



General Certificate of Education

Psychology 6186
Specification B

**Unit 5 (PYB5) Perspectives, Debates and
Methods in Psychology**

Mark Scheme

June examination - 2008 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) Three-year-old Haniya frequently accompanies her mother to the supermarket. Whenever Haniya sees crisps she tells her mother to buy some. Sometimes her mother refuses and Haniya reacts by crying loudly. When this happens, her mother often changes her mind and buys the crisps.

Outline what is meant by *reinforcement*. Using the text above, explain the process of reinforcement. (4 marks)

[AO1 = 2, AO2 = 2]

AO1 One mark for knowledge of the term reinforcement: the process by which a response is strengthened; anything that causes a response to be repeated / to occur again. One mark for any relevant additional detail demonstrating knowledge and understanding of reinforcement eg reference to positive/negative/secondary reinforcement. Credit appropriate reference to variable or partial reinforcement.

AO2 Up to two marks for appropriate reference to the text. The behaviour repeated/reinforced must be identified for one mark –most likely Haniya's loud crying and the event which follows the behaviour which causes it to be repeated, receiving something wanted /needed-the crisps, for the second mark. Less likely, but correct, are answers which deal with the conditioning of the mothers behaviour –buying the crisps, and the event causing that response to be repeated being the cessation of something unpleasant -the loud crying.

- (b) Describe features of **one** of Freud's stages of psycho-sexual development. (4 marks)

[AO1 = 4, AO2 = 0]

AO1 1 mark for each relevant point which can be for features common to all stages or specific to a stage. Most likely are answers dealing with the phallic stage-however there are key features common to all the stages.

- expression of sexual/libidinal energy/source of gratification-one mark
- organ of focus/part of the body-one mark
- age range-one mark

Possible features specific to each stage:

- oral- reference to eating/sucking/ swallowing/biting
- anal-reference to control of the expulsion of body waste/ego development/ demands of reality
- phallic stage-Oedipus/Electra complex
- genital stage- adult sexual relations.

Credit fixations or resultant personality characteristics.

No credit for naming the stage.

(c) The cognitive perspective in psychology is often used to explain behaviour.

Discuss the cognitive perspective in psychology. In your answer, refer to **at least two** topics that you have studied in psychology. (12 marks)

[AO1 = 4, AO2 = 8]

AO1 Up to four marks for knowledge and understanding of the key features of the cognitive perspective. This may include details of information processing, internal mental processes, mediators, schemas etc.
Credit description of relevant evidence up to one mark.

AO2 Up to eight marks for discussion and application of the cognitive perspective to topic areas. Possible topic areas may include: perception, memory, attention, atypical behaviour including exceptional development, cognitive development, moral development, eye witness testimony, cognitive therapies, social cognition, social learning theory. Discussion should include relevant analytical points eg: in autism, the cognitive perspective elaborates on cognitive differences between sufferers and non-sufferers; in social perception, the cognitive concept of the schema is used to explain the primacy effect and in cognitive development the schema is used to describe how knowledge develops; 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 as self-reflecting and thoughtful.
Discussion should also include relevant evaluation such as comparisons with other perspectives eg cognitive explanations of forgetting contrasted with behaviourist or psychoanalytic explanations; the level of explanation eg in autism, explanations based at a functional psychological level rather than at a genetic reductionist level as advanced by the biological perspective.
Credit reference to the methods of research where used for evaluation.
Credit the use of relevant evidence.

Maximum of 8 marks if only one topic referred to

Mark bands**12 – 10 marks****Excellent answers**

The relevant features of the cognitive perspective are clearly identified and applied to topic areas. There is detailed descriptive information which is both relevant and accurate. Discussion is full and well balanced. Analysis shows a very sound understanding of the features and application to topic area is appropriate. A good breadth of knowledge and understanding is shown and the answer is organised. A line of argument is clear and the discussion is balanced.

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

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

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

A generally descriptive response with some outline of the features of the cognitive perspective. At the top and middle of the band some discussion/analysis must be present though there may be little analysis and discussion will be weak. There may be a minimal attempt at application to at least one topic area. There is likely to be irrelevance and/or inaccuracy. At the bottom of the band a topic area may not be included.

3 – 1 marks**Poor answers**

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

Synoptic assessment

By being required to apply the cognitive perspective to topic areas, candidates are invited to make links with both AS and A2 modules. The requirement to 'discuss' will encourage candidates to reflect on most areas of the specification, allowing them to present arguments either way.

Total AO1 marks for Question 1 = 10

Total AO2 marks for Question 1 = 10

Total marks for Question 1 = 20 marks

2

Total for this question: 20 marks

(a)	Outline two features of the biological perspective in psychology.	(4 marks)
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[AO1 = 4, AO2 = 0]**AO1** Up to two marks for each feature.

For each feature, one mark for identification /naming and /or brief outline eg the role of heredity in behaviour, biochemistry, emphasis on neurophysiology, genetic explanations of behaviour, interaction between behaviour and its biological base, reductionism, determinism.

Second mark for an expansion /elaboration eg if the feature identified is the role of heredity then expansion could include contrast with experience / acquired behaviour. Credit appropriate references to examples of behaviour or research eg localisation of function in the brain.

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

(b)	Suggest one advantage of using a range of perspectives to explain behaviour. Refer to a topic you have studied to illustrate your answer.	(4 marks)
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[AO1 = 2, AO2 = 2]**AO1** Up to two marks for the understanding of an advantage of using a range of perspectives to explain behaviour.

Possible answers: people/behaviour is complex; behaviour is not adequately explained by one perspective; it is easier to capture a full understanding of human behaviour using more than one perspective; a single perspective can result in an overly narrow or limited view of human nature.

One mark for a very brief or vague answer.

Two marks for a full answer. Credit an example of the limitations of one perspective such as behaviourists believe only observable behaviour should be studied.

AO2 One mark for relevant illustration. This can be taken from topic areas such as social psychology, child development, atypical behaviour etc.

Second mark for linking the example to the advantage.

(c)	<p>A teacher concluded her lessons on the humanistic perspective with the following statement:</p> <p>“Some people argue that the humanistic perspective has not made a significant contribution to psychology. I disagree. The humanistic perspective has concerned itself with areas of human behaviour and experience which have been ignored by the behaviourist and psychoanalytic perspectives.”</p> <p>Discuss the humanistic perspective in psychology. In your answer, refer to the behaviourist perspective and/or the psychoanalytic perspective. (12 marks)</p>
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[AO1 = 4, AO2 = 8]

- AO1** Up to four marks for demonstrating knowledge and understanding of the humanistic perspective. Answers will probably cover the person-centred perspectives of Maslow and Rogers, the focus on free will and positive view of human beings, subjective experience of the whole person. It is unlikely that evidence will be presented but allow a maximum of one mark for relevant evidence.
- AO2** Up to eight marks for the discussion. Candidates could consider areas neglected by the behaviourist and/or psychoanalytic perspective and discuss the ‘meaningful’ topics covered by the humanistic perspective arising from the emphasis on free will, subjective experience, holistic approach, rejection of science, the positive image of the human condition etc. Strengths and weaknesses of the humanistic perspective can be credited as part of the discussion based on the text. Credit comparisons to the unconscious, deterministic, instinct driven and negative approach of the psychoanalytic perspective and the mechanical, ‘mindless’, scientific and deterministic approach offered by the behaviourist perspective. References to methods of study and applications to therapy can be credited if relevant to the discussion. It is unlikely that evidence will form part of the discussion but credit can be given if relevant.

Maximum of 7 marks if no reference to either the behaviourist or psychoanalytic perspective

Mark bands**12 – 10 marks****Excellent answers**

There is detailed descriptive information which is both relevant and accurate. Analysis shows a very sound understanding of the features of the humanistic perspective. Discussion covers strengths and weaknesses of the perspective including comparisons with the behaviourist and /or psychoanalytic perspectives. A good breadth of knowledge and understanding is shown and the answer is organised. A line of argument is clear and the discussion is balanced.

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

A generally accurate response but less analysis than for the top band. An attempt to discuss the perspective in comparison with the behaviourist and /or psychoanalytic perspectives is made at the top and middle of the band. An exceptional answer, which does not include reference to the behaviourist or psychoanalytic perspective could gain 7 marks. Some analysis is attempted. Most of the answer is focused but there may be some irrelevance and/or minor misunderstanding.

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

A generally descriptive response with some outline of the features of the humanistic perspective. At the top and middle of the band some discussion/analysis must be present though there may be little analysis and discussion will be weak. There may be a minimal attempt at application to the question set. Answers which merely discuss the humanistic perspective and make no reference to the behaviourist and /or psychoanalytic perspectives will probably fall into this band. There is likely to be irrelevance and /or inaccuracy.

3 – 1 marks**Poor answers**

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

Synoptic assessment

The question requires candidates to make links with three major perspectives in psychology and theoretical/philosophical issues. Candidates are encouraged to draw upon the basic assumptions and theory covered at AS and consolidated at 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) | Distinguish between common-sense and scientific explanations for human behaviour. Refer to an example in your answer. | (4 marks) |
|-----|---|-----------|

[AO1 = 2, AO2 = 2]

- AO1** One mark each for description of both elements.
Likely content:
Common-sense explanations are usually based on a single observation or experience; they are acquired in a haphazard, anecdotal way; they are not empirically tested; they are not tested against reality; they are subjective.
Scientific explanations are based on accurate observations; use empirical evidence; involve use of prediction and testing using objective, systematic and replicable methodology.
- AO2** Up to two marks for application of the distinction to an example. Answer may be based on contradictory proverbs with corresponding scientific explanations based on research or on any topics studied where research has changed common-sense explanations/predictions. Milgram's research would provide a useful example. One mark if application is very brief or lacks accuracy/detail.

- | | | |
|-----|--|-----------|
| (b) | Outline two reasons why some psychologists regard Freud's psychoanalytic perspective as unscientific. | (4 marks) |
|-----|--|-----------|

[AO1 = 4, AO2 = 0]

- AO1** Up to two marks for each reason.
One mark for identification and brief outline of a reason.
Appropriate reasons may include: the subject matter-unconscious mind; methodological issues-difficulty with control; replicability; objectivity; falsifiability; theoretical issues-hypothetical constructs, unrefutable, reification.
Second mark for the expansion eg if candidate chooses subject matter and the unconscious mind as the reason then an appropriate expansion could be how the unconscious mind was accessed/studied; interpreted; not publicly observable

(c)	Discuss at least two limitations of applying the scientific approach to the study of human behaviour. Refer to examples from psychology in your answer. <i>(12 marks)</i>
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[AO1 = 4, AO2 = 8]

- AO1** Marks to be awarded for identification and brief outline of the limitations as a result of the subject matter –human beings. Limitations include participants exerting their influence on the research findings-demand characteristics; researchers exerting an influence on their own findings- researcher bias/experimenter effect/self-fulfilling prophecy. Other issues are biased sampling –frequent need to resort to volunteers/opportunity sampling; ethical issues-view of people - mechanistic, reductionist, deterministic; subjective nature of personal experience; ethical constraints and their impact on how, what and where research can be conducted including ecological validity. Credit description of relevant evidence up to one mark.
- AO2** Up to eight marks for discussion and application of the scientific approach to the study of human behaviour. Discussion should include relevant evaluative and analytical points most probably arising from examples though an analysis of scientific criteria is also acceptable. Examples can cover topics eg obedience to authority, perspectives eg humanistic perspective, philosophical issues, eg holism and reductionism, research findings eg Orne and Evans (1967), Rosenthal (1966). Any references to animal studies may be credited as long as these are relevant to the discussion of applications to human behaviour. Credit use of relevant evidence.

Maximum of 8 marks for reference to one limitation only

Mark bands**12 – 10 marks****Excellent answers**

There is detailed descriptive information which is both relevant and accurate. Analysis shows a very sound understanding of the limitations of applying the scientific approach to studying human behaviour. The discussion is well supported with examples from psychology. A good breadth of knowledge and understanding is shown and the answer is focused on the question and organised. There are few irrelevancies or inaccuracies. A line of argument is clear and the discussion is balanced.

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

A generally accurate response but less analysis than for the top band. At the top of the band there must be reference to two limitations. Some analysis is attempted and discussion based on examples is adequate. Most of the answer is focused but there may be some irrelevance and/or minor misunderstanding. Very good answers based on one limitation only can fall into the middle of the band.

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

A generally descriptive response with some outline of the limitations of the scientific approach. At the top and middle of the band some discussion/analysis must be present though there may be little analysis and discussion will be weak. There may be a minimal attempt at application to the question set. Answers which merely discuss limitations and make no reference to the application to human behaviour and/or examples will probably fall into the lower end of this band. There is likely to be irrelevance and /or inaccuracy.

3 – 1 marks**Poor answers**

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

Synoptic assessment

The question requires candidates to make links with many areas in psychology including theoretical/philosophical issues. The scientific approach has to be appreciated as a general discussion point in psychology.

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) | In the context of the holism and reductionism debate in psychology, outline one strength and one weakness of holistic explanations of behaviour. (4 marks) |
|-----|--|

[AO1 = 4, AO2 = 0]

- AO1** Two marks each for strength and weakness outlined.
Possible answers for strength: can provide a more complete and realistic understanding of behaviour; does not ignore complexity and 'emergent' properties of higher level phenomena eg (crowd behaviour cannot be explained in terms of the individuals in that crowd); functional explanations are only possible at higher levels-eg why someone behaves aggressively is not fully understood at a reductionist neuronal, hormonal level of explanation.
Possible answers for weakness: there is a practical difficulty in investigating the integration of the levels of explanations eg the interaction of environmental, psychological and biological explanations of depression; holistic explanations tend to be more hypothetical and lack the predictive power of reductionist explanations.
One mark for each point made to a maximum of two for strength/weakness. Accept expansions based on examples.

- | | |
|-----|--|
| (b) | Explain what is meant by the <i>mind-body debate</i> in psychology. In your answer, refer to one topic that you have studied where this debate is relevant. (4 marks) |
|-----|--|

[AO1 = 2, AO2 = 2]

- AO1** Two marks for an outline of the debate. One mark for a basic point such as the debate concerns the relationship or interaction between the physical body and the mind which is mental. One mark for an expansion eg how can something that is non-physical / non-material (the mind) influence or produce changes in something physical (the brain /body), or vice versa. Accept references to monism and dualism.
- AO2** Two marks for application to a topic eg in Freud's psychoanalytic theory, the debate is relevant in explanations of 'hysteria', in atypical development to explanations of schizophrenia, anxiety.
One mark for identifying an appropriate topic area and brief outline of key points. Accept perspectives and in particular the humanistic perspective as a topic area.
One mark for illustrating the 'debate/problem' through the example.

- (c) 'The debate about the roles of nature and nurture in behaviour is fundamental in psychology and touches on several different topic areas.'

Discuss the nature-nurture debate in psychology. Refer to **at least one** topic you have studied to illustrate your answer. (12 marks)

[AO1 = 4, AO2 = 8]

AO1 Up to four marks for description of the debate. Allow a maximum of two marks for defining the debate. Marks can be awarded for relevant knowledge and understanding of explanations of behaviour relating to the debate eg shared/unshared environment, active/passive environment, methods employed in relation to the debate, the standing of different perspectives in psychology in relation to the debate etc. Credit use of relevant evidence to a maximum of one mark.

AO2 Eight marks for the discussion which must include a relevant topic for discussion. Possible topics are: schizophrenia, depression, cognitive development, attachment, autism, alcohol abuse, criminal behaviour. Topics may also be taken from the AS course such as intelligence and gender. Discussion may include analysing the basis for each side of the debate, the difficulties of establishing the relative contributions of nature and nurture, the implications of the debate for the prediction and control of behaviour. The discussion may cover the theoretical as well as methodological complexities and the need to take an interactionist approach. Credit use of relevant evidence.

Maximum of 7 marks if no reference to a topic

Mark bands**12 – 10 marks****Excellent answers**

There is detailed descriptive information which is both relevant and accurate. Analysis shows a very sound understanding of the debate and some of its complexities. The discussion is well supported by at least one topic from psychology. A good breadth of knowledge and understanding is shown and the answer is focused on the question and organised. There are few irrelevancies or inaccuracies. A line of argument is clear and the discussion is balanced.

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

A generally accurate response but less analysis than for the top band. At the top and middle of the band there must be reference to a topic area. Some analysis is attempted and discussion is adequate. Most of the answer is focused but there may be some irrelevance and/or minor misunderstanding. Very good answers but not specifically based on a topic area can fall into the bottom of the band.

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

A generally descriptive response with some attempt at a discussion /analysis. Answers in this band will lack detail and the required application, evaluation and /or analysis for a good answer. There may be a minimal attempt to apply the debate to a topic at the top and middle of the band. There is likely to be irrelevance and /or inaccuracy.

3 – 1 marks**Poor answers**

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

Synoptic assessment

The question requires candidates to draw on knowledge and understanding gained at AS and A2 and relate to an overarching issue in psychology. The nature-nurture debate has to be appreciated as a general discussion point in 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**

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|-----|--|-----------|
| (a) | What do the results in Table 1 suggest? | (2 marks) |
|-----|--|-----------|

[AO2 = 1, AO3 = 1]

AO2 One mark for interpretation of numerical data made; estimated mean times for the group classified as 'depressed' is higher than for the group classified as 'not depressed';

AO3 One mark for conclusion drawn; this suggests that 'depressed' participants perceive time as passing more slowly than 'non depressed' participants.

Credit answers which refer to similarity in means or compare mean estimate/s with actual time.

- | | | |
|-----|---|-----------|
| (b) | <p>The difference in mean estimate of time between the two groups was not statistically significant at the 5% level.</p> <p>Explain what is meant by the phrase 'the difference...was not statistically significant at the 5% level'.</p> | (2 marks) |
|-----|---|-----------|

[AO2 = 2]

AO2 One mark for any valid response eg difference is likely to have occurred by chance; the null hypothesis is true; high probability that chance factors were responsible for observed differences.

One mark for expansion; the researcher cannot be 95% sure that the difference has occurred because one group is 'depressed' and the other 'not-depressed'/there is more than a 5% probability of these results occurring by chance.

- | | | |
|-----|---|----------|
| (c) | <p>The researcher chose to use a parametric test. He used an independent t-test to see whether there was a significant difference between the time estimates given by the participants who were classified as 'depressed' and the time estimates given by the participants who were classified as 'non-depressed'. Checks were carried out to see whether the data could be analysed using a parametric test.</p> <p>(i) State one advantage of using a parametric test rather than a non-parametric test.</p> | (1 mark) |
|-----|---|----------|

[AO1 = 1]

AO1 One mark for any one valid reason eg higher power efficiency compared with non-parametric tests; more sensitive to features of data collected; based on actual scores rather than on ranked scores; no information is lost due to ranking.

- | | |
|-----|---|
| (c) | (ii) Identify one criterion, other than level of measurement, which must be satisfied before carrying out a parametric test. State how the researcher might check this criterion. (2 marks) |
|-----|---|

[AO1 = 1, AO2 = 1]

- AO1** For each criterion: homogeneity of variance; sample data are drawn from a normally distributed population.
- AO2** Marks to be awarded for how the researcher might carry out checks. Detailed answers are not required.
 For homogeneity of variance accept: comparison of ranges; checking similarity of SDs
 Better answers will refer to the *F*-test which tests for differences between two sample variances.
 For sample data drawn from normally distributed population accept: observation of a normal curve on a frequency distribution graph; comparison of mean, median and mode for similarity.

- | | |
|-----|--|
| (d) | The researcher decided not to use words like 'walk' and 'dark' for the task. Instead he used a neutral task involving groups of four letters. Suggest one reason why the researcher designed a task that he thought would be neutral for all participants. (2 marks) |
|-----|--|

[AO2 = 2]

- AO2** Neutral task provided a control; to provide same non-emotive/non-experiential 'base' for all participants. Had the words been pleasant/unpleasant familiar/unfamiliar then this would have affected the dependent variable; acted as a confounding variable; interacted with the disposition of the participant; the event as well as the personality of the individual/internal state forms part of the totality of the experience.
 One mark for a brief point or an answer that lacks clarity.
 Two marks for a clear expanded answer.

- | | |
|-----|---|
| (e) | Identify and outline one ethical issue that the psychologist would have to consider when designing the study. (2 marks) |
|-----|---|

[AO1 = 2]

- AO1** For one mark, accept any identified relevant ethical issue: consent; deception; debriefing; withdrawal from research; confidentiality; protection of participants. For second mark some outline of the issue is required/what is involved eg for consent, the participants need to be informed of all the aspects of the research that might reasonably be expected to influence willingness to participate.

- | | |
|-----|--|
| (f) | (i) Outline one problem with the way in which the researcher divided the participants into 'depressed' and 'non-depressed' groups. (2 marks) |
|-----|--|

[AO1 = 2]

- AO1** Answers may focus on the scale or on the median split. Possible answers: People in the 'depressed' group may not be depressed and vice versa; may be very small differences /very similar but put into contrasting groups; whenever a characteristic is normally distributed, people who closely resemble each other more likely to congregate near the middle; would be more sensible to compare the top and bottom scorers; depression scale may not be sufficient to diagnose depression. One mark for a brief point or an answer that lacks clarity. Two marks for a clear expanded answer.

- | | |
|-----|--|
| (f) | (ii) Identify one other methodological limitation of the study. Briefly explain how the researcher could improve the design of the study to take account of this limitation. (3 marks) |
|-----|--|

[AO2 = 1, AO3 = 2]

- AO2** For identification of the problem.
Likely answers; limited / biased sample; assumed neutrality of the task (tedious and repetitive task may have been unpleasant experience for some); sex as a possible confound.
- AO3** For details of how the design could be improved. This is the same as the C9 skill on PYB6. For two marks there must be full details of how the problem can be addressed eg broader sample would need to include detail such as age range, education, IQ and other demographic variables with some suggestion of how this might occur. For task, a self-rating scale could have been used before the experiment or interviews with participants after the experiment.

(g)	The psychologist decided to conduct a case study on one of the participants who perceived time to pass very slowly. Briefly discuss what could be gained from the case study that could not be gained from the original study. <i>(4 marks)</i>
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[AO2 = 4]

A02 Up to 4 marks for discussion. Award one mark for each valid point/expansion. Discussion will probably include a comparison with the study described and refer to the detailed and richer information that can be gained. Analysis may include features of case studies such as the numerous techniques used to gather data, the use of qualitative data, information gathered as the study progresses etc. Possible answers may deal with time estimation in many different situations /everyday situations; the influence of different environments / circumstances; the emotional state of the individual; personal experiences; cognitive factors involved etc. Credit up to one mark for contrary points eg findings cannot be generalised to the target population.

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 – PYB5:
PERSPECTIVES, DEBATES AND METHODS IN PSYCHOLOGY**

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