

GCE 2004
June Series



Mark Scheme

Psychology B *(Subject Code PYB5)*

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 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.

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.
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SECTION A: Perspectives in Psychology

1

Total for this question: 20 marks

(a) (i) Outline one aspect of the <i>biological</i> approach in psychology. Refer to the conversation between Gill and Harry in your answer. (4 marks)

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

AO1 Two marks for outlining an aspect. One mark for identification of an aspect, eg biological approach looks to the role of heredity in behaviour, genetic explanations of behaviour, the interaction between behaviour and its biological base. The second mark is for some elaboration/example, eg if the aspect identified is the role of heredity, then outline could offer some detail such as by way of contrast with experience or acquired skill. Credit other aspects such as biological approach concentrates on investigating the nervous system, endocrine system, neurochemistry though these aspects are less likely to be offered and applied to the stimulus material.

AO2 Two marks for application of knowledge to the stimulus material. One mark for a brief, appropriate reference to the stimulus material such as Gill's reasoning being based on a biological explanation (heredity) "born actress" or Harry's comment (heredity) "her mum is so dramatic about everything" (even though he did not use this information to support a biological explanation). Second mark to be given for an expansion such as for Gill (heredity), the assumption Madeleine was born that way as the behaviour was apparent very early on in life. In the case of Harry credit answers which claim that the information he presents could be used to illustrate the biological approach.

(ii) Outline two features of <i>observational learning</i>. (4 marks)
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[4 marks: AO1 = 4, AO2 = 0]

AO1 Up to two marks for each feature.
For each feature, one mark for identification/naming, eg observational learning involves cognitive mediating variables, imitation, models. Second mark for outline which should include some elaboration, eg 'cognitive mediating variables'; these are the processes that lie between the stimuli we receive and the responses made and involve memory, attention, motivation.
Other features may include; mere exposure to a model is sufficient for learning to occur, no need for reinforcement, the role of reinforcement in imitation, vicarious reinforcement and punishment.
Do not credit repeat of information in the two outlines. There may be some overlap but the use of information must be different.

(b) “Human behaviour is so complex that no one perspective can explain it all.”

Discuss this statement. In your answer, refer to at least one topic area in psychology.

(12 marks)

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

AO1 Marks can be acquired by demonstrating relevant knowledge and understanding of the perspectives selected for the answer or for outlining any relevant psychological issues such as reductionism or interactionism or the eclectic approach. Up to 2 marks for details demonstrating relevant knowledge and understanding of an appropriate topic area or a specific behaviour. Possible topic areas may include; anxiety disorders, mood disorders, schizophrenia, moral development, gender development, attraction, substance abuse, attachment, prejudice. Specific behaviours may include aggression, phobias, language acquisition, forgetting.

AO2 These marks are to be awarded for analysis, evaluation and application of the stimulus material (statement) to the topic area selected. It is expected that candidates will select a topic area and/or identify the behaviour to be discussed, apply and evaluate appropriate perspectives as an explanation of the behaviour, **making clear** whether or not one perspective is sufficient as an explanation of the chosen behaviour. If candidates select several examples of topic areas or behaviours credit can be given for breadth as long as the information given demonstrates AO2 skills. Reference to studies should be credited providing such references are made relevant.

Maximum of 7 marks if no topic area referred to.

Mark Bands

12 – 10 marks Excellent answers

The relevant topic area or behaviour and perspectives are clearly identified. There is adequate descriptive information provided which is both relevant and accurate. Analysis shows a very sound understanding of perspectives and their application to a topic area or behaviour is appropriate and accurate. It is clear from the discussion whether or not behaviour can be adequately explained by one perspective alone. A good breadth of knowledge and understanding is shown and the answer is organised. A line of argument is clear.

9 – 7 marks Good to average answers

A generally accurate response but less analysis than for the top band. An attempt to apply the statement to at least one topic area or behaviour is made at the top and middle of the band with some analysis and/or evaluation included. Discussion must be present in the answer. Most of the answer is focussed but there may be some irrelevance and/or minor misunderstanding. Good general answers not applied to a topic area or behaviour will fall at the bottom of the band.

6 – 4 marks Average to poor answers

A generally descriptive response. A topic area may not be included or there may be a limited attempt at application. There will be little analysis and discussion will be weak. There may be a minimal attempt at addressing the effectiveness of the perspective(s) chosen. Descriptive responses of behaviour/topic area and/or perspectives will fall into 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 real attempt to link to a topic area or behaviour. Structure of the answer may be weak, possibly a series of points.

Synoptic Assessment

By being required to apply the perspectives 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 = 10

Total AO2 marks = 10

Total for Question 1: 20 marks

(a) Describe two features of one post-Freudian psychoanalytic theory.	(4 marks)
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[4 marks: AO1 = 4, AO2 = 0]

- AO1 Possible answers will deal with Erikson, Anna Freud, Adler, Jung and Klein. Up to two marks for each feature.
 For each feature, one mark for identification, eg for Erikson answers may include reference to the *psychosocial* stages and crises.
 Second mark for descriptive expansion. Descriptive expansion for *psychosocial* stage could cover a description of the importance of the social-cultural environment or significant relationships generally or detail any one of the stages, eg trust v mistrust or a comparison with Freud's psychosexual emphasis.
 Expansion for crises could detail any one crisis at any one stage or generally describe the importance of the successful management of each crisis to the development and maintenance of a well balanced personality.
 Apply the same scheme to any other post-Freudian.
 One mark for identification of each feature.
 Two marks for accurate expanded description.

(b) Eighteen-year-old Ruth constantly chews her pen in class. At home she chews gum and, when she goes out, she smokes cigarettes.	
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Outline what Freud meant by <i>psycho-sexual stages</i> of development. With reference to one psycho-sexual stage, explain Ruth's behaviour.	(4 marks)
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[4 marks: AO1 = 2, AO2 = 2]

- AO1 Up to two marks are for an accurate outline of psycho-sexual stages, eg stages that children pass through on their way to emotional maturity/personality development. At each stage satisfaction is gained as the libidinal energy is expressed in different ways and through different parts of the body. For full marks answer must refer to the need to express sexual energy/libidinal energy.
 One mark for one correct point stated or an answer lacking in accuracy.
 Credit references to examples of conflict at any one stage to a maximum of one mark.
- AO2 Up to two marks for an explanation about Ruth which is accurate and correctly applied. Award one mark for each of the following to a maximum of two marks.
 For reference to the oral stage (1), fixation (1). For application to Ruth who shows typical characteristics of oral fixation, for example chewing (1).

(c) Evaluate Freud’s theory of psycho-sexual development. In your answer, make comparisons with at least one other theory of development. (12 marks)

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

- AO1** Up to 4 marks for an outline of Freudian developmental theory and/or to one other theory of development. Accept ‘development’ in its widest sense including change and development through the life span. Other developmental theories may be taken from within the psychoanalytic perspective such as Erikson but it is anticipated that candidates will extend further afield into developmental psychology such as cognitive development and social and moral development. Accept Bandura’s social learning theory as a theory of development. Maximum of 3 marks if no reference to Freudian theory.
- AO2** These marks are to be awarded for analysis, evaluation and application of knowledge. Most likely weaknesses or limitations will cover the methodological basis of Freud’s theory, alternative explanations, construct validity, the issue of refutability, implausibility and lack of parsimony. Strengths will probably cover the focus on emotional development, childhood experiences and their importance for later personality development including atypical development and hermeneutic strength. It is expected that candidates will make comparisons between Freud and other developmental theories, analyse and evaluate the information given. Thus if Piaget is selected a weakness by comparison may be that Piaget’s theory has received a lot of longitudinal, cross-sectional and cross-cultural support over the years or that in Freud’s theory, many of the central ideas are neither testable nor falsifiable. A strength by comparison (one could argue) is that Freud’s theory has enormous explanatory power. Credit reference to studies if relevant.

Maximum of 7 marks if no other relevant theory referred to.

Mark Bands

12 – 10 marks Excellent answers

Theoretical points are clearly identified, described in sufficient detail and accurately. Appropriate comparisons are made with at least one other theory of development. Analysis shows a very sound understanding as to the value of Freud’s theory of psycho-sexual development and the reference to another theory provides a very clear argument. Evaluative comment is not simply stated but is presented in the context of the discussion as a whole. A good depth of knowledge and understanding is shown and the answer is organised. Discussion includes at least one strength.

9 – 7 marks Good to average answers

At the top of the band theoretical points are identified and presented in the context of a discussion. There is some comparison. Some analysis is evident, there is reference to another theory and the argument is sound. Most of the answer is focussed but there may be some irrelevance and/or minor misunderstanding. Very good evaluative answers of Freud’s theory alone and without reference to one other theory will fall at the bottom of this band.

6 – 4 marks Average to poor answers

A generally descriptive response though there must be some evaluative points, probably relating to Freud's theory of personality development, to get to the top of the band. Reference to another theory may be absent or if present show little analysis. Discussion if attempted will be weak. Answers constituting reasonable description of theoretical points with limited focus on the question are likely to be in this band. There is likely to be irrelevance or inaccuracy.

3 – 1 marks Poor answers

Some relevant content but no analysis. Answers will be brief; knowledge and understanding limited. There are probably substantial inaccuracies and/or irrelevance. Structure of answer may be weak, possibly a series of points.

Synoptic Assessment

By being required to assess the psychoanalytic perspective in the context of developmental psychology, candidates are required to demonstrate a critical appreciation of the breadth of theories in psychology. The requirement to evaluate will encourage candidates to take a critical stance in making links with other modules or other areas within the psychoanalytic approach. It is legitimate to discuss methodological issues which are fundamental to all areas.

Total AO1 marks = 10

Total AO2 marks = 10

Total for Question 2: 20 marks

3

Total for this question: 20 marks

(a) Outline what is meant by *replication* in research and explain why it forms an essential part of the scientific approach. (4 marks)

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

- AO1 Up to two marks for demonstrating an understanding of what replication means. Two marks for an outline which is accurate with some expansion. Award one mark for each of the following to a maximum of two marks.
Replication refers to whether a particular method and finding can be repeated (1) with different/same people and/or on different occasions (1), to see if the results are similar (1).
One mark if outline is brief and/or lacking in accuracy.
- AO2 Up to two marks for an explanation which is complete and it is clear that the candidate understands the importance to the scientific approach.
Answers along the lines of: a dramatic discovery may be reported but if it cannot be replicated by other scientists it will not be accepted. If we get the same results over and over again under the same conditions, we can be sure of their accuracy beyond reasonable doubt. This gives us confidence that the results are reliable and can be used to build up a body of knowledge or a theory: vital in establishing a scientific theory.
One mark for a brief explanation or extensive but only partially accurate.

(b) Outline two reasons why many psychologists have adopted the scientific approach when investigating behaviour. (4 marks)

[4 marks: AO1 = 4, AO2 = 0]

- AO1 Up to two marks for each reason. One mark for outlining a reason and one mark for an expansion of the reason.
Reasons advanced may be that other routes to gaining knowledge are flawed, eg the use of common sense, to achieve an objective description of events, to enable prediction of behaviour, seeking regularities, to control behaviour. Credit references to 'enhanced' status of the subject as a science.
Expansions may draw upon relevant examples, perspectives or a characteristic of the scientific approach, eg the behaviourist approach and their focus on objectivity and publicly observable behaviour thus reducing personal interpretation or bias influencing the interpretation of an event.

(c) Discuss at least two reasons why it has been claimed that psychology is not a science. (12 marks)

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

- AO1** Up to four marks for showing knowledge and understanding of the reasons given for the claim that psychology is not a science. Marks can be allocated for descriptive information relating to possible arguments such as science assumes a coherent body of knowledge but the subject matter of psychology is complex, the difficulties of maintaining an objective perspective on the subject matter (reflexivity), scientific laws are generalisable but psychological explanations are often restricted to specific times and places (generality), much of the subject matter in psychology is unobservable and therefore cannot be accurately measured (testability), issue of free will, etc.
- AO2** Eight marks are for discussing the arguments. There is plenty of scope for analysis, application and evaluation. Candidates will probably discuss issues such as whether or not psychology has an overall paradigm, the use of theory (testable, refutable, parsimonious), understanding, prediction and control, the success of different perspectives in psychology fulfilling these principles and problems of reflexivity, (observer and observed are members of the same species) and generality. Credit reference to research if made relevant.

Maximum of 7 marks if only one reason presented.

Mark Bands

12 – 10 marks Excellent answers

The two reasons are clearly identified, described accurately and in sufficient detail. Analysis and application are in evidence and the information presented shows a very sound understanding of each reason. The answer is organised and the discussion is full, well balanced and focused on the question throughout. If more than two reasons are offered then breadth of knowledge can be credited as long as the answer demonstrates AO2 skills.

9 – 7 marks Good to average answers

A generally accurate response but less analysis than for the top band. At the top of the band two reasons are identified and described, 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 focussed 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 arguments. The answer shows little analysis. Discussion if attempted will be weak. Answers with just one argument will most probably fall into this band though at the top end there must be some analysis or discussion. There may be considerable irrelevance and/or misunderstanding.

3 – 1 marks

Poor answers

Some relevant content but no analysis. Answers will be brief; knowledge and understanding limited. There are probably substantial inaccuracies and/or irrelevance. 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 what constitutes a science and the aims of the scientific approach. These themes are regularly revisited in the topic areas they have studied in all of the units as well as the two coursework units.

Total AO1 marks = 10

Total AO2 marks = 10

Total for Question 3: 20 marks

4

Total for this question: 20 marks

(a) Using an example from psychology, explain what is meant by the *nature-nurture* debate. (4 marks)

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

- AO1 One mark for outline of nature-nurture, eg nature is that which is inherited/genetic as distinct from nurture which refers to all environmental influences after conception, ie experience. One mark for the debate, ie the controversy within psychology that is concerned with the extent to which particular aspects of behaviour are a product of either inherited or acquired characteristics.
- AO2 Up to two marks for the application of the nature-nurture debate to an example in psychology. One mark for an appropriate example. Possible examples could come from perception, sex-role behaviour, atypical behaviour or differences between individuals in IQ. One mark for an application of the debate to the example.

(b) Outline and briefly discuss one strength of the idiographic approach in psychology. (4 marks)

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

- AO1 Up to two marks for an accurate outline of a strength of the idiographic approach. One mark for a brief point such as emphasis on the uniqueness of the individual or most efficient in certain areas, eg Piaget, Freud, or deemed appropriate by humanistic psychology. The second mark is for an elaboration, eg if the point is uniqueness then an expansion could deal with the idiographic approach offering a more complete and global understanding of the individual. One mark for an answer which is lacking in accuracy or a point merely stated.
- AO2 Two marks are for discussion which can include evaluation by comparison with the nomothetic approach or analysis by relating to perspectives such as the humanistic perspective or to examples of idiographic studies in psychology. One mark for each discussion point made. Both points must relate to one strength only.

(c) Describe and discuss the free will and determinism debate in psychology. Refer to the humanistic and psychoanalytic perspectives in your answer. (12 marks)

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

- AO1** Candidates are expected to demonstrate relevant knowledge of each perspective in terms of the debate, eg humanistic psychologists' therapies are usually non directive (free will) and for psychoanalytic, all we say and do has a cause (determinism). Marks can also be gained by outlining the basic assumptions of each perspective about free will and determinism, eg humanistic psychologists believe we are able to direct our lives towards self-chosen goals; psychoanalytic approach believes in unconscious determinism. Allow a maximum of 3 marks for describing the debate.
- AO2** Award AO2 marks for analysis, evaluation and application of knowledge to the debate. Credit reference to research or a topic area if applied to the discussion. Possible discussion points might include for psychoanalytic approach; biological determinism, unconscious, instinctual forces, behaviour originating from within, behaviour is caused (from accidents to great works of art), implications for therapy v humanistic psychologists' acceptance of free will, uniqueness of individual, control over personal growth, rejection of science and implications for therapy.

Maximum of 7 marks if only one perspective described and discussed.

Mark Bands

12 – 10 marks Excellent answers

The debate is clearly described and discussed and the two perspectives are referred to accurately and in sufficient detail in terms of the debate. Analysis shows a very sound understanding of the debate and discussion is thorough. The answer may be supported with reference to empirical work or a topic area. The answer is clearly focused on the question with few if any omissions, irrelevancies or inaccuracies. A good depth of knowledge and understanding is shown and the answer is organised. The discussion is balanced with a logical conclusion.

9 – 7 marks Good to average answers

A good understanding of the debate is shown by the description and there is some discussion and analysis at the top of the band. Discussion is adequate for both perspectives or good for at least one. Unbalanced answers will fall into this band. Most of the answer is focussed but there may be some irrelevance and/or minor misunderstanding. An excellent response dealing with just one perspective can fall at the bottom of this band.

6 – 4 marks Average to poor answers

A generally descriptive response with some outline of the debate and reference to the perspectives. Description of the debate and/or references to the perspective(s) may show some inaccuracy or confusion. Discussion if attempted will be weak. Answers dealing with just one perspective will most probably fall into this band. Answers in this band will lack detail.

3 – 1 marks

Poor answers

Some relevant content but no analysis. Answers will be brief; knowledge and understanding limited. There are probably substantial inaccuracies and/or irrelevance. Structure of answer may be weak, possibly a series of points.

Synoptic Assessment

The question encourages candidates to make links with module 1 of AS. Part (c), by asking candidates to focus on the psychoanalytic and humanistic perspectives, allows candidates to make links with several content areas. The free will determinism debate, as well as the nature-nurture debate and the idiographic approach, are general discussion points for psychology.

Total AO1 marks = 10

Total AO2 marks = 10

Total for Question 4: 20 marks

5

Total for question: 20 marks

(a) Outline what is shown by the data in Table 1.

(2 marks)

[2 marks: AO1 = 2]

- AO1 One mark for stating that the frequency scores for boys play show far greater numbers on the road than on the pavement.
One mark that for girls, the frequencies are more even with a slight bias towards the pavement.
One mark for more boys than girls playing on the street. Credit any two for a **max** of two.
Other relevant observations should be credited.

(b) (i) A *chi*-square test was used to analyse the data. The calculated value of *chi*-square (X^2) was 8.7. Using Table 2 below, explain whether or not the result is significant. (2 marks)

[2 marks: AO2 = 2]

- AO2 One mark for the comparison of the calculated value (of 8.7) with the critical value (of 3.841 or 6.635).
One mark for the level of probability, either 0.05 or 0.01, both of which are significant.

(ii) On the basis of the results of the X^2 test, what decision should be made in relation to the alternative (research) hypothesis? (1 mark)

[1 mark: AO3 = 1]

- AO3 The hypothesis (that boys differ from girls in their use of the street for play) is accepted/supported. (1)
No credit for 'proven'.

(c) Identify two reasons why it was important for the psychologist to define the categories of “playing on the road” and “playing on the pavement”. (2 marks)

[2 marks: AO2 = 2]

- AO2 One mark for each reason stated, such as increases objectivity or reduces subjectivity, clear criteria which increases reliability and /or aids recording of observations. Give credit for replication and enabling others to understand how the behaviours were categorised.

(d) (i) Outline one methodological problem that might have arisen as a result of her working alone. (2 marks)

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

AO2 One mark for identifying the methodological problem of working alone in the given context. Possible answers may deal with observer bias as the researcher is the observer, the difficulty of checking the data for reliability.

AO1 This mark is for an expansion of the identified problem which can be a definition of the problem, egobserver bias is the tendency for observers who are aware of the hypothesis under study to see and record what might be expected rather than what actually happens. Credit also that effects in findings may result from characteristics (attitudes, beliefs, personality etc.) of the researcher conducting the observations.
Credit answers that correctly apply observer bias to the scenario such as a child wearing unisex clothing and playing on the road, assumed to be a boy. For reliability the outline could contain that there is no way to check the consistency in the recording of the data especially as making a filmed record would not be possible for practical and ethical reasons.

(ii) Explain how the problem you have identified in (d)(i) might have been overcome. (2 marks)

[2 marks: AO3 = 2]

AO3 Possible answers may include using an observer who has no knowledge of the prediction being made. (1)
Observer(s) to be given data collection sheet and categories/definitions but remaining blind to the precise hypothesis being stated. (1)
or by using more than one observer establishing inter-observer reliability, (1). Individual record sheets are compared and checked for similarity (1). Credit references to a high positive correlation.
Max 1 mark if (d)(i) is 0 marks.

(e) (i) Give one advantage of opportunity sampling. (1 mark)

[1 mark: AO1 = 1]

AO1 One mark for stating that this is an efficient way of gathering people or quick or convenient. Do not credit cheap.

(ii) What is meant by *generalisation of results*? (2 marks)

[2 marks: AO1 = 2]

AO1 Generalisation of results refers to the ability of the researcher to make a justified extension of their conclusions (1) to a population of people. (1)

(iii) Explain why the psychologist should not generalise her results to all boys and girls. (2 marks)

[2 marks: AO2 = 2]

AO2 One mark for stating that the sampling does not warrant such an extension.
Second mark for the reason such as the sample is not representative of all boys and girls or that the sample of the local children does not represent all the characteristics or variety of boys and girls in the target population.

(f) The method used by the psychologist was naturalistic observation.

Identify and discuss one limitation of this method of research. (4 marks)

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

AO1 One mark for identifying a limitation such as lack of control over extraneous variables, ethical issues of consent and invasion of privacy, replication is difficult, observer effect.

AO2 For 3 marks an argument must be made and sustained and include evaluation. It is probable that comparisons will be made with other research methods such as the 'laboratory' experiment. For answers dealing with the replication, it is expected that candidates will refer to the scientific method, for control to the scientific method and/or cause and effect connections, for ethical issues to the wider issues and/or ends justifying the means.
Two marks for an argument raised but not fully developed and lacking in evaluation.
One mark for some expansion to the identified disadvantage.

Total AO1 marks = 7

Total AO2 marks = 10

Total AO3 marks = 3

Total for Question 5: 20 marks

**6186 – PSYCHOLOGY B
PYB5**

SUMMER 2004

**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 Design, Conduct, Reports etc.	
1.	(a) (i)	2	2		20
	(a) (ii)	4	0		
	(b)	4	8		
2.	(a)	4	0		20
	(b)	2	2		
	(c)	4	8		
3.	(a)	2	2		20
	(b)	4	0		
	(c)	4	8		
4.	(a)	2	2		20
	(b)	2	2		
	(c)	6	6		
5.	(a)	2	0	0	20
	(b) (i)	0	2	0	
	(b) (ii)	0	0	1	
	(c)	0	2	0	
	(d) (i)	1	1	0	
	(d) (ii)	0	0	2	
	(e) (i)	1	0	0	
	(e) (ii)	2	0	0	
	(e) (iii)	0	2	0	
	(f)	1	3	0	
Profile for Paper		47 marks 47%	50 marks 50%	3 marks 3%	100 marks 100%