



## General Certificate of Education

# Psychology 5186/6186 *Specification B*

*PYB5 Perspectives, Debates and Methods in Psychology*

## Mark Scheme

*2005 examination - June series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

## 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 loses 1 mark.

### 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 twelve 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.
<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.

**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) Outline the role of the autonomic nervous system in behaviour. Refer to Samantha's frightening experience in your answer. (4 marks) |
|---|

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

- AO1 2 marks for knowledge and understanding of the autonomic nervous system (A.N.S.). Controls functions of the blood vessels, glands and internal organs of the body. Most of the system works automatically. Credit reference to the two branches that interact to govern many aspects of behaviour, eg the sympathetic division of the A.N.S. prepares the body to expend its energy to fight / flight in emergency situations such as by release of adrenaline, pupil dilation, etc and the parasympathetic to maintain and conserve body energy and functions. One mark for each of the above points to a max of 2 or 2 marks for one of the above points in some detail. Naming one and/or two divisions, 1 mark.
- AO2 2 marks for application to the stimulus material. Allow 1 mark for identifying the emergency situation. For full marks the answer must be linked to behaviour, ie demonstrating an understanding of the body being prepared for action, eg increased heartbeat, ('heart leapt to my mouth'), adrenaline release ('sat bolt upright in bed, sweating and shaking'), each of which prepared her body for action. 1 mark if reference to the stimulus material is made but the answer is incomplete (not linked to behaviour) or is lacking in accuracy.

- |  |
|--|
| (b) Briefly discuss <b>one</b> limitation of the biological perspective in explaining behaviour. (4 marks) |
|--|

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

- AO1 2 marks for knowledge and understanding of a limitation. 1 mark for a brief point, eg reductionist in that it attempts to reduce human psychological processes to physical processes. 1 mark for expansion which could be by providing an example such as gender identity and behaviour reduced to explanations at the level of chromosomes and hormones. Other possible limitations may be emphasis on nature, ethical issues, oversimplistic, lack of explanation as to how mind and body interact etc.
- AO2 2 marks for analysis, application and evaluation. Award marks on a point for point basis. For example for reductionism, discussion could focus on the fact that the biological approach loses sight of the person as a whole or show analysis and /or evaluation by comparison with another perspective or analysis and application by reference to an example if one provided.

(c) Outline and compare the cognitive and behaviourist approaches in psychology.	(12 marks)
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**[12 marks: AO1=6, AO2=6]**

- AO1** Up to 6 marks for an outline of the two approaches. Award 3 marks for each but if one is done particularly well allow for a 4 : 2 split. Outlines may cover both theoretical or methodological points. For the cognitive approach answers will probably cover information processing, the study of internal mental processes and possible references to memory, attention, etc. Credit references to the broader approach such as social cognition or cognitive development. Full marks here can only be given for the approach, not for a topic within the approach such as memory. Credit may be given for methods of investigation such as experiments, computer simulation, case studies. For the behaviourist approach outlines will probably cover the focus on theories of learning, including SLT, empiricism and experimental psychology. Maximum 2 marks for description of conditioning (1 mark for operant conditioning and 1 for classical conditioning).
- AO2** Up to 6 marks for relevant points of comparison. Thus for similarities possible areas could be the scientific approach, the focus on objectivity, laboratory experiments, the possibility of behaviour change, applications to therapy. For differences possible answers may deal with overt behaviour v. internal mental processes, passive v. active view of human functioning, the use of animals in research, the scope of each perspective.

Credit to be given for application, eg to examples from the approaches or reference to topic areas. Credit overlap between the approaches such as 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 in so far as it illustrates the comparison being made. Maximum of 2 AO2 marks if comparison only includes 2 or more comparative points listed but not explained.

### **Mark Bands**

#### **12 – 10 Excellent answers**

The outlines between the two approaches are sufficiently described to reflect sound knowledge and understanding of each. Comparisons are clear and accurate with substantial and appropriate analysis, application or evaluation. 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, balanced, well focused, shows breadth and depth of response and is mostly relevant with little misunderstanding.

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

Answers reflect generally sound knowledge and understanding of the two approaches. Comparisons are made though answers may lack the fluency and structure of the top band. Some analysis / application / evaluation is evident in the discussion though there may be some irrelevance and/or misunderstanding. Any reference to research and/or evaluative comments that are relevant are perhaps not so clearly linked to the discussion of comparisons as for the top band.

6 – 4      **Average to poor answers**

Answers in this band are likely to be mostly descriptive and may contain irrelevance or inaccuracy. There is likely to be some comparison to get to the top of the band. At the bottom of the band answers show some knowledge and understanding of the two approaches but the emphasis may be on the topic areas rather than the approach.

3 – 1      **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 compare the perspectives first encountered at AS level. By asking for a comparison candidates are encouraged to consider how different aspects of the two perspectives relate to each other thus providing opportunities for links to be made with other AS modules and A2 modules.

Total AO1 marks: 10

Total AO2 marks: 10

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

2

**Total for this question: 20 marks**

(a) The psychoanalytic perspective in psychology includes a number of different theories.

Briefly discuss **one** difference between Freud's theory and **one** post-Freudian psychoanalytic theory. (4 marks)

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

AO1 Possible theorists for comparison ; Erikson, Jung and Klein, Bowlby. Allow 1 mark for identifying a difference. 1 mark for some detail of identified difference which can include reference to relevant aspects of each theory.

AO2 2 marks for analytical and/or evaluative points. Analysis may be demonstrated by a consequence of a difference, eg for Erikson, an implication of the 'psychosocial theory' is that development takes place over the lifespan of the person or the importance of culture and society on a person's development. For evaluation, a possible point may be that Erikson's theory is more positive and optimistic than Freud's. 2 marks for a clear analytical / evaluative point with sufficient detail. 1 mark for a brief point or lacking in clarity /accuracy.

(b) Explain how **one** case study reported by Freud demonstrates a psychoanalytic concept.

(4 marks)

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

AO1 Possible studies; Little Hans, Dora, The Rat Man. Accept Anna 'O'. A brief outline is required with sufficient detail to allow an explanation. 2 marks for knowledge and understanding of the relevant aspects of a case study. 1 mark for a brief point or an answer in some detail but lacking in clarity / accuracy.

AO2 Allow 2 marks for an explanation which must focus on an analysis of the facts of the study and *how* these illustrate a concept, eg Little Hans could be used to demonstrate concepts such as the unconscious, defence mechanisms, the Oedipal conflict. For full marks the explanation must make clear which concept is being illustrated. 1 mark for a basic point or incomplete answer.

- (c) Describe and evaluate the humanistic perspective in psychology. Refer to **at least one** other perspective in your answer. (12 marks)

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

- AO1 A maximum of 6 marks for demonstrating knowledge and understanding of the humanistic perspective but allow up to 2 marks for relevant knowledge and understanding of another perspective. Answers will probably cover the person-centred approaches of Maslow and Rogers, focus on free will, subjective experience of the whole person etc. Full marks can only be given for the perspective not a topic within the approach such as the hierarchy of needs. Maximum of 2 for a description of the hierarchy of needs, maximum of 2 for a description of client-centred therapy.
- AO2 Up to 6 marks for evaluation. For strength answers may cover the emphasis on free will, the focus on subjective experience and value of idiographic methods of study, the applications to counselling, the positive image promoted of the human condition etc. For weakness the answers may deal with the rejection of science, the lack of empirical research, the vagueness of key concepts and terms etc.

Comparisons with other perspectives should allow for analysis as well as evaluation, eg issue of free will and how this contrasts with the more deterministic behaviourist approach, the implications for science and the value of science for psychology. Credit relevant references to research / studies as application of knowledge.

**Max of 8 if no reference to another perspective.**

### **Mark bands**

**12 – 10 Excellent answers**

The humanistic perspective is sufficiently described to reflect sound knowledge and understanding of the approach. Evaluation covers both strength(s) and weakness(es) and reaches beyond the confines of the humanistic approach and permeates at least one other perspective. Discussion is full with substantial and appropriate analysis and evaluation. Any references to research are mainly 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 and mostly relevant with little misunderstanding.

**9 – 7 Good to average answers**

Answers reflect generally sound knowledge and understanding of the perspective. At the top and middle of the band there is appropriate reference to another perspective. Some evaluation and/or analysis is evident in the discussion though there may be some irrelevance and/or misunderstanding and the answer may not be balanced. Answers in this band are not as strong in their reference to another perspective(s) as those in the top band and may lack depth to their discussion. Any references to research are relevant but perhaps not so clearly linked to the discussion as for the top band.

**6 – 4 Average to poor answers**

Answers show some knowledge and understanding of the humanistic perspective but the emphasis may be on the descriptive and with little if any reference to another perspective. Some points are likely to be only vaguely linked to the question and contain irrelevance or inaccuracy. There is likely to be some limited evaluation or analysis at the top of the band.



3 – 1 **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: 10

Total AO2 marks: 10

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

**SECTION B: Debates in Psychology**

**3**

**Total for this question: 20 marks**

- (a) A physicist, speaking at a conference, claimed that “Psychology can never be a science. Unlike physics, much of psychology is subjective and cannot test its hypotheses in objective ways.”
- (i) Outline what is meant by *hypothesis testing* and explain the role of hypothesis testing in scientific research. (4 marks)

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

AO1 2 marks for outline of hypothesis testing. 1 mark for a brief point, eg a hypothesis is a testable predictive statement or a proposition made / derived from a theory or specifying relationships between events or variables. 1 mark for an expansion, eg most usual way of testing hypotheses is by experiments or hypotheses are accepted or rejected by empirical investigations.

AO2 2 marks for an explanation of the role of hypothesis testing in scientific research, eg because hypotheses are derived from a theory, they guide research, need to be testable in order for a theory to be supported or refuted, theories need to be tested by empirical studies. Credit appropriate references to Popper such as the belief that science progresses by advancing hypotheses or falsification (proving the truth of a research hypothesis by demonstrating that the null version is true). 1 mark for a brief explanation or one lacking in accuracy.

- (ii) Briefly discuss why some psychologists might disagree with the physicist’s claim that psychology cannot test hypotheses in objective ways. Refer to **one** example of psychological research in your answer. (4 marks)

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

AO1 1 mark for knowledge and understanding of objectivity conveyed in the answer, ie the ability to carry out an investigation and collect data without allowing personal interpretation to bias or influence the process. Objectivity does not have to be defined but answer should convey an understanding of the term. 1 mark for expansion; that psychologists claim they can be and some are objective in the testing of hypotheses by controlling variables, the use of operational definitions, the recording of observable behaviour, measurement, use and recording of empirical data, verification etc.

AO2 Marks are to be awarded for reference to a specific example of research. 1 mark for an appropriate reference, eg Pavlov’s salivating dogs, 1 mark for explanation as to why the research is objective. With reference to Pavlov’s dogs, learning was measured by the saliva produced, under controlled conditions, could be verified by others. Accept biological examples.

(b) Describe and discuss limitations of the scientific approach in the study of human behaviour. Illustrate your answer with examples from psychology. (12 marks)
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**[12 marks: AO1=6, AO2=6]**

AO1 These marks can be gained for knowledge and understanding of the limitations of the use of scientific procedures in the study of human behaviour. Arguments may deal with people as machines, artificiality, ethical issues, inherent subjectivity, difficulties in conducting research, eg demand characteristics, experimenter bias. Maximum of 2 marks for description of study/studies. Maximum of 3 for just stating limitations.

AO2 Candidates must apply the limitations to an example(s) from psychology. Possible examples may come from behaviourism (mechanistic), research into memory (artificiality), social psychology (demand characteristics) etc. Credit references to humanistic psychology. Appropriate analysis and evaluation may stem from such illustrations.

**Max of 8 if no example included.**

### Mark Bands

#### 12 – 10 **Excellent answers**

Limitations of the scientific approach are clearly identified, described and thoroughly discussed with reference to examples. The answer is clearly focused on the question and the examples are well applied. There are few if any omissions, irrelevancies or inaccuracies. The discussion is logical.

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

Answers at the top and middle of this band must refer to examples. Limitations are identified, described and discussed with reference to examples. There must be some detailed discussion for answers at the top of the band. At the lower end of the band analysis and application may be less well directed. The answer is mostly focused on the question though there may be some irrelevance and / or inaccuracy. At the bottom of the band a good mainly descriptive answer may deal with limitations but fail to illustrate with examples.

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

Answers may get little beyond identifying and describing limitations or identifying and describing examples 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 for a good answer. There is likely to be irrelevance and/or inaccuracy.

#### 3 – 1 **Poor answers**

Answers in this band will have some relevant content perhaps a fair description of a limitation. 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 examples from psychology, the question encourages candidates to make links with all modules and to assess the scientific approach within psychology as a whole.

Total AO1 marks: 10

Total AO2 marks: 10

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

4

**Total for this question: 20 marks**

(a) (i) Outline what is meant by the <i>mind-body debate</i> and briefly explain the importance of this debate in psychology. (4 marks)
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**[4 marks: AO1=2, AO2=2]**

AO1 2 marks for an outline of the debate. 1 mark for a basic point such as the debate concerns the relationship or interaction between the physical body and the mind which is mental. 1 mark for an expansion such as how can something that is non – physical / non – material (the mind) influence or produce changes in something physical (the brain / body), or vice versa.

AO2 2 marks for explaining why the debate is important to psychology. 1 mark for a brief point such as may determine what should be studied - the physical brain (biological psychology) or mental processes (cognitive psychology). 1 mark for expansion such as important because how does subjective experience involve the physical brain or implications for the scientific approach. Credit reference to treatment.

(ii) Choose <b>one</b> perspective in psychology and briefly discuss the mind-body debate in relation to this perspective. (4 marks)
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**[4 marks: AO1=2, AO2=2]**

AO1 2 marks for knowledge and understanding of the position taken by a perspective. 1 mark for a brief point such as for the behaviourists, having a mind means little more than engaging in behaviour. 1 mark for an expansion, eg this is seen as a materialist view or peripheralist view. Credit appropriate terminology.

AO2 2 marks an explanation which is accurate and in sufficient detail. This can be achieved by reference to key figures within the perspective, eg Skinner denying the existence of mental phenomena and explaining ‘mental activity’ by covert internal actions or by reference to the basic assumptions such as behaviour can be explained without reference to mental concepts. Credit comparisons with another perspective if relevant. 1 mark for a brief attempt or one lacking in accuracy.

(b) The following statement was made by a psychologist:

“The best way to understand human beings is to reduce the whole to the simplest component parts.”

Describe and discuss the holism and reductionism debate in psychology. Refer to **at least one** topic that you have studied in psychology to illustrate your answer. (12 marks)

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

AO1 Allow two marks for an outline of the debate, eg the debate as to 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 or an explanation based upon an analysis and reduction of the whole into the simplest component parts. Other marks can be for an outline of the types of reductionism, eg structuralism (Wundt), behaviourism (S-R psychology), biological reductionism. Accept descriptions of levels of explanation. For holism marks can be awarded for descriptions of the concept such as that the whole person has to be studied, eg humanistic psychology. Accept descriptions of gestalt psychology, eg insight learning.

AO2 The discussion should evaluate each approach in the context of topic(s). For reductionism the advantages of parsimony and analysis may be contrasted with the reduced validity or the questionable value of the explanation. This may then be contrasted with holism and the more complete and realistic account of behaviour offered by the approach. Credit relevant references to research / studies as application of knowledge.

**Max of 8 if no topic included**

### Mark Bands

12 – 10 **Excellent answers**

The debate is clearly described and thoroughly discussed with reference to a topic area. Discussion is full with substantial and appropriate evaluation and analysis. Evaluative comment is not simply stated but presented in the context of the discussion as a whole. The answer may be supported with reference to specific empirical work though this is not essential. The answer is organised, balanced and clearly focused on the question with few if any omissions, irrelevancies or inaccuracies.

9 – 7 **Good to average answers**

Answers at the top of this band must refer to a topic area. The debate is described and discussed and there is likely to be reference to a topic area. Answers may lack the balance of the top band though there must be some detailed discussion for answers at the top of the band. At the lower end of the band analysis and evaluation may be less well directed. The answer is mostly focused on the question though there may be some irrelevance and/or inaccuracy.

6 – 4 **Average to poor answers**

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.

3 – 1 **Poor answers**

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.

**Synoptic assessment**

The question requires candidates to use a topic which they have studied, eg from social psychology, cognitive psychology, atypical behaviour etc and relate to an overarching issue in psychology. The holism –reductionism debate in psychology has to be appreciated as a general discussion point for psychology.

Total AO1 marks: 10

Total AO2 marks: 10

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

**SECTION C: Methods in Psychology**

5

**Total for this question: 20 marks**

(a) State a suitable research/alternative hypothesis for the study. (2 marks)

**[2 marks: AO2=2]**

2 marks for a one-tailed or two-tailed hypothesis which must be a testable statement, include reference to 'significant differences' and the two conditions. Eg 'Art students will produce significantly higher scores on the questionnaire than science students.'

1 mark for two of the above criteria. 2 marks for all three criteria.

(b) The lecturer decided to set a significance level of 5%.  
What is meant by *significance level*? Explain why the psychologist might have chosen the 5% level. (3 marks)

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

1-2 marks for significance level and 1-2 marks for the rationale up to a maximum of 3.

1 mark for an outline of significance level (AO1), eg the significance level indicates the extent to which a set of results are due to chance / equivalent to the probability (p) of results being due to chance.

1 mark for a reason for the 5% level (AO2), eg it is the conventional level or the minimum level of probability that chance factors operate.

1 mark for any additional AO2 point such as, the significance level represents chance factors rather than the IV, or the 5% level is regarded as an appropriate compromise between a type 1 and 2 error.

(c) Name an appropriate statistical test that the psychology lecturer could have used to compare the scores of the arts and science students. Justify your answer. (3 marks)

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

1 mark for the appropriate test, Mann Whitney (AO1).

1 mark for each reason to a maximum of 2 marks (AO2).

Test of difference.

Independent groups design.

Data collected (attitude scores) is ordinal.

Parametric assumptions are not met.

Accept answers which give the Independent 'T' test but only if the candidate can provide a reason why the data can be regarded as interval.

Maximum of 1 mark if test is incorrect but reason(s) is/are correct.



- |  |
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| (d) Identify <b>one</b> reason why the lecturer should be cautious about generalising on the basis of the findings of the study. Explain your answer. <span style="float: right;">(2 marks)</span> |
|--|

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

1 mark for identifying a feature (AO2), eg one establishment only or an opportunity sample.  
1 mark (AO1) for showing understanding of the feature through a coherent explanation, eg opportunity sampling gives an unrepresentative sample and is often biased as participants chosen are those who are available for whatever reason and who are willing and helpful. One establishment not representative of target population of arts and science students.

- |  |
|--|
| (e) Explain why it is important that the lecturer selected statements that the judges thought clearly represented an attitude about going to war. <span style="float: right;">(2 marks)</span> |
|--|

**[2 marks: AO2=2]**

Up to 2 marks for an accurate explanation dealing with one of the following points in some detail or with more than one point briefly stated; to aim for validity, to be sure that the statements are measuring what they claim to be measuring, the need to reduce subjectivity, eliminate ambiguity, misunderstanding. Credit references to face and content validity.

- |   |
|---|
| (f) (i) What does the correlation of +0.91 indicate about the reliability of the scale? Explain your answer. <span style="float: right;">(2 marks)</span> |
|---|

**[2 marks: AO1=1, AO3=1]**

1 mark for stating that the correlation suggests that the scale is reliable, with some explanation (AO1). 1 mark for further expansion. The scores are correlated to see if people get the same / similar set of scores on the second occasion. If they do and the correlation is strong this indicates that the scale / test has high reliability. (AO3)  
Credit answers that comment on the significance level of 1% to a max. of 1 mark. (AO1 / AO3)

- |   |
|---|
| (ii) Outline <b>one</b> reason why the lecturer may have decided to have a gap of three weeks between testing and re-testing the participants. <span style="float: right;">(2 marks)</span> |
|---|

**[2 marks: AO3=2]**

2 marks for an accurate explanation with some detail. The second test must be taken after a period of time so that the participant does not recall what he / she did the last time. If the time period is too great then the participant may have changed in some way and a low correlation may simply reflect this. Therefore the period is usually a few weeks.  
1 mark for a brief point or answer lacking in accuracy.

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|--|
| (g) Briefly discuss <b>one</b> strength and <b>one</b> weakness of using a quantitative method to measure attitudes. <span style="float: right;"><i>(4 marks)</i></span> |
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**[4 marks: AO1=2, AO2=2]**

1 mark each for a brief and accurate outline of a strength and a weakness of quantitative method showing knowledge and understanding (AO1). Answers could deal with, for strengths; more reliable, greater objectivity, higher internal validity, replicable effects. For weaknesses; narrow and ‘unrealistic’ information, numerical measures which tap only a tiny portion of the concept under study.

2 marks for an accurate discussion with some detail which covers both the strength and weakness. (AO2). A comparison with qualitative data is acceptable.

1 mark for a brief evaluative / analytical point or one lacking in accuracy. Credit reference to the study as application.

Total AO1 marks: 6

Total AO2 marks: 11

Total AO3 marks: 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	%	
<b>1</b> (a)	2		2				
(b)	2		2				
(c)	6		6				
Total	10	50	10	50			20
<b>2</b> (a)	2		2				
(b)	2		2				
(c)	6		6				
Total	10	50	10	50			20
<b>3</b> (a) (i)	2		2				
(ii)	2		2				
(b)	6		6				
Total	10	50	10	50			20
<b>4</b> (a) (i)	2		2				
(ii)	2		2				
(b)	6		6				
Total	10	50	10	50			20
<b>5</b> (a)	0		2		0		
(b)	1		2		0		
(c)	1		2		0		
(d)	1		1		0		
(e)	0		2		0		
(f) (i)	1		0		1		
(ii)	0		0		2		
(g)	2		2		0		
Total	6	30	11	55	3	15	20