



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

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# Mark scheme January 2004

## GCE

### Psychology B

### Unit PYB5

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## 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 12 marks. The following criteria should be applied in conjunction with the mark scheme.

**The awards of marks within a particular mark band can be achieved only if the criteria for the mark scheme and quality of written communication bands have been met.**

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 either the mark scheme or the quality of written communication, then s/he cannot be awarded marks in that band. The next lower band must then be considered.

## 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.

<b>Band 1</b>	Excellent Quality of Communication	The candidate will express complex psychology ideas extremely clearly and fluently. Sentences and paragraphs will follow on from one another smoothly and logically with appropriate use of psychological terminology. Presentation of psychological concepts and arguments will be consistently relevant and well structured. There will be few, if any errors of grammar, punctuation and spelling.
<b>Band 2</b>	Average Quality of Communication	The candidate will express moderately complex psychological ideas clearly and reasonably fluently, through well-linked sentences and paragraphs. Some, but not consistent, use of psychological terminology. Presentation of psychological concepts and arguments will be generally relevant and well structured. There may be occasional errors of grammar, punctuation and spelling.

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<b>Band 3</b>	Below Average Quality of Communication	The candidate will express straightforward psychological ideas clearly, if not always fluently. Sentences and paragraphs may not always be well connected. Use of psychological terminology may be limited. Presentation of psychological concepts and arguments may sometimes stray from the point or be weak. There may be some errors of grammar, punctuation and spelling, but not such as to suggest a weakness in these areas or to obscure the psychological meaning.
<b>Band 4</b>	Poor Quality of Communication	The candidate will express simple psychological ideas clearly, but may be imprecise and awkward in dealing with complex or subtle concepts. Use of mainly non-specialist language with little, if any, reference to psychological terminology. Presentation of psychological concepts and arguments may be of doubtful relevance or obscure. Errors in grammar, punctuation and spelling may be noticeable and intrusive, suggesting weaknesses in these areas and obscuring the psychological meaning.

**SECTION A: Perspectives in Psychology****1****Total for this question: 20 marks**

(a) Outline <b>two</b> features of the cognitive perspective in psychology.	(4 marks)
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**[4 marks: AO1 = 4, AO2 = 0]****AO1** Two marks for each feature.

One mark for identification and / or brief outline of a feature, eg cognitive psychologists believe that it is possible and desirable to study internal mental processes (1). Second mark for expansion, eg (mental processes) these are the processes that lie between the stimuli we receive and the responses we make such as memory or that the arrival of the computer made it possible to do so by providing a metaphor and the terminology needed.

Other features may include: information processing approach, scientific approach, active processing not passive responding.

Do not credit repeat of information in the two outlines. There may be some overlap but the use of information must be different.

(b) Outline and briefly explain <b>one</b> way in which classical and operant conditioning differ.	(4 marks)
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**[4 marks: AO1 = 2, AO2 = 2]**

**AO1** One mark for identifying a difference; involuntary/voluntary responses, eliciting a response in classical conditioning and emitting a response in operant conditioning, reinforcement in classical is 'neutral', in operant it is positive or negative, reinforcer precedes the response in classical but follows it in operant. One mark for a descriptive expansion of any of the above identified differences.

**AO2** Two marks for explanation which is complete and it is clear that the candidate understands why such a distinction exists between classical and operant conditioning, eg neutral v. positive or negative reinforcement, it is expected that the candidate will provide some illustration; in CC the UCS and CS connection works in basically the same way regardless of whether it is pleasurable (food) or aversive (electric shock) (1) mark. However in OC the responses that result in pleasurable outcomes (positive) and the removal of aversive ones (negative) are likely to be repeated whilst those that result in aversive outcomes are not. (1) mark.

One mark for a brief explanation or more extensive but not accurate.

Two marks for accurate, adequate detail and clear explanation demonstrating an understanding of why the distinction exists.

- (c) The principles of classical and operant conditioning are often referred to in psychology in order to explain behaviour.

Select **at least two** topic areas that you have studied in psychology and discuss how well conditioning explains behaviour in these areas. (12 marks)

**[12 marks: AO1 = 4, AO2 = 8]**

**AO1** Up to 4 marks for knowledge and understanding of the principles of conditioning or the chosen behaviours or relevant details of the topic areas. This may include details of reinforcement, associative learning, learning from the environment, role of nurture, consequences of behaviour. Possible topic areas and behaviours may include; language acquisition, acquisition of phobias, moral development, gender role identity, attraction, attachment, aggression, prejudice etc. Candidates may choose to select behaviours and topic areas where the principles of conditioning are challenged such as imitation, imprinting, insight learning/problem solving, latent learning. This interpretation of the question is also legitimate.

**AO2** These marks are to be awarded for analysis, evaluation and application of the principles of conditioning to the behaviours selected. Roughly 4 marks for each topic area. It is expected that candidates will select a topic area, identify the behaviour to be discussed and apply the principles of conditioning making clear how well the behaviour can be explained by the principles. If candidates select several examples credit can be given for breadth as long as the information given demonstrates AO2 skills. Reference to studies should be credited providing it is made relevant.

**Maximum of 7 marks if only one topic area referred to.**

**Maximum of 5 marks if no topic area referred to.**

### Mark Bands

**12 – 10 marks    Excellent answers**

The relevant principles of conditioning are clearly identified and applied to topic areas. There is adequate descriptive information provided which is both relevant and accurate. Analysis shows a very sound understanding of the principles and application to behaviour/topic area is appropriate. It is clear how successful the principles of conditioning are in explaining the behaviour. A good breadth of knowledge and understanding is shown and the answer is organised. A line of argument is clear and the discussion is balanced.

**9 – 7 marks    Good to average answers**

A generally accurate response but less analysis than for the top band. An attempt to apply the principles of conditioning to at least two topic areas is made, some analysis attempted and discussion in terms of how well conditioning explains behaviour is adequate for both topic areas or good for at least one. Discussion must be present in the answer but will lack the balance of the top band. Most of the answer is focused but there may be some irrelevance and/or minor misunderstanding.

**6 – 4 marks****Average to poor answers**

A generally descriptive response with some outline of the principles of conditioning and the behaviour/topic area. There will be little analysis and discussion will be weak. There will be a minimal attempt at explanation at the top end. At the bottom end of the band a topic area may not be included or there may be some confusion. Descriptive responses covering Skinner, Pavlov and little else will fall into the bottom of this band.

**3 – 1 marks****Poor answers**

Some relevant points but no analysis. Answers will be brief; knowledge and understanding limited. There will be no attempt to link to topic areas. Structure of the answer may be weak, possibly a series of points.

**Synoptic assessment**

By being required to apply the behaviourist approach to topic areas, candidates are invited to make links with other modules both at AS and A2. The requirement to ‘discuss’ the statement will encourage candidates to reflect on most areas of the specification, allowing them to present arguments either way.

Total AO1 marks for Question 1: 10

Total AO2 for Question 1: 10

**Total marks for Question 1: 20 marks**

2

**Total for this question: 20 marks**(a) Outline what Freud meant by the *id* and explain why it comes into conflict with the *ego*. (4 marks)**[4 marks: AO1 = 2, AO2 = 2]****AO1** Two marks are for an outline of the *id* which is accurate. Possible answers may cover the following:

Primitive, instinctive part of personality  
 Demands immediate satisfaction  
 Motivated by the pleasure principle  
 Energised by biological and psychic energy  
 Unconscious

One mark for one correct point stated

Two marks for at least two correct points or some expansion of one

**AO2** Two marks for an explanation which is accurate and with some expansion. Credit appropriate examples of conflict.

One mark if explanation is brief and/or lacking in accuracy.

Ego operates on the reality principle. Controls the *id*'s drive for immediate satisfaction.Credit any answers that also bring in the fact that the ego has to arbitrate with the demands of the superego as well as those of the *id*.(b) Describe **two** features of **either** Rogers' **or** Maslow's person-centred approach. (4 marks)**[4 marks: AO1 = 4, AO2 = 0]****AO1** Up to one mark for identifying both features and the remaining three marks for accurate descriptive detail which must cover both features. Maximum of 3 marks if only one feature identified and described.

For Maslow, answers will most probably deal with his hierarchy of needs. Four marks can be given for an answer dealing with the hierarchy alone as long as the candidate identifies two features, eg (a) reference to the motive for self-actualisation and (b) the understanding that higher needs will emerge when lower needs are satisfied. Descriptive detail could include reference to growth needs and deficiency needs, characteristics of a self-actualised individual or details of the hierarchy.

As the question asks for "approach", credit, as a feature, answers dealing with the general approach such as the importance of self-awareness to psychological well-being.

For Rogers, allow marks for an accurate description which could be about theory or therapy or 'approach'.

Answers will probably refer to the 'self' or the need for positive regard (unconditional) or the basic 'actualising tendency'. Descriptive detail could include reference to problems of incongruence (and the possible implications for therapy), the focus on free will, personal responsibility, growth and fulfilment or features of CCT.

- (c) Discuss **two** limitations of the humanistic perspective in psychology. Refer to **at least one** other perspective in your answer. (12 marks)

**[12 marks: AO1 = 4, AO2 = 8]**

**AO1** Up to 4 marks for description of the limitations of the humanistic perspective or for relevant basic assumptions and descriptive detail of strengths/weaknesses of another perspective chosen for comparison. Most likely limitations will probably cover the rejection of science, the difficulty of testing humanistic concepts empirically, the limitations of therapy, the focus on conscious experience and on current experiences, the problem with free will in opposition to the deterministic laws of science, the adoption of an idiographic approach and its limited application to other areas of psychology.

**AO2** These marks are to be awarded for analysis, evaluation and application of knowledge. Roughly 4 marks for each limitation. If candidates select several perspectives for comparison credit can be given for breadth as long as the information demonstrates AO2 skills and does not constitute a shopping list of different perspectives, making the same point. Credit reference to studies if relevant.

**Maximum of 7 marks if only one limitation addressed.**

**Maximum of 7 marks if no other perspective referred to.**

### Mark bands

**12 – 10 marks Excellent answers**

The two limitations are clearly identified, described in sufficient detail and accurately. Comparison is made with at least one other perspective appropriately, by way of illustration. Analysis shows a very sound understanding of each limitation and the reference to another perspective provides a very clear argument. A good depth of knowledge and understanding is shown and the answer is organised. A line of argument is clear for each limitation and the discussion is balanced.

**9 – 7 marks Good to average answers**

A generally accurate response but less analysis than for the top band. Two limitations are identified and there is reference to another perspective. Some analysis is attempted and discussion is adequate for both limitations or good for at least one. Unbalanced but otherwise good answers will fall into this band. Most of the answer is focused but there may be some irrelevance and / or minor misunderstanding. An excellent response dealing with just one limitation will fall at the bottom of this band. A response dealing with two limitations but without reference to another perspective can also fall at the bottom of this band. It is unlikely that an answer containing just one limitation and with no reference to another perspective will access the bottom of this band.

**6 – 4 marks      Average to poor answers**

A generally descriptive response with some outline of the limitations of the humanistic approach. Reference to another perspective may be absent or if present show little analysis. Discussion, if attempted, will be weak. Answers with just one limitation and with no reference to another perspective will fall into this band though at the top end there must be some analysis or discussion. Purely descriptive responses covering the basic assumptions of another approach and/or limitations of the humanistic approach can fall at the bottom of the band.

**3 – 1 marks      Poor answers**

Some relevant points but no analysis. Answers will be brief; knowledge and understanding limited. Structure of answer may be weak, possibly a series of points.

**Synoptic assessment**

By being required to assess the humanistic perspective in the context of at least one other, candidates are required to demonstrate a critical appreciation of the breadth of approaches in psychology. The requirement to discuss two limitations will encourage candidates to either make links with two other approaches or two areas within the humanistic approach and one other thus reflecting on topic areas or methodology in support of their answers.

Total AO1 marks for Question 2: 10

Total AO2 for Question 2: 10

**Total marks for Question 2: 20 marks**

**SECTION B: Debates in Psychology****3****Total for this question: 20 marks**

- |   |
|---|
| (a) (i) With reference to the scientific method, explain why some psychologists regard observable behaviour as the only appropriate information for their investigations. (4 marks) |
|---|

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

**AO1** Allow one mark for understanding of observable as objective or measurable or verifiable by others.

Allow one mark for conveying understanding of objectivity as a characteristic of the scientific method.

**AO2** Two marks for an explanation which makes clear that the candidate understands the importance of observable behaviour to the scientific approach. Answers will be expected to deal with the importance of objectivity as a characteristic of the scientific method and may include references to replicability and empirical data. Credit reference to the behaviourist approach. Credit a response which includes examples of approaches/techniques that do not focus on observable behaviour and why these are regarded as failing in terms of scientific rigour, eg introspection and psychoanalysis.

One mark for a brief explanation or more extensive but lacking in accuracy.

Two marks for accuracy and clear explanation demonstrating an understanding of the appropriateness, within the scientific approach, of studying observable behaviour to gain knowledge about people.

- |   |
|---|
| (ii) Outline what is meant by “subjective experience” and explain why some psychologists think that this is appropriate information for their investigations. (4 marks) |
|---|

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

**AO1** These marks are for demonstrating an understanding of what subjective experience means.

Two marks for an outline which is accurate with some expansion.

Unique perception of the world. Emphasis is on understanding events from the individual’s point of view rather than focusing on behaviour. Credit reference to phenomenology.

One mark if outline is brief and/or lacking in accuracy.

**AO2** These marks are for an explanation which is complete and it is clear that the candidate understands the importance of such experience to gain an understanding.

Answers along the lines of: one’s subjective experience of the world is an important and influential factor on one’s behaviour. Only by seeing the world from the individual’s point of view can we really understand why they act the way they do. Credit reference to the humanistic approach.

One mark for a brief explanation or more extensive but only partially accurate.

- (b) Describe and discuss **at least two** reasons a psychologist might give for preferring the scientific approach to a common-sense approach. Illustrate your answer with reference to any **one** topic that you have studied in psychology. (12 marks)

**[12 marks: AO1 = 6, AO2 = 6]**

**AO1** Up to six marks for showing knowledge and understanding of the scientific approach and how it differs from common-sense explanations. Marks can be allocated for descriptive information relating to reasons such as bias, lack of control, the need to find refuting evidence, theory and hypothesis testing etc. Allow a maximum of two marks for relevant descriptive information relating to the chosen topic area.

**AO2** Six marks are for analysis and discussion of the merits of the scientific approach in terms of prediction and understanding and application to a topic area. Any topic area can be credited though it must be clear why applying the scientific approach is of value in terms of understanding and prediction and why conclusions based on common-sense views can lead to false conclusions. Better answers may draw upon research which as a result of scientific enquiry did counter common-sense views such as Milgram's research into obedience, the work of Skinner on partial reinforcement, Festinger and cognitive dissonance, interpersonal attraction and contradictory proverbs etc.

**Maximum of 7 marks if only one reason given.**

**Maximum of 7 marks if no topic referred to.**

### Mark bands

**12 – 10 marks    Excellent answers**

The two reasons are clearly identified, described in sufficient detail and accurately. Comparison is made between the scientific approach and common sense. Analysis shows a very sound understanding of each reason and the reference to a topic area is appropriate and provides a very clear illustration and argument. A good depth of knowledge and understanding is shown and the answer is organised. A line of argument is clear for each reason and the discussion is balanced.

**9 – 7 marks    Good to average answers**

A generally accurate response but less analysis than for the top band. Two reasons are identified and there is reference to a topic area at the top of the band. Some analysis is attempted and discussion is adequate for both reasons or good for at least one. Unbalanced but otherwise good answers will fall into this band. Most of the answer is focused but there may be some irrelevance and/or minor misunderstanding. An excellent response dealing with just one reason will fall at the bottom of this band.

**6 – 4 marks      Average to poor answers**

A generally descriptive response with some outline of the reasons. Reference to a topic area may be absent or if present show little analysis. Discussion, if attempted, will be weak. Answers with just one reason and with no reference to a topic will most probably fall into this band though at the top end there will probably be some analysis or discussion.

**3 – 1 marks      Poor answers**

Some relevant points but no analysis. Answers will be brief; knowledge and understanding limited. Structure of answer may be weak, possibly a series of points.

**Synoptic assessment**

The question draws on knowledge gained in the AS Unit 1 as well as in this A2 Unit. It allows candidates to draw on their knowledge of the use of the scientific approach in the topic areas they have studied in any of the units as well as the two coursework units.

Total AO1 marks for Question 3: 10

Total AO2 for Question 3: 10

**Total marks for Question 3: 20 marks**

4

**Total for this question: (20 marks)**(a) Outline and briefly discuss **one** view of the mind-body relationship. (4 marks)**[4 marks: AO1 = 2, AO2 = 2]**

- AO1** Two marks for an outline of a view which is accurate and with some expansion. Possible answers will deal with monism or dualism and these broad views can be accepted as well as specific theories such as mentalism or interactionism. Possible response for two marks; centralist materialism identifies mental processes with physical processes in the central nervous system. Mental states are identical with physical states of the brain. One mark if outline is brief and/or lacking in accuracy. Credit illustrative information.
- AO2** Two marks for a discussion which is accurate and with some expansion. This may provide critical analysis of the view and/or evaluation or draw upon evidence for or against the view. One mark if discussion is brief and/or lacking in accuracy.

(b) Distinguish between holistic and reductionist explanations of behaviour. (4 marks)

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

- AO1** One mark each for knowledge and understanding of each term. Reductionism involves explaining a phenomenon by breaking it down into its constituent parts. Holism refers to any approach that emphasises the whole rather than their constituent parts.
- AO2** These two marks are for detailing one distinction between the two explanations or for two distinctions briefly made. Answers should refer to ‘explanations’. Possible distinctions may include; reductionism works on the scientific assumptions of parsimony so that complex phenomena should be explained by the simplest underlying principles possible. However holism in looking at higher level explanations does not ignore the emergent properties of phenomena; ‘the whole is greater than the sum of its parts’. Credit references to examples that illustrate. Credit also interactionist explanations of behaviour.

(c) Describe and discuss nomothetic and idiographic approaches to understanding human behaviour. Refer to **at least two** topic areas in psychology to illustrate your answer. (12 marks)**[12 marks: AO1 = 6, AO2 = 6]**

- AO1** Up to six marks for showing knowledge and understanding of the nomothetic and idiographic approaches. Marks can be allocated for descriptive information relating to each approach, both assumptions and methods. Idiographic (case study method) focuses in depth on an individual to gain a unique understanding. The nomothetic approach (large scale, preferably experimental method) investigates large groups of people to try to find general laws of behaviour. Credit references to perspectives such as humanistic (idiographic) and behaviourist (nomothetic). Allow a maximum of two marks for relevant descriptive information relating to the chosen topic areas.

**AO2** Six marks are for discussing and applying the approaches to topic areas. Any topic areas can be credited though it must be clear why applying these approaches is of value in terms of understanding behaviour. Credit references to studies that illustrate. A possible topic area for the idiographic approach may be the humanistic perspective and this should be accepted. Other examples could be taken from child development, clinical studies and Freud etc. The nomothetic approach will probably be applied to the behaviourist perspective (candidates will be expected to discuss the use of animals in research and the general laws of learning as applied to human behaviour). Other possible topic areas may be social and cognitive psychology.

**Maximum of 7 marks if only one approach discussed.**

**Maximum of 7 marks if no topic referred to.**

**Maximum of 9 marks if only one topic referred to.**

### Mark bands

**12 – 10 marks Excellent answers**

The two approaches are described in sufficient detail and accurately. The two topic areas are clearly identified. Analysis shows a very sound understanding of each approach and references to topic areas are appropriate and provide a very clear illustration and argument for each approach to an understanding of human behaviour. A good depth of knowledge and understanding is shown and the answer is organised and focused. A line of argument is clear for each approach and the discussion is balanced.

**9 – 7 marks Good to average answers**

A generally accurate response but less analysis than for the top band. The two approaches are described and discussed and there is reference to at least one topic area at the top of the band. Discussion is adequate for both approaches or good for at least one. Unbalanced answers will fall into this band. Most of the answer is focused but there may be some irrelevance and/or minor misunderstanding. An excellent response dealing with just one approach but no reference to a topic area can fall at the bottom of this band.

**6 - 4 marks Average to poor answers**

A generally descriptive response with some outline of the approaches. Reference to a topic area may be absent or if present show little analysis. Discussion, if attempted, will be weak. Answers dealing with just one approach or with no reference to a topic will most probably fall into this band.

**3 - 1 marks Poor answers**

Some relevant points but no analysis. Answers will be brief; knowledge and understanding limited. Structure of answer may be weak, possibly a series of points.

### Synoptic assessment

The question requires candidates to refer to topic areas which they have studied, for example cognitive, social, child development, learning theories, the humanistic perspective and relate to an overarching issue in psychology. The nomothetic v. idiographic approaches in psychology have to be appreciated as a general discussion point for psychology.

Total AO1 marks for Question 4: 10

Total AO2 for Question 4: 10

**Total marks for Question 4: 20 marks**

**SECTION C: Methods in Psychology****5****Total for this question: 20 marks**

(a) Suggest <b>one</b> reason why the psychologist used a bar chart to display the data.	<i>(2 marks)</i>
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**[2 marks: AO1 = 2, AO2 = 0]**

**AO1** Answers can deal with (a) why a graphical representation was chosen rather than a tabular one or measures of central tendency; results clear and immediately accessible or easy to interpret or (b) with the type of graphical representation chosen; non-continuous frequencies on X-axis.  
One mark for each correct point dealing with **one** reason.

(b) Explain what is shown by the data in <b>Figure 1</b> .	<i>(3 marks)</i>
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**[3 marks: AO1 = 0, AO2 = 2, AO3 = 1]**

**AO2** One mark for correct interpretation of the data displayed which must refer to differences in children's behaviour with peers and behaviour with adults.  
Less looking at both adults than at peer (1).

However very little touching of unfamiliar adult and child (1).

**AO3** One mark for explanation which involves an expansion and/or conclusion; data suggest they did respond differently to peers and to adults as the mean number of seconds looking at the peer was much greater than looking at the adults or any conclusion that the different behaviour shown towards adults and peers is looking and not touching.

(c) (i) Name an appropriate statistical test that the psychologist could have used.	<i>(1 mark)</i>
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**[1 mark: AO1 = 1, AO2 = 0]**

**AO1** One mark for related T test. Accept Wilcoxon test.

(ii) State <b>two</b> factors which justify the use of the statistical test which you have given in your answer to (c) (i) above.	<i>(2 marks)</i>
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**[2 marks: AO1 = 0, AO2 = 2]**

**AO2** One mark for each correct point made.  
Time measured; ratio/interval scale. For Wilcoxon can be treated as ordinal scale.  
Paired data; mother-child and child-peer.  
Justification should be linked to the data and stimulus material not to the choice of the test.

- (d) Apart from the age of the children and the length of the interactions, identify **one** other variable which the psychologist controlled in the study and explain why it was important to control this variable. (3 marks)

**[3 marks: AO1 = 0, AO2 = 2, AO3 = 1]**

**AO3** One mark for suggestion; mother–child pairs were unfamiliar, the presence of the child’s own mother or inclusion of adult female.

**AO2** Two marks for correct explanation. For unfamiliar pairs answers are expected to deal with the elimination of prior experience which might influence the child’s behaviour. For the presence of the child’s own mother answers are expected to deal with providing the child with a secure base, reducing fear and anxiety as without the mother’s presence the child may spend much of the time distressed and looking for his/her mother. Any differences in behaviour with peers and with adults may be as a result of adult female’s attempts to soothe the child. For inclusion of adult female, answers are expected to deal with control for unfamiliarity; if child and own mother only are compared then confounding variable is introduced; comparing response to a familiar adult with an unfamiliar peer.

One mark for less clear/accurate attempt at explanation.

If answers deal with same playroom or environmental variables credit can be given as long as the explanation is linked specifically to the stimulus material and not made as a general point.

- (e) The psychologist wanted to check whether his measurement of the amount of time each child “spent looking” was reliable.

Identify and describe **one** way of checking the reliability of this measure (3 marks)

**[3 marks: AO1 = 1, AO2 = 1, AO3 = 1]**

**AO1** One mark for description of what could be done; compare times on each occasion of measuring for intra-rater method by watching the video recordings twice or compare with measures made by another researcher for inter-rater reliability.

**AO2** One mark for either intra-rater or inter-rater reliability.

**AO3** One mark for test for a significant relationship between the two measures.

- (f) Identify **one** advantage and **one** limitation of the sampling technique used by the psychologist to obtain the sample of “mother–child” pairs. (2 marks)

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

**AO1** One mark for stating advantage and another for stating limitation.

Advantage; practical or convenient.

Limitation; self-selected sample so not representative.

Do not credit if candidate simply identifies the type of sampling technique used eg simply states ‘self-selected sample’.

- (g) Two of the mothers spoke to the psychologist at the end of the study. One wished to know what the study was about. The other wanted to remove the video recordings of her child from the results.

Identify the **two** ethical issues raised by the mothers and outline how the psychologist should have responded in each case. (4 marks)

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

**AO1** Two marks for identifying the two appropriate ethical issues; failure to be debriefed or absence of **informed** consent and absence of the right to withdraw **data**.

**AO2** Two marks for outlining how each should be addressed.

The psychologist should explain the purpose of the research fully, clearly and in non-specialist language. This should be offered to all participants regardless of whether or not they request the information.

The researcher should tell the mother that she does have the right to remove her material though the researcher may try to reassure her about confidentiality and security of raw video data. Again this should apply to all mothers.

Total AO1 marks for Question 5: 8

Total AO2 for Question 5: 9

Total AO3 for Question 5: 3 marks

**Total marks for Question 5: 20 marks**

**ASSESSMENT OBJECTIVE GRID**

Question	Assessment Objectives						Total Marks
	AO1 Knowledge and Understanding		AO2 Analysis and Evaluation		AO3 Psychological Investigations		
	Marks	%	Marks	%	Marks	%	
<b>1</b> (a) (b) (c) Total	4		0				20
	2		2				
	4		8				
	10	50	10	50			
<b>2</b> (a) (b) (c) Total	2		2				20
	4		0				
	4		8				
	10	50	10	50			
<b>3</b> (a) (i) (ii) (b) Total	2		2				20
	2		2				
	6		6				
	10	50	10	50			
<b>4</b> (a) (b) (c) Total	2		2				20
	2		2				
	6		6				
	10	50	10	50			
<b>5</b> (a) (b) (c) (d) (e) (f) (g) Total	2		0		0		20
	0		2		1		
	1		2		0		
	0		2		1		
	1		1		1		
	2		0		0		
	2		2		0		
	8	40	9	45	3	15	