



General Certificate of Education

Psychology PYB5 *Specification B*

Unit 5 Perspectives, Debates and Methods in Psychology

Mark Scheme

2007 examination - June series

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

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PYB5

Quality of Written Communication

Candidates are required to:

- select and use a form and style of writing appropriate to purpose and to complex subject matter;
- organise relevant information clearly and coherently, using specialist vocabulary where appropriate;
- ensure spelling, grammar and punctuation are accurate, so that meaning is clear.

The assessment criteria for quality of written communication apply only to questions with 12 marks in A2 unit test questions. The following criteria should be applied in conjunction with the question mark scheme.

The bands for quality of written communication must be regarded as part of the mark scheme even though they are listed separately. If a candidate's quality of written communication fails to meet the achieved content band, then s/he will lose one mark.

Band 1: Excellent quality of written communication

The candidate expresses most ideas clearly and fluently, with consistently effective use of psychological terminology. Arguments are well structured, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that meaning is rarely, if ever, obscured.

Band 2: Good to average quality of written communication

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

Band 3: Average to poor quality of written communication

The candidate expresses basic ideas clearly but there may be some ambiguity. The candidate uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

Band 4: Poor quality of written communication

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

Note: The main body of the answer should be assessed for Quality of Written Communication. Neither a sketched plan at the start of an answer, nor a list of points at the end of an answer where a candidate has clearly run out of time, should be assessed for quality of written communication.

SECTION A: PERSPECTIVES IN PSYCHOLOGY**1****Total for this question: 20 marks**

(a) Identify and briefly describe two divisions of the human nervous system. (4 marks)

[4 marks: AO1=4, AO2=0]**AO1** 1 mark for identifying each division.

Most likely answers will be the central nervous system and the peripheral nervous system. However, accept sub-divisions of these: somatic nervous system, autonomic nervous system (ANS), brain, spinal cord, sympathetic nervous system, parasympathetic nervous system.

1 mark for a brief description of each which can address either the function of the division and/or the structure, eg peripheral nervous system - transmits information to and from the central nervous system (1).

Can be sub-divided into the somatic nervous system and the ANS. (1)

Repeat for second division.

(b) Briefly discuss one reason why some psychologists investigate the genetic basis of behaviour. (4 marks)
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[4 marks: AO1=1, AO2=3]**AO1** 1 mark for the reason. Likely answers: an interest in the extent to which psychological characteristics are affected by inheritance from parents, understanding individual differences, the role of genes in behaviour, understanding human similarity (evolution), implications for therapies/behaviour control, nature/nurture debate. Accept answers which deal with specific examples, eg schizophrenia.**AO2** Up to 3 marks for a brief discussion which could include comments/analysis of the reason given and may provide specific examples of behaviour or research in support of the discussion. Some of the above points may overlap and can still be credited as one reason.

1 mark for each point to a maximum of 3.

Exemplar: One reason why some psychologists investigate the genetic basis of behaviour is because of the understanding gained for behaviour control (AO1).

An example is phenylketonuria (PKU) caused by two recessive genes which result in severe learning difficulties for the individual who inherits the disorder (AO2).

However, it is now known that an explanation based on genetics alone is too simplistic and that the effect of genetics depends on the environment (AO2). Children born with PKU are unable to metabolise an amine - phenylalanine. If put on a special diet free of this amine, there is no effect on intellectual development. (AO2).

(c) Describe and discuss Freud's psychoanalytic theory and **one** post-Freudian theory. (12 marks)

[12 marks: AO1=5, AO2=7]

- AO1** Up to 5 marks can be gained by providing relevant details of Freud's theory and any post-Freudian theory. Allow a maximum of 3 marks for any one theory. For Freud, candidates are expected to briefly outline the structure of personality and/or the general aspects of the psychosexual stages of development. Post-Freudians will most probably refer to Erikson, Jung, Adler, Klein and Anna Freud. Likely content as follows:
 Erikson - brief outline of the psychosocial stages of development.
 Klein - object relations theory, developmental 'positions'.
 Adler - inferiority complex, drive for superiority, need for others, creative self.
 Jung - collective unconscious, archetypes.
 Anna Freud - focus on ego and adolescence.
 No credit for the description of research.
- AO2** Up to 7 marks for the discussion of the two theories. Relevant discussion points could include: application of each theory to psychology, eg the importance of the unconscious mind in motivating behaviour, the importance of childhood experiences, applications to vast areas of psychology such as personality development, psychological functioning including abnormality, moral and gender development, practical applications, eg treatment, play therapy, comparisons between theories, strengths and weaknesses of each theory, eg Freud's theory has vast explanatory power but is unscientific. Credit references to methods of research, eg the cultural aspects of Erikson's work. Credit use of relevant evidence.

Max of 7 marks if only one theory addressed

Mark bands

12 - 10 marks **Excellent answers**

Theories are clearly identified, outlined and discussed sufficiently. There is sound knowledge and understanding of each theory and the discussion is balanced with appropriate analysis and application. Reference to research is relevant and accurate and evaluative comment is presented in the context of the discussion as a whole. The answer is well focused, organised, and mostly relevant with little, if any, misunderstanding.

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

There is some detailed discussion and reference to both theories for answers at the top and middle of the band. The answer may not show the balance of the top band. The answer is mostly focused on the question though there may be some irrelevance and/or misunderstanding. Very good attempts to deal with just one theory could fall at the bottom of this band.

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

Answer shows some relevant knowledge and understanding but will probably lack detail and/or be quite unbalanced. Descriptive answers with minimum focus on the question are likely to be in this band. There may be considerable irrelevance and/or inaccuracy.

3 -1 marks Poor answers

Answer must have some relevant content, possibly some description. There are probably substantial inaccuracies and/or irrelevance. Answer may be valid but extremely brief.

Synoptic assessment

This question encourages candidates to consider two theories in psychology. By asking for a discussion of each, opportunities are available for links to be made with other modules including child development, atypical behaviour and methods in psychology.

Total AO1marks for Question 1: 10

Total AO2 marks for Question 1: 10

Total marks for Question 1: 20

2

Total for this question: 20 marks

- | |
|---|
| (a) Use an example of behaviour to explain what cognitive psychologists mean by <i>mediational processes</i> . (4 marks) |
|---|

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

- AO1** 2 marks for an outline which is accurate and with some expansion, eg these are the cognitive processes or mental events that take place between stimulus and response (1). These internal events include perception, thinking processes, such as problem solving, memory and language (1).
1 mark for a brief and/or expanded but not totally accurate answer.
- AO2** 2 marks for application to an example of behaviour which is accurate and with the required expansion, eg the role of mediational processes in insight learning (Kohler) such as perceptual restructuring, or observational learning (Bandura) such as attention, perception, memory, motivation. Specific research does not have to be included in the answer - example may be any everyday example of behaviour such as driving a car/catching a ball. Accept answers which deal with non-conscious processes such as in subliminal perception.
1 mark for a brief or incomplete and/or expanded but not totally accurate answer.

- | |
|--|
| (b) What is meant by an <i>eclectic approach</i> ?

Outline one strength of adopting an eclectic approach in psychology. (4 marks) |
|--|

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

- AO1** Up to 2 marks for describing what is meant by the eclectic approach. Accept answers which describe as follows: selectively adopting ideas from different sources and combining them in the development of a new theory, generally not following any one system but selecting and using whatever is considered best in all systems. Accept answers which refer to therapy as well as theory.
1 mark for a brief or slightly inaccurate answer.

Further 1 mark for strength plus 1 mark for expanded description.

Likely answers: better able to represent the subject under study, human thought and behaviour does not readily lend itself to explanation and understanding from within one perspective, regarded as healthy in psychology still seen as too immature for any of its theories to be universally applicable.

Accept references to examples/illustrations as expansions.

- (c) Wade has returned home late from a difficult day at work. His wife, Mandy, challenges him about why he did not phone to say where he was. Wade loses control and hits Mandy. Wade comes from a violent family and witnessed violence as a child.

Discuss how psychologists from both the behaviourist perspective **and** the biological perspective might explain Wade's violent behaviour. (12 marks)

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

AO1 Up to 4 marks for an outline of the relevant features of each perspective. 2/3 three marks for each perspective. Thus for behaviourist perspective accept reinforcement, rewards and punishment, consequences of behaviour, stimulus–response connections. Accept answers which include social learning theory including observational learning, modelling, imitation, models of behaviour etc.

For biological perspective accept the role of inheritance, genetic causes, biochemical causes, eg testosterone, neurophysiology.

Allow up to 2 marks for the description of studies/evidence.

AO2 Up to 8 marks for discussion of the two perspectives. Credit to be given for the use of relevant theories appertaining to each perspective, such as operant conditioning, social learning theory, genetic theory. Credit relevant evaluation of each perspective, eg for behaviourists the questionable use of animals, mechanistic approach, for the biological perspective, regarded as oversimplistic and reductionist, mind/body problem.

Up to 4 marks for applications to the text, eg

(1) Wade may have learned to behave this way because the behaviour paid off in the past (reinforcement) – he comes from a violent family,

(2) parents/family members acted as role models, observational learning – Wade witnessed violence,

(3) hormonal basis for male aggressiveness/testosterone,

(4) genetic causes/inheritance – comes from a violent family,

(5) Wade is frustrated – has returned late from a difficult day at work and is challenged by his wife – frustration/aggression hypothesis.

Credit use of relevant evidence.

Maximum 7 marks if only one perspective addressed

Mark bands

12 - 10 marks **Excellent answers**

There is sufficient description showing sound knowledge and understanding of each perspective. The discussion is balanced with appropriate analysis and application. Evaluative comment is presented in the context of the discussion as a whole. Use of evidence is appropriate and relevant. The answer is well focused, organised, and mostly relevant with little, if any, misunderstanding.

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

Answer shows knowledge and understanding and there is an attempt to present an organised discussion. For answers at the top and middle of the band there must be an attempt to address both perspectives though the answer may not show the balance of the top band. The answer is mostly focused on the question, though there may be some irrelevance and/or misunderstanding. Very good attempts to deal with just one explanation could fall at the bottom of this band.

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

Answer shows some relevant knowledge and understanding but will probably lack detail and/or be quite unbalanced. Descriptive answers with minimal focus on the question are likely to be in this band. There may be considerable irrelevance and/or inaccuracy.

3 – 1 marks **Poor answers**

Answer must have some relevant content, possibly some description. There are probably substantial inaccuracies and/or irrelevance. Answer may be valid but extremely brief.

Synoptic assessment

This question encourages candidates to apply perspectives first encountered at AS. Candidates are encouraged to consider how different aspects of the two perspectives can be applied to the same scenario and to make links with other topics both at AS and A2.

Total AO1 marks for Question 2: 10

Total AO2 marks for Question 2: 10

Total marks for Question 2: 20

SECTION B: DEBATES IN PSYCHOLOGY**3****Total for this question: 20 marks**

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|--|
| (a) Outline two ways in which common-sense explanations of behaviour differ from scientific explanations of behaviour. (4 marks) |
|--|

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

- AO1** 1 mark for identifying each difference.
Most likely will be reference to common-sense explanations being vague/ambiguous, possibly leading to false conclusions, containing contradictions, based on personal anecdote, subjective, unjustified generalisations from single cases. Whereas scientific explanations involve hypothesis testing, based on theory, stand up to replication, involve careful generalisations, etc. 1 mark for expansion.
Credit distinction by illustration/example.

- | |
|--|
| (b) Outline what is meant by <i>private experience</i> and explain why such experiences are difficult for psychologists to study. (4 marks) |
|--|

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

- AO1** 1 mark for a brief point, eg private experience is unique to the individual.
1 mark for an expansion such as it is subjective, not observable, contrasted with overt behaviour, verbally reported, or an example such as introspection/stream of consciousness.
- AO2** 2 marks for an explanation which is accurate and with the required expansion.
Explanations will probably deal with: not amenable to scientific enquiry and why - unable to verify reports - implications for replicability and generalisability, cognitive processes only constitute a part of private experience.
Credit relevant references to examples such as introspection, the role of inference in experiments into cognitive processes or the assumptions of the humanistic approach.
Credit references to ethical issues such as confidentiality.
1 mark for a brief or incomplete and/or expanded but not totally accurate answer.

- | |
|--|
| (c) Discuss the use of the scientific approach in psychology. Refer to at least one topic you have studied. (12 marks) |
|--|

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

- AO1** These marks can be gained for a description of the scientific approach as well as a description of the use of the scientific approach. Candidates may refer to the fact that the scientific approach is objective, provides accurate measurement, is replicable, reliable, generalisable. It provides theories which lead to the derivation of testable hypotheses, allows for progress within the discipline. The scientific approach in psychology aims to describe, predict, understand and control behaviour.
No credit for the description of research.

AO2 Up to 8 marks for the analysis/evaluation of the use of the scientific approach which should include a balance of strengths and limitations. Strengths may include objectivity, the production of theories and applications. Likely references to topic areas for the arguably successful use of the scientific approach may stem from the behaviourist perspective/theories of learning, social psychology, cognitive psychology including child development and biological approaches as well as specific research examples. Other likely topic areas and in particular for applications are health psychology, atypical psychology and criminology. Appropriate analysis and evaluation may stem from such illustrations. Limitations may cover dehumanisation, mechanistic view of humans, reductionist and deterministic view, artificiality of research, limitations as a result of ethical restrictions. Credit answers which deal with the difficulties in conducting research, eg where humanistic and psychoanalytic perspectives are concerned as well as demand characteristics, experimenter bias, etc. Credit use of relevant evidence.

Max 8 marks if no topic included

Mark bands

12 - 10 marks **Excellent answers**

There is sufficient description showing sound knowledge and understanding of the scientific approach and/or the use of the scientific approach. The discussion is balanced with appropriate analysis and application to at least one topic area. Evaluative comment is presented in the context of the discussion as a whole. The answer is well focused, organised and mostly relevant with little, if any, misunderstanding.

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

Answer shows knowledge and understanding and there is an attempt to present an organised discussion. For answers at the top of the band, there must be reference to a topic area, though the answer may not show the balance of the top band. The answer is mostly focused on the question though there may be some irrelevance and/or misunderstanding. Very good answers but which fail to refer to a topic could fall in the middle of this band.

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

Answer shows some relevant knowledge and understanding but will probably lack detail and/or be quite unbalanced. Descriptive answers with minimal focus on the question are likely to be in this band. There may be considerable irrelevance and/or inaccuracy.

3 – 1 marks **Poor answers**

Answer must have some relevant content possibly some description. There are probably substantial inaccuracies and/or irrelevance. Answer may be valid but extremely brief.

Synoptic assessment

The question draws on knowledge and understanding gained in the AS unit as well as the A2 unit. By asking for a topic in 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 for Question 3: 10

Total AO2 marks for Question 3: 10

Total marks for Question 3: 20

4

Total for this question: 20 marks

- (a) Outline **one** strength and **one** weakness of the idiographic approach in psychology. (4 marks)

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

- AO1** 1 mark for strength plus 1 mark for expanded description.
Likely answers: provides a complete global understanding of an individual, focuses on the uniqueness of the individual, useful when the study is long term.
Credit references to examples/illustrations as expansions.
Credit comparisons with the nomothetic approach.
1 mark for weakness plus 1 mark for expanded description.
Likely answers: cannot generalise, tend to be subjective, unreliable, and unscientific.
Credit references to examples/illustrations as expansions.
Credit comparisons with the nomothetic approach.

- (b) Outline why some psychologists favour reductionist explanations of human behaviour. (4 marks)

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

- AO1** 1 mark for knowledge and understanding of what is meant by a reductionist explanation of human behaviour, eg the subject matter of psychology can be explained within the frame work of the physical sciences.
1 mark for any expansion/elaboration.
Credit references to examples/illustrations as expansions, eg biochemical explanation of schizophrenia.
Maximum of 1 mark for showing knowledge and understanding of what is meant by reductionism - analysis and reduction of the whole to its simplest component parts.
- AO2** Possible explanations may be ease of testing, in line with a scientific approach, ease of verification, scientific credibility, parsimonious explanations.
Expansions will probably deal with an analysis of any examples or illustrations offered or comparisons with a holistic approach.
1 mark for each relevant point to a maximum of 2.

(c) The following comment was made by a judge at the end of a trial:

“People are in control of their behaviour and they are responsible for their actions.”

Discuss the free will and determinism debate in psychology. Illustrate your answer with reference to **at least one** topic in psychology. (12 marks)

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

AO1 Marks can be awarded for outlining the debate (maximum of 3 marks for either side of the debate). Other marks can be awarded for relevant details of topic(s), eg obedience to authority, conformity, substance abuse, aggression, explanations of criminal behaviour, gender, personality, phobias, schizophrenia, depression, attraction, etc, credit any reference to perspectives (most likely humanistic versus behaviourist/psychoanalytic), and other debates (mind-body). No credit for the description of research.

AO2 Up to 8 marks for analysis of the debate and topic(s) presented. The candidate must apply the debate to the topic(s), eg if selecting obedience to authority, discuss whether or not obedience is determined. Discussion will probably make reference to the underpinning theory and can include links with perspectives and other debates where relevant. Evaluation will most probably be related to the topic selected but may also be general. Credit use of relevant evidence.

Max of 8 marks if no reference to a topic in psychology

Mark bands

12 – 10 marks **Excellent answers**

A clear understanding of both free will and determinism is shown, together with the nature of the debate in relation to topic(s) in psychology. The discussion is balanced with appropriate analysis and application. Any evaluative comment is presented in the context of the discussion as a whole. The answer is well focused, organised and mostly relevant with little if any misunderstanding.

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

A good understanding of the debate is shown, with evidence of discussion in the answer though this may not show the balance of the top band. At the top of the band the discussion refers to topic(s) in psychology and there is some appropriate analysis. The answer is mostly focused on the question, though there may be some irrelevance and/or misunderstanding. Very good answers but which fail to refer to a topic could fall in the middle of this band.

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

Answer shows some relevant knowledge and understanding but will probably lack detail and/or be quite unbalanced. Descriptive answers with minimum focus on the question are likely to be in this band. There may be considerable irrelevance and/or inaccuracy.

3 - 1 marks Poor answers

Answer must have some relevant content possibly some description. There are probably substantial inaccuracies and/or irrelevance. Answer may be valid but extremely brief.

Synoptic assessment

The question requires candidates to draw on topic(s) in psychology in their discussions. The free will and determinism 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

SECTION C: METHODS IN PSYCHOLOGY

5

Total for this question: 20 marks

(a) The researcher used volunteers for this study.

Identify **one** advantage and **one** disadvantage of using volunteers in psychological research. (2 marks)

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

AO1 1 mark for advantage: easy recruitment.
1 mark for disadvantage, eg untypical/biased sample and/or implications for generalisation.

(b) Interpret the data in **Figure 1**. (2 marks)

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

AO2 1 mark for each correct interpretation of the data displayed. Accept any 2 points, eg for both groups, pre-therapy assessment measures were different (1) but post-therapy measures, both decreased (1). Group 2 decreased more than Group 1 (1). Credit comparative estimates of decrease.
Accept other accurate interpretations.
Do not credit verbal descriptions of results.

(c) The researcher wanted to find out whether there was a significant difference between the post-therapy assessment scores of the two groups. Name an appropriate statistical test that the researcher could have used. Justify your answer. (3 marks)

[3 marks: AO1=0, AO2=3]

AO2 1 mark for appropriate test. Mann-Whitney 'U' test. (1)
2 marks for justification: ordinal level data (1), test of difference (1) between the two independent groups/unrelated/unmatched (1). Justification should be linked to the stimulus material and not to the choice of the test.
Accept independent 't' test only if answer states that the data could be treated as interval.

(d) (i) What is meant by a *matched pairs design*? (2 marks)

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

AO1 1 mark for the key point that participants are matched on participant variables (1).
1 mark for an expansion, such as typical participants are identical twins (1) or in terms of whatever variables the experimenter feels might have an effect on their performance (1) or that each person in one condition/group has a definite partner in the other (1) or an appropriate example (1).

- | |
|--|
| (ii) Briefly explain why it might have been better to have used a matched pairs design in this study. (2 marks) |
|--|

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

AO2 2 marks for an appropriate clear justification, eg given that the statistical analysis was on post-therapy assessment scores between the two groups (1) then pre-therapy assessment scores, if matched, would give same initial score for both groups in order to compare the effectiveness of the therapies (1); or that the current design using independent groups (1) runs the risk of not effectively controlling participant variables which could become confounding variables. (1)
Credit references to the fact that initial scores in the study were different. (1)
1 mark for an attempt which lacks clarity or is incomplete.

- | |
|--|
| (e) (i) Identify one variable other than the therapy itself which could have caused the change in Anxiety Scale scores. (1 mark) |
|--|

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

AO2 1 mark for any of the following variables: participants' familiarity with the procedure, practice effect, knowledge that the aircraft would most probably not take off, intervening variable during the passage of time such as a news story on improved safety standards, medication or other therapy, demand characteristics, passage of time.

- | |
|--|
| (ii) Briefly describe how the design of this study could have been improved to take account of this variable. (3 marks) |
|--|

[3 marks: AO1=0, AO2=0, AO3=3]

AO3 These marks are for describing the procedure and not for an explanation.
1 mark for a identifying a possible change which would bring about an improvement - most likely would be the use of a control group with no therapy, or placebo group with inert therapy. Accept other answers, such as a longer time interval between the two conditions of testing or involving a short flight on each occasion.
2 marks for an expansion of how the change would be implemented. The improvement must be consistent with the variable selected. For full marks, the detail must extend to the second assessment.

- | |
|---|
| (f) Briefly explain one ethical issue raised by this study. (2 marks) |
|---|

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

AO1 1 mark for correctly naming a relevant ethical issue such as deception, protection of participants, informed consent, withdrawal from research.

AO2 1 mark for explanation of the issue such as for withdrawal – enclosure within the aircraft, deception – not aware that the aircraft would not take off, protection of participants – participants exposed to high levels of anxiety, informed consent – doubtful as participants did not seem to be aware of all aspects of the design.

(g) The research was designed so that levels of anxiety were assessed on board an aircraft.

With reference to this study, briefly discuss **one** advantage of conducting psychological research outside the laboratory. (3 marks)

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

AO1 For identifying the advantage – higher in ecological validity; or behaviour occurs in natural environment; or behaviour less likely to be distorted.

AO2 These marks are for the discussion. For full marks, the advantage must be applied to this study - difficult to simulate genuine fear of flying in a laboratory, less distortion of behaviour – more spontaneity, behaviour exposed to the everyday variables such as, in the plane, the infectious aspect of fear engendered by other passengers.
1 mark for a brief response or not totally accurate or a general answer not applied to the study.

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

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

Question	Assessment Objectives						Total Marks
	AO1 Knowledge and Understandin g		AO2 Analysis and Evaluation		AO3 Psychological Investigations		
	Mark s	%	Mark s	%	Mark s	%	
1 (a)	4		0				
(b)	1		3				
(c)	5		7				
Total	10	50	10	50			20
2 (a)	2		2				
(b)	4		0				
(c)	4		8				
Total	10	50	10	50			20
3 (a)	4		0				
(b)	2		2				
(c)	4		8				
Total	10	50	10	50			20
4 (a)	4		0				
(b)	2		2				
(c)	4		8				
Total	10	50	10	50			20
5 (a)	2		0		0		
(b)	0		2		0		
(c)	0		3		0		
(d) (i)	2		0		0		
(ii)	0		2		0		
(e) (i)	0		1		0		
(ii)	0		0		3		
(f)	1		1		0		
(g)	1		2		0		
Total	6	30	11	55	3	15	20