may be reference to the use of cross-cultural research but there are inaccuracies in the explanation. No specific relation to gender is present in the answer. The answer is likely to be poorly focused.

Total A01 marks for Question 4 = 12

Total A02 marks for Question 4 = 8

**Total marks for Question 4 = 20**

**5****Total for this question: 20 marks**

<b>(a)</b>	<b>(i)</b> Give <b>one</b> typical sex chromosome pattern.	<i>(1 mark)</i>
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**[AO1 = 1, AO2 = 0]**

AO1 One mark for a correct typical sex chromosome pattern.

Likely answers:        XY (Male)  
                               XX (Female)

	<b>(ii)</b> Give <b>one</b> atypical sex chromosome pattern.	<i>(1 mark)</i>
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**[AO1 = 1, AO2 = 0]**

AO1 One mark for a correct atypical sex chromosome pattern.

Likely answers:        XXY (Klinefelter's syndrome)  
                               XO (Turner's syndrome)

Credit other atypical sex chromosome patterns, eg XYY.

<b>(b)</b>	Kohlberg proposed three stages of gender development.
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Read the following statements.

- A** A child understands that someone stays the same biological sex even though he/she may change in appearance.
- B** A child understands that people stay the same sex throughout life.
- C** A child understands that people can change sex by changing their appearance.
- D** A child is able to label his/her own sex correctly.

In your answer book, write down which statement (**A**, **B**, **C** or **D**) is a correct definition of the following:

- (i) gender identity;
- (ii) gender stability;
- (iii) gender constancy.

Label your answers clearly.

*(3 marks)***[AO1 = 0, AO2 = 3]**

- AO2** (i) A child is able to label his/her own sex correctly. (D)
- (ii) A child understands that people stay the same sex throughout life. (B)
- (iii) A child understands that someone stays the same biological sex even though he/she may change in appearance. (A)

- (c) Describe **one** study in which the social learning theory of gender was investigated. Indicate in your answer why the study was conducted, the method used, results obtained and conclusion drawn. (5 marks)

**[AO1 = 5, AO2 = 0]**

**AO1** Any appropriate study in which the social learning theory of gender was investigated, eg Smith and Lloyd (1978); Fagot (1985); Janis and Janis (1976); Langlois and Downs (1980); Bandura (1965).

Note: Candidates may receive a maximum of two marks for general description of Bandura's study, ie no application to gender.

One mark – why the study was conducted (must go beyond the stem).

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 descriptive results (or credit evaluative point as long as it provides additional descriptive information).

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

**[AO1 = 5, AO2 = 5]**

**AO1** Up to five marks for description in detail of a psychoanalytic explanation of gender development. Candidates are likely to describe Freud's theory of gender development. Candidates may focus on the role of the parents in the acquisition of gender; identification during the phallic stage of psychosexual development; Oedipus and Electra complexes. Credit up to one mark for description of relevant studies, eg Little Hans.

**AO2** Up to five marks for discussion of the psychoanalytic explanation of gender development. Candidates may refer to the work of Chodorow, who assumes that the early mother-child relationship forms the basis of gender identity. Candidates may be credited for reference to other explanations of gender development in contrast to psychoanalytic theory. For example, 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. The psychoanalytic explanation emphasises the conscious/unconscious in gender acquisition which is in contrast to social learning theory. The benefits of the psychoanalytic explanation such as emphasising the role of the parents in gender development may be illustrated by reference to the limitations of the biological explanation. Credit use of relevant studies.

## **Mark Bands**

### **10 - 8 marks Good answers**

The answer shows accurate and detailed description of the features of a psychoanalytic approach to explaining gender. Discussion of the approach will be evident throughout the answer. The answer is mostly relevant with little misunderstanding.

### **7 – 4 marks Average answers**

At the top of the band, the answer shows an understanding of the features of a psychoanalytic approach though the features may lack some detail. There must be some discussion for 6 marks. There may be some inaccuracy and/or irrelevance.

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

### **3 - 1 marks Poor answers**

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

Total A01 marks for Question 5 = 12

Total A02 marks for Question 5 = 8

**Total marks for Question 5 = 20**



**AS/A PSYCHOLOGY SPECIFICATION B****ASSESSMENT OBJECTIVE GRID – UNIT 1: INTRODUCING PSYCHOLOGY – JUNE 2007**

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