

GCE 2005
January Series



Mark Scheme

Psychology B Specification

PYB5 Perspectives, Debates and Methods in Psychology

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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Dr Michael Cresswell, Director General.

PYB5

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 should:

- 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.

Band 1	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.
Band 2	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.

Band 3	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.
Band 4	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) (i) Outline one similarity in the way in which humans and computers process information. (2 marks) |
|---|

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

AO1 Award 1 mark for a brief statement of a similarity. Possible answers may refer to memory, reasoning, problem solving etc. One mark for the outline/expansion which is accurate such as for reasoning or problem solving, reference to heuristics and algorithms. Credit answers which deal with data input, storage in networks and serial or parallel processing. One mark for a brief answer that is incomplete or slightly muddled.

- | |
|---|
| (ii) Explain two criticisms of computer models of human behaviour and thought. (6 marks) |
|---|

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

AO1 For each criticism award 1 mark, eg mechanistic approach, problem of consciousness/awareness, free will, emotional and motivational forces in human thinking, infallibility of computer memory, etc. Up to 2 marks for identification of two criticisms.

AO2 Up to 2 marks for explanation of each identified criticism. Award 1 mark for elaboration of identified criticism which can be by way of an example, eg mechanistic can be supported by rigid and simplistic M.S. model and the second mark for a clear, accurate analytical or evaluative point.

- | |
|--|
| (b) Describe and discuss how the cognitive approach has been applied in two areas of psychology. (12 marks) |
|--|

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

AO1 Up to 6 marks for basic assumptions of the cognitive approach and/or for identification, knowledge and understanding of some of the ways cognitive psychology has been applied to topic areas. Possible content may include; child development and reference to Piaget, Bruner and Vygotsky and concepts such as schema, modes of representation, internalisation of adult world etc, dyslexia reflecting cognitive impairment, applications of research into memory, eg eye witness testimony, the cognitive interview, atypical behaviour and cognitive therapies (C.B.T.), social cognition and reference to schema, gender and reference to cognitive developmental theory (Kohlberg), moral development (Piaget and Kohlberg) social learning theory, reference to cognitive mediating variables.

AO2 Up to 6 marks. Marks are to be awarded for applying the cognitive approach to topic areas and in so doing, for relevant evaluative and analytical points, eg in considering children's cognitive development, candidates may consider the fact that cognitive processes refer to the ways in which mental structures are changed/updated by interaction with the environment and that humans are not passive responders to their environment. In social cognition, the primacy effect may be used as an illustration of how a schema is used to select, organise and interpret information. In SLT internal cognitive mediating variables combine with traditional behaviourist S-R connections to provide a view of people, not as passive victims of the environment but self-reflecting and thoughtful. Marks may be awarded for evidence though evidence should be presented in the context of the discussion as a whole.

Max of 7 if only one area of psychology.

Mark Bands

12 – 10 marks

Excellent answers

The applications of the cognitive approach to at least two topic areas are sufficiently described to reflect sound knowledge and understanding of the approach. Discussion is full with substantial and appropriate analysis. Any references to research are relevant and accurate. Evaluative comment is not simply stated but is presented in the context of the discussion as a whole. The answer is organised, well focused, shows breadth of response and is mostly relevant with little misunderstanding. Answers in this band should demonstrate synoptic links.

9 – 7 marks

Good to average answers

Answers reflect generally sound knowledge and understanding of the cognitive approach. At the top and middle of the band there is reference to at least two topic areas. Some analysis is evident in the discussion though there may be some irrelevance and/or misunderstanding. Answers in this band are not as strong in their application of the approach to topic areas as those in the top band. Any reference to research and/or evaluative comments are relevant but perhaps not so clearly linked to the discussion as for the top band.

6 – 4 marks

Average to poor answers

Answers show some knowledge and understanding of the cognitive approach but the emphasis may be on the topic area rather than on its relevance to the question or may just describe the assumptions of the approach without really applying it to a topic area. Answers in this band are likely to be mostly descriptive and with possible irrelevance or inaccuracy. There is likely to be some analysis or discussion to get to the top of the band.

3 – 1 marks

Poor answers

Answers must have some relevant content most likely descriptive related to the question. There are probably substantial inaccuracies and / or irrelevance. A very brief but relevant response may fall into this band.

Synoptic assessment

This question encourages candidates to apply the cognitive approach, first encountered at AS level, to topics beyond the confines of that module. Opportunities are for links to be made with other AS modules and A2 modules.

Total AO1 marks for Question 1: 10

Total AO2 marks for Question 1: 10

Total marks for Question 1: 20 marks

2

Total for this question: 20 marks

(a) Explain **one** reason why humanistic psychologists reject the traditional scientific experimental approach. (4 marks)

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

AO1 Allow 1 mark for identifying a reason, eg dehumanising status of participants in research, disillusionment with science or the need to focus on subjective conscious experience of the individual.

One mark for an outline of identified reason which could be any relevant additional point, such as why participating in research may be regarded as a dehumanising experience or what is meant by subjective experience. Credit relevant references to the nomothetic v. idiographic approaches and to other perspectives by way of illustration.

AO2 Two marks for elaborating the link between the outline and science.

One mark for a basic point such as for subjective conscious experience, stating that science strives for objectivity .

Full marks for a complete analytical answer such as in addition to the above, adding that humanistic psychologists argued that objective reality is less important than a person's subjective perception of the world and because of this place little value on the scientific approach.

(b) Briefly discuss **one** advantage of having a range of perspectives in psychology. (4 marks)

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

AO1 One mark for identifying a reason, such as difficult to capture a full understanding of human thought, feeling and behaviour in one perspective or a single perspective can result in an overly narrow view of human nature or combining ideas from different theories into an eclectic approach.

One mark for an expansion, such as behaviourists believe only observable behaviour should be studied and ignore internal mental processes.

AO2 Allow 2 marks for analysis, application, evaluation or combination of these.

One mark for a basic point and/or incomplete answer and full marks for an expanded complete answer. Analytical points may address a comparison between a single perspective and a range of perspectives. Application can be shown by way of illustration with an example of a topic(s) or behaviour(s), and evaluation by assessing the value of a range of perspectives or the value of an eclectic approach.

(c) Describe and discuss how behaviourist **and** psychoanalytic psychologists might respond to Rob's explanation based on unconscious processes. Refer to assumptions of **both** approaches. (12 marks)

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

AO1 Three marks for describing relevant aspects of Freud's psychoanalytic theory. Likely content would be the unconscious id, the importance of unconscious processes to an understanding of behaviour, the role of unconscious ego - defence mechanisms. Three marks for relevant knowledge and understanding of the assumptions of the behaviourist approach. Likely content may include the behaviourists rejection of explanations other than those based on the observable and measurable, S-R connections, the rejection of internal processes conscious or unconscious as explanations of behaviour. Credit explanations by behaviourists based on reinforcement and conditioning to a maximum of 2 marks.

AO2 Up to 6 marks for discussion. Both theoretical and methodological issues may be addressed though the focus of the question must be on explanations by both perspectives based on unconscious processes. Candidates may focus on a limited number of issues and explore them in some detail or more briefly consider several points. Candidates are expected to evaluate and analyse Rob's explanation from a behaviourist perspective such as the explanation is not subject to the rigours of scientific testing and why, or that they can offer a more parsimonious explanation based on publicly observable behaviour, that the workings of the unconscious mind are not easily defined, the difficulty with control, replication and refutability. The question does not ask for a behaviourist's explanation of the behaviour though credit can be given if offered by way of illustration, eg conditioning as a more parsimonious explanation. For the psychoanalytic perspective, analysis should cover the probable acceptance of the explanation as the approach espouses unconscious explanations and the role of unconscious defence mechanisms. Credit relevant references to case studies though research such as into repressed memories, perceptual defence etc. can also be accepted.

Max of 7 if only one perspective discussed

Mark bands

12 – 10 marks

Excellent answers

Explanations based on unconscious processes from both behaviourist and psychoanalytic perspectives are sufficiently described to reflect sound knowledge and understanding of the approaches. Discussion is full with substantial and appropriate analysis. Any references to research are relevant and accurate. Evaluative comment is not simply stated but is presented in the context of the discussion as a whole. The answer is organised, well focused, balanced and mostly relevant with little misunderstanding.

9 – 7 marks

Good to average answers

Answers reflect generally sound knowledge and understanding of both approaches. At the top and middle of the band there is reference to both approaches. Some analysis is evident in the discussion though there may be some irrelevance and/or misunderstanding. Good but unbalanced answers will fall into the top and middle of the band. Answers in this band are not as strong in their application of the approaches to explanations based on the unconscious as those in the top band. Any reference to research and/or evaluative comments are relevant but perhaps not so clearly linked to the discussion as for the top band.

6 – 4 marks

Average to poor answers

Answers show some knowledge and understanding of the approaches but the emphasis may be on the descriptive and assumptions of the approaches rather than on their relevance to the question. Some points are likely to be only vaguely linked to the question and contain irrelevance or inaccuracy. There is likely to be some analysis or discussion to get to the top of the band. Good answers but only addressing one of the perspectives will probably fall into this band.

3 – 1 marks

Poor answers

Answers must have some relevant content most likely descriptive related to the question. There are probably substantial inaccuracies and/or irrelevance. A very brief but relevant response may fall into this band.

Synoptic assessment

The question requires candidates to make links with two major perspectives in psychology. In so doing, candidates are encouraged to draw upon the basic assumptions and theory covered at AS level and consolidated at A2 level.

Total AO1 marks for Question 2: 10

Total AO2 marks for Question 2: 10

Total marks for Question 2: 20 marks

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

- | |
|--|
| (a) Distinguish between common-sense and scientific explanations of behaviour. Refer to an example in your answer. (4 marks) |
|--|

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

AO1 Allow 2 marks for an accurate outline which touches on both explanations, such as common-sense explanations are usually based on a single experience or observation, they are acquired in a haphazard anecdotal way, not tested against reality. Scientific explanations are based on accurate observations, empirical evidence, predictions are made and tested using methods that are objective, systematic and replicable. One mark for a brief point or that covers one explanation only or an outline that lacks accuracy.

AO2 Two marks for application of the distinction to an example. Can be reference to contradictory proverbs with corresponding scientific explanations based on research or any examples from topics studied where research has changed common-sense explanations held by people. The research by Milgram on obedience to authority would provide a good example. One mark for an application of the distinction to an example which is briefly stated or lacking in accuracy.

- | |
|---|
| (b) Briefly discuss one limitation of the scientific approach in psychology. (4 marks) |
|---|

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

AO1 Allow 1 mark for a basic point, eg mechanistic or reductionist view of the person, the fact that there are so many variables that influence human behaviour that it is impossible to control them effectively, ethical and methodological issues. One mark for an expansion of the point which can be a definition of a term if one is used or why the scientific approach is mechanistic/reductionist, etc.

AO2 Marks are to be awarded for analysis and/or evaluation. Candidates can show analysis of the point raised by explaining why it is a limitation or can evaluate the limitation, consider the implications of the limitation or if relevant, the position of the different perspectives in the scientific approach. One mark per relevant point.

- | |
|---|
| (c) Describe and discuss the role of empirical research in psychology. Refer to at least one topic area in your answer. (12 marks) |
|---|

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

AO1 These marks can be gained for knowledge and understanding of what is meant by empirical research (data that are collected through direct observation or experiment, analysis and evaluation of data), for providing relevant descriptive details of the topic area to which the answer will be applied, for knowledge and understanding of the alternatives to empirical research (such as rational research, argument and belief), for describing the role of empirical research within the framework of the scientific method. Credit may be given for the philosophical roots of ‘empirical’ scientific psychology if relevant.

AO2 There is plenty of scope in this question for application, evaluation and analysis. Candidates must make it clear why empirical research is important in psychology. Most likely responses will deal with the scientific approach and data gathering to support/refute a hypothesis, to provide objective evidence for a theory, to support a theory, to challenge a theory or refine a theory (eg LOP), to stimulate further research (eg Piaget). Any topics are possible especially if taken from the different perspectives for contrast such as memory from the cognitive perspective and Maslow's theory of motivation from the humanistic perspective. A likely topic may also be introspective psychology. The importance of empirical research may also be highlighted by contrast with common sense psychology where its absence may lead to false conclusions, eg studies into obedience to authority, the role of punishment in shaping behaviour.

Max of 7 if no topic included

Mark Bands

12 – 10 marks	Excellent answers The importance of empirical research is clearly identified, described and thoroughly discussed with reference to at least one topic area. The answer may be supported with reference to specific empirical work though this is not essential. The answer is clearly focused on the question with few if any omissions, irrelevancies or inaccuracies. The discussion is logical and at the top of the band contains a clear conclusion.
9 – 7 marks	Good to average answers Answers at the top and middle in this band must refer to a topic area. The importance of empirical research is identified, described and discussed with reference to a topic area. There must be some detailed discussion for answers at the top of the band. At the lower end of the band analysis, evaluation and application may be less well directed. The answer is mostly focused on the question though there may be some irrelevance and/or inaccuracy.
6 – 4 marks	Average to poor answers Answers may get little beyond identifying and describing the importance of empirical research or identifying and describing a topic area but with limited application to the question. Better answers will attempt some discussion but answers in this band will lack detail and the application and/or analysis and evaluation for a good answer. There is likely to be irrelevance and/or inaccuracy.
3 – 1 marks	Poor answers Answers in this band will have some relevant content perhaps a fair description of 'empirical research'. Valid but brief answers will fall into this band. There will probably be substantial inaccuracies and /or irrelevance.

Synoptic assessment

The question draws on knowledge and understanding gained in the AS unit as well as the A2 unit. By asking for at least one topic area, the question encourages candidates to make links with all modules and to assess the scientific approach within psychology as a whole.

Total AO1 marks for Question 3: 10

Total AO2 marks for Question 3: 10

Total marks for Question 3: 20 marks

4

Total for this question: 20 marks

- (a) Explain what is meant by *determinism*. In your answer, refer to **one** perspective in psychology. (4 marks)

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

AO1 Two marks for an accurate and elaborated definition of determinism; the view that human behaviour and thought is determined by external or internal factors and beyond the person's control. Credit references to specific types of determinism, eg

external/environmental – the idea that behaviour is under the control of features in the external environment;

biological/psychic – internal.

Elaboration may include:

environmental; reinforcement and punishment, social forces in social psychology, biological; brain activity and examples of behaviour, genetic endowment and personality, intelligence and susceptibility to mental disorder, psychic; life and death instincts.

One mark for a brief point or a definition lacking in accuracy.

AO2 Two marks for appropriate and elaborated reference to a perspective such as the behaviourist approach and links with the stimuli in the environment and learning experiences.

Biological and links with the biological approach – the idea that behaviour is under the control of internal biological factors and include a biological need state (hunger/thirst), genetic endowment, functions of the brain and hormonal system.

Psychic and links with the psychodynamic approach – the idea that behaviour is under the control of the instinctive energy of the unconscious.

One mark for a brief point of application or lacking in accuracy.

- (b) In the context of the holism and reductionism debate in psychology, explain what is meant by *holism*. (4 marks)

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

AO1 Two marks for an outline or explanation of holism, eg explains behaviour by using several levels of explanation including environmental, biological and psychological such as in schizophrenia or studying the whole person as in humanistic psychology which investigates all aspects of the individual as well as interaction between people, or including the social context, eg as in social psychology where group behaviour may show characteristics that are greater than the sum of the individuals that comprise it.

AO2 Two marks for applying the explanation to the debate or to psychology or developing the explanation by demonstrating analysis. Possible answers could deal with whether or not an explanation or theory based upon all the parts of the whole and the inter-relation of the parts is more adequate than an explanation based upon an analysis and reduction of the whole into the simplest component parts. Application to psychology could cover a general application such as Gestalt psychology or the humanistic approach or a more specific application such as problem solving in animals (insight learning).

One mark for a basic analytical point or that is weak in application to the debate or to psychology or one that is lacking in clarity and/or accuracy.

(c) Describe and discuss the nature-nurture debate. In your answer, refer to **at least one** topic in psychology. (12 marks)

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

AO1 Up to 6 marks to be awarded for the description of the debate. Allow a maximum of 2 for a definition of the debate. In the context of the debate, marks can be awarded for knowledge and understanding of the causes of behaviour, methods employed in relation to the debate, the standing of the different perspectives in psychology, etc.

AO2 A relevant topic must be included in the discussion and the debate applied to the topic, reflecting analysis and evaluation. Most topic areas will probably be selected from atypical behaviour (schizophrenia, depression), child development (Piaget, attachment and early child-caregiver interactions), contemporary topics (hereditary factors in alcohol abuse, criminal behaviour). Possible topics may also be taken from the AS course such as intelligence and gender. Discussion may be shown by analysing the basis for each side of the debate, how psychologists have tried to establish the relative contributions of nature and nurture or the implications of the debate to the prediction and control of the behaviour under discussion. Evaluation can cover both theoretical and methodological difficulties in investigating the debate and the need to take an interactionist approach.

Max of 7 if no topic included

Mark Bands

12 – 10 marks	<p>Excellent answers</p> <p>The debate is clearly described and thoroughly discussed with reference to a topic area. The answer may be supported with reference to specific empirical work though this is not essential. The answer is clearly focused on the question with few if any omissions, irrelevancies or inaccuracies. The discussion is logical and at the top of the band contains a clear conclusion.</p>
9 – 7 marks	<p>Good to average answers</p> <p>Answers at the top and middle in this band must refer to a topic area. The debate is described and discussed with reference to a topic area. There must be some detailed discussion for answers at the top of the band. At the lower end of the band analysis and/or evaluation may be less well directed. The answer is mostly focused on the question though there may be some irrelevance and/or inaccuracy.</p>
6 – 4 marks	<p>Average to poor answers</p> <p>Answers may get little beyond describing the debate and/or describing a topic area but with limited application to the question. There may be no reference to a topic area. Better answers will attempt some discussion but answers in this band will lack detail and the required application, evaluation and/or analysis for a good answer. There is likely to be irrelevance and/or inaccuracy.</p>
3 – 1 marks	<p>Poor answers</p> <p>Answers in this band will have some relevant content perhaps a fair description of the debate. Valid but brief answers will fall into this band. There will probably be substantial inaccuracies and/or irrelevance.</p>

Synoptic assessment

The question requires candidates to use a topic which they have studied, eg from child development, contemporary topics, atypical behaviour and relate to an overarching issue in psychology. The nature–nurture debate in psychology has to be appreciated as a general discussion point for psychology.

Total AO1 marks for Question 4: 10

Total AO2 marks for Question 4: 10

Total marks for Question 4: 20 marks

SECTION B: Methods in Psychology

5

Total for this question: 20 marks

(a) What do the mean scores in **Table 1** indicate about the problem-solving ability of “believers” and “non-believers”? (1 mark)

[1 mark: AO1 = 0, AO2 = 1]

AO2 The problem solving ability of the non-believers appear to be better/superior to those of the believers as mean of the correct scores is higher for the non-believers than for the believers (1 mark).

(b) Explain why standard deviations are often used in addition to means to summarise data. (2 marks)

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

AO1 One mark for stating a correct reason. The mean on its own does not summarise the spread of scores (AO1) or only gives an ‘average’(AO1).

AO2 One mark for the explanation (AO2), for example, the standard deviation complements the mean and informs the researcher of how spread out a set of scores is around the mean value (1 mark). Credit explanations relating to homogeneity of variance (1 mark). Answers should deal with a reason in general though a correct explanation referring to the study alone can receive full credit.

(c) (i) Name an appropriate statistical test that the psychologist might have used. (1 mark)

[1 mark: AO1 = 0, AO2 = 1]

AO2 Mann Whitney or unrelated t test (1 mark).

(ii) Justify the use of the test that you have given in your answer to (c)(i) above. (2 marks)

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

AO2 Test of difference (1 mark).
Unrelated design (1 mark).
For correct reference to type of data for example, answers might state that the data is interval or can be treated as ordinal (accept at least ordinal) (1 mark).
Conditions for the use of a parametric test if appropriate for example sample sizes differ so may be safer not to use unrelated t test (1 mark).
Standard deviations differ so doubtful that the homogeneity of variance criterion is met (1 mark).
However ‘t’ tests are robust so provided that the data is interval, not all the above conditions need to be met (1 mark).
Credit any of the above points up to a maximum of 2 marks.
Max of 1 mark if an inappropriate statistical test was selected in (c)(i).

- (d) The psychologist found a significant difference between the scores of “believers” and “non-believers” in problem-solving ability. Explain why the psychologist could **not** claim that belief in ghosts affects problem solving. (2 marks)

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

AO2 Answers must deal with the fact that the research was not a true experiment but a quasi-experiment (1 mark). One mark for an expansion, such as the variable of belief/non-belief was measured but not manipulated or there are variables, associated with ‘belief’/‘non-belief’ that have not been controlled or that the conclusions drawn from the quasi-experiment must be more speculative because of the decreased control over other possible influences.
Credit other acceptable answers such as the small sample size and possible inappropriate generalisations.

- (e) (i) Give **one** example of a closed question that could have been used in the questionnaire. (1 mark)

[1 mark: AO1 = 0, AO2 = 0, AO3 = 1]

AO3 Example should be related to belief in ghosts and should clearly be a ‘fixed-choice’ question, for example
‘Are there such things as bumps in the night?’
‘yes’ ‘no’ ‘don’t know’
or, a question with a limited range of answers, for example ‘Do you believe in ghosts?’

- (ii) Give **one** example of an open question that could have been used in the questionnaire. (1 mark)

[1 mark: AO1 = 0, AO2 = 0, AO3 = 1]

AO3 Example should be related to belief in ghosts and one that does not restrict the range of possible answers, for example,
‘How afraid are you of ghosts?’
‘What do ghosts look like?’

- (iii) Outline **one** reason that the psychologist might have had for choosing to use closed questions rather than open questions in the questionnaire. (2 marks)

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

AO2 One mark for correct reason such as increased reliability (1 mark) or easier to score (1 mark) or increased objectivity (1 mark).
One mark for an expansion which would include an appropriate comparison with open questions such as an explanation as to why there is increased reliability, objectivity or ease of scoring.

- (f) Explain the difference between the terms *research hypothesis* and *experimental hypothesis*. (2 marks)

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

AO1/ One mark for defining/or outlining the terms (AO1) and one mark for analysing the
AO2 difference (AO2).
A research hypothesis or alternative hypothesis is appropriate for all methods of research/investigation (1 mark). However an experimental hypothesis applies only to the experiment; this can be laboratory or field (1 mark) or, the distinction is that all hypotheses are research hypotheses first but only the experiment earns the title of experimental hypothesis (1 mark).

(g) (i) What is meant by the term *validity*? (2 marks)

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

AO1 One mark for stating that a test/measuring device is measuring what it is supposed to be measuring. One mark for an expansion such as there are several ways of assessing it. Credit also reference to experimental manipulation and the different types of validity (internal/external).

(ii) Outline **one** way in which the psychologist might have checked the validity of the questionnaire as a measure of belief in ghosts. (2 marks)

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

AO2 One mark for application to the questionnaire as a measure of belief in ghosts for example compared with a 'test' of 'belief in ghosts' of known validity or asking a colleague to evaluate the content of the questionnaire to ensure that it is representative of 'belief in ghosts'. (AO2)

AO3 One mark for an outline of what might be done to check validity; eg can be reference to an appropriate type of validity (content, concurrent or predictive) and an outline of what establishing these types of validity involves, including the use of correlation as a technique of data analysis. (AO3)

(h) Outline **one** way of checking the reliability of a test. (2 marks)

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

AO2 One mark for a correct but briefly stated point such as test -retest or equivalent forms (external reliability) or split-half method (internal reliability). One mark for an expansion such as for test–retest, the same people are tested twice over a period of time on the same test. Similar scores or a high positive correlation demonstrate high external reliability.

Total AO1 marks for Question 5: 6

Total AO2 marks for Question 5: 11

Total AO3 marks for Question 5: 3

Total marks for Question 5: 20 marks

**ASSESSMENT OBJECTIVE GRID – UNIT 5
PERSPECTIVES, DEBATES AND METHODS IN PSYCHOLOGY**

Question	Assessment Objectives						Total Marks
	AO1 Knowledge and Understanding		AO2 Analysis and Evaluation		AO3 Psychological Investigations		
	Marks	%	Marks	%	Marks	%	
1 (a) (i)	2		0				
	2		4				
	(b) 6		6				
Total	10	50	10	50			20
2 (a)	2		2				
	(b) 2		2				
	(c) 6		6				
Total	10	50	10	50			20
3 (a)	2		2				
	(b) 2		2				
	(c) 6		6				
Total	10	50	10	50			20
4 (a)	2		2				
	(b) 2		2				
	(c) 6		6				
Total	10	50	10	50			20
5 (a)	0		1		0		
	(b) 1		1		0		
	(c) (i) 0		1		0		
	(ii) 0		2		0		
	(d) 0		2		0		
	(e) (i) 0		0		1		
	(ii) 0		0		1		
	(iii) 0		2		0		
	(f) 1		1		0		
	(g) (i) 2		0		0		
	(ii) 0		1		1		
	(h) 2		0		0		
	Total	6	30	11	55	3	