

## A Level Psychology

### H567/02 Psychological themes through core studies

Sample Question Paper

Version 0.17

## Date – Morning/Afternoon

Time allowed: 2 hours

No additional materials are required for this Question Paper



First name										
Last name										
Centre Number						Candidate number				

### INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer **all** the questions.
- Write your answers in the space provided.
- Do **not** write in the bar codes.

### INFORMATION

- The total mark for this paper is **105**.
- The marks for each question are shown in brackets [ ].
- Quality of extended responses will be assessed in questions marked with an asterisk (\*).
- This document consists of **16** pages.



**SECTION A: Core studies**  
Answer **all** the questions in Section A.

**1** With reference to Milgram’s study of obedience:

Describe what the study found in relation to how individuals respond to people in authority.

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**2** From Kohlberg’s study into the stages of moral development:

Describe the **two** stages of pre-conventional moral thinking.

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**3** Describe **one** similarity between Sperry’s split brain study and Casey et al.’s study of neural correlates of delay of gratification.

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**4** From Levine’s study into cross-cultural altruism:  
Outline how Levine investigated helping behaviour.

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**5** From Maguire’s study of taxi drivers:  
**(a)** Suggest the purpose of using a correlation in this study.

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**(b)** Describe what the correlation indicated in this study. **[2]**

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**6** Outline **one** conclusion that can be drawn in relation to visual inattention from Simons and Chabris' study.

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**7** Explain the different external influences on children's behaviour in Bandura's study on the transmission of aggression and Chaney et al.'s 'Funhaler' study.

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**8** From the Baron-Cohen et al. study into autism in adults:  
Describe the purpose of the ‘Basic Emotion Recognition Task’ (Emotion Task). **[2]**

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**9** Suggest how Freud’s study of Little Hans is relevant to the area of individual differences. **[3]**

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**10** From Grant et al.’s study into context-dependent memory:  
**(a)** Describe how the sample was obtained in this study. **[2]**

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**(b)** Suggest **one** way in which this sample may be biased. **[2]**

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11 From Gould's study into bias in IQ testing:

Outline **one** problem with the design of the IQ tests used by Yerkes.

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**Turn over for the next question**

**SECTION B: Areas, perspectives and debates**

Answer **all** the question parts in Section B.

**12 (a)** Describe the difference between an individual explanation for behaviour and a situational explanation for behaviour.

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**(b)** Explain how **one** psychological study can be considered as providing an individual explanation for behaviour.

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**Turn over for the next question**

**SECTION C: Practical applications**

Answer **all** the question parts in Section C.

***Is Peppa Pig making toddlers naughty? Parents despair as children copy cartoon by answering back.***

With her cheeky smile, and even cheekier attitude, she has become a hit with children. But it seems a growing number of parents are turning against TV character Peppa Pig, claiming she is a 'bad influence'. Many complain their sons and daughters have started to copy the 'naughty' behaviour of the cartoon pig and her younger brother, George, by answering back to their parents. Some have even banned the programme because they claim it has made their children misbehave. One father spoke of his despair at how his four-year-old son had taken to splashing in what he gleefully called 'muddy puddles' on his way to school, copying Peppa's favourite pastime. A mother reported 'My daughter kept saying "no" and "yuk" in a really high and mighty way, just like Peppa does, and generally answering back when I ask her to do something.'

Psychologist Dr Aric Sigman said that in recent years there had been a 'significant increase' in children using 'adversarial, snide, questioning, confrontational and disrespectful behaviour' they had copied from cartoons. He added, "Some 80 per cent of brain development is between birth and three years old, so if they spend a lot of time watching TV, they will copy forms of behaviours that they see on the TV."

*Based on an article by Katherine Faulkner cited in the Mail Online (News) 9 January 2012.*

**13 (a)** Identify **one** psychological issue raised by the above article. Support your answer with evidence from the article.

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**(d)\*** Assess your suggestion given in question 13 (c) for managing the issue you have identified.

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**END OF QUESTION PAPER**

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Is Peppa Pig making toddlers naughty? Parents despair as children copy cartoon by answering back. Katherine Faulkner, Daily Mail, 9 January 2012. Reproduced with permission. <https://www.dailymail.co.uk/news/article-2084021/Is-Peppa-Pig-making-toddlers-naughty-Parents-despair-children-copy-cartoon-answering-back.html>

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# OCR

Oxford Cambridge and RSA

**...day June 20XX – Morning/Afternoon**

**A Level Psychology**

**H567/02 Psychological themes through core studies**

**SAMPLE MARK SCHEME**

**Duration: 2 hours**

**MAXIMUM MARK    105**

**This document consists of 36 pages**

## MARKING INSTRUCTIONS

### PREPARATION FOR MARKING

#### SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

#### TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

#### MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.

5. Work crossed out:
- a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
- if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

If you have any questions or comments for your Team Leader, use the phone, the scoris messaging system, or e-mail.

9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response:

- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. **Annotations**

Annotation	Meaning

## 12. Subject-specific Marking Instructions

### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

## LEVELS OF RESPONSE – LEVEL DESCRIPTORS

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Good</b>	Response demonstrates good relevant knowledge and understanding. Accurate and detailed description.	Response demonstrates good application of psychological knowledge and understanding. Application will be mainly explicit, accurate and relevant.	Response demonstrates good analysis, interpretation and/or evaluation that is mainly relevant to the demand of the question. Valid conclusions that effectively summarise issues and argument is highly skilled and shows good understanding.
<b>Reasonable</b>	Response demonstrates reasonable relevant knowledge and understanding. Generally accurate description lacking some detail.	Response demonstrates reasonable application of psychological knowledge and understanding. Application will be partially explicit, accurate and relevant.	Response demonstrates reasonable analysis, interpretation and/or evaluation that is partially relevant to the demand of the question. Valid conclusions that effectively summarise issues and argument are competent and understanding is reasonable.
<b>Limited</b>	Response demonstrates limited relevant knowledge and understanding. Limited description lacking in detail.	Response demonstrates limited application of psychological knowledge and understanding. Application may be related to the general topic area rather than the specific question.	Response demonstrates limited analysis, interpretation and/or evaluation that may be related to topic area. Some valid conclusions that summarise issues and arguments.
<b>Basic</b>	Response demonstrates basic knowledge and understanding that is only partially relevant. Basic description with no detail.	Response demonstrates basic application of psychological knowledge and understanding. Responses will be generalised lacking focus on the question.	Response demonstrates basic analysis, interpretation and/or evaluation that is not related to the question. Basic or no valid conclusions that attempt to summarise issues. No evidence of arguments.

**USING THE MARK SCHEME**

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

In your marking, you will encounter valid responses which are not covered by the Mark Scheme: these responses must be credited. You will encounter answers which fall outside the 'target range' of Bands for the paper which you are marking. Please mark these answers according to the marking criteria.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

**INSTRUCTIONS TO EXAMINERS:  
INDIVIDUAL ANSWERS**

**1** The indicative content indicates the expected parameters for candidates' answers, but be prepared to recognise and credit unexpected approaches where they show relevance.

**2** Using 'best-fit', decide first which set of BAND DESCRIPTORS best describes the overall quality of the answer. Once the band is located, adjust the mark concentrating on features of the answer which make it stronger or weaker following the guidelines for refinement.

**Highest mark:** If clear evidence of all the qualities in the band descriptors is shown, the HIGHEST Mark should be awarded.

**Lowest mark:** If the answer shows the candidate to be borderline (i.e. they have achieved all the qualities of the bands below and show limited evidence of meeting the criteria of the band in question) the LOWEST mark should be awarded.

**Middle mark:** This mark should be used for candidates who are secure in the band. They are not 'borderline' but they have only achieved some of the qualities in the band descriptors.

**3** Be prepared to use the full range of marks. Do not reserve (e.g.) high Band 6 marks 'in case' something turns up of a quality you have not yet seen. If an answer gives clear evidence of the qualities described in the band descriptors, reward appropriately.

**4** Consideration should be given to the weightings of the assessment objectives within a question, these are clearly stated for each question and care should be taken not to place too much emphasis on a particular skill.



Question	Answer	Marks	Guidance
<b>Section A: Core Studies</b>			
1	<p><b>With reference to Milgram’s study of obedience: Describe what the study found in relation to how individuals respond to people in authority.</b></p> <p>Most likely answers:</p> <ul style="list-style-type: none"> <li>• Milgram’s study found that, in general, individuals will obey a legitimate authority figure, even if what they are asked to do goes against their ethical and moral beliefs. He found that the majority of participants were prepared to obey what they believed to be a legitimate authority figure by administering severe electric shocks to another individual merely because they made errors in a word-pairing task.</li> <li>• Milgram’s study found that, although in general most individuals will obey a legitimate authority figure when they are asked to do things that go against their ethical and moral beliefs they show signs of extreme tension such as sweating, trembling, stuttering, etc.</li> <li>• Other appropriate descriptions should be credited.</li> </ul>	<p><b>4</b></p> <p>AO1 1a</p>	<p><b>4 marks</b> – A clear, accurate <i>and contextualised</i> description of what Milgram found in relation to how people respond to authority.</p> <p><b>3 marks</b> – An accurate description of what Milgram found in relation to how people respond to authority May not be clear or in context.</p> <p><b>2 marks</b> – Vague or partial answer, e.g. the study showed that people are generally obedient, i.e. partial answer as there is <i>no contextualisation</i>.</p> <p><b>1 mark</b> – Basic description that is only partially relevant</p> <p><b>0 marks</b> – No creditworthy response</p> <p>No fine details, i.e. quantitative data need be given here to gain full marks.</p> <p>Credit can be given for either breadth or depth or a combination of the two. For example, the candidate may describe one finding in detail (such as given in the bullet points) or describe two findings more briefly, e.g. Milgram’s study found that generally individuals will obey a legitimate authority figure by giving electric shocks to another person but that they show extreme tension whilst doing so, such as sweating or trembling.</p>

Question	Answer	Marks	Guidance
2	<p><b>From Kohlberg’s study into the stages of moral development: Describe the TWO stages of preconventional moral thinking.</b></p> <p>Most likely answer:</p> <ul style="list-style-type: none"> <li>• <b>Stage 1:</b> Orientation toward punishment and unquestioning deference to superior power. The physical consequences of action regardless of their human meaning or value determine goodness or badness. <b>Stage 2:</b> Right action consists of that which instrumentally satisfies one’s own needs and occasionally the needs of others. Human relations are viewed in terms of those of the marketplace. Elements of fairness, of reciprocity and equal sharing are present, but they are always interpreted in a physical, pragmatic way. Reciprocity is a matter of ‘you scratch my back and I’ll scratch yours’.</li> <li>• Other appropriate descriptions should be credited.</li> </ul>	<p><b>4</b></p> <p>AO1 1a</p>	<p><b>4 marks</b> – A detailed and accurate description which includes reference to <b>both</b> Stage 1 <b>and</b> Stage 2.</p> <p><b>3 marks</b> – An accurate description which includes reference to <b>both</b> Stage 1 <b>and</b> Stage 2 but lacks some detail.</p> <p><b>2 marks</b> Vague or partial answer e.g. a clear and accurate description of only one stage or; a vague reference to both stages e.g. Stage 1 – relates to punishment while Stage 2 is based on personal gain such as a reward.</p> <p><b>1 mark</b> – Basic description with reference to only one stage.</p> <p><b>0 marks</b> – No creditworthy response.</p>
3	<p><b>Describe ONE similarity between Sperry’s split brain study and Casey et al.’s study of neural correlates of delay of gratification.</b></p> <p>Most likely answers will refer to:</p> <ul style="list-style-type: none"> <li>• Both studies used complex scientific equipment. Sperry used a tachistoscope and Casey et al. used fMRIs.</li> <li>• Both studies were laboratory-based. Sperry used a room in which the specialised equipment and materials/the tachistoscope was set up and Casey et</li> </ul>	<p><b>3</b></p> <p>AO1 1b</p>	<p><b>3 marks</b> – An appropriate similarity is described <b>and</b> supported with evidence from <b>both</b> the named studies.</p> <p><b>2 marks</b> – An appropriate similarity is described <b>and</b> supported with evidence from <b>one</b> of the named studies.</p> <p><b>1 mark</b> – Mere identification of an appropriate similarity with <b>no contextualisation</b>, e.g. both used elaborate scientific equipment.</p>

Question	Answer	Marks	Guidance
	<p>al. used a room specially set up with a screen and equipment for the go/no go task and a medical laboratory containing a fMRI scanner.</p> <ul style="list-style-type: none"> <li>Participants in both studies were given specific tasks to complete. Sperry's participants had to complete a set of visual and tactile tasks and Casey et al.'s participants had to complete a delay of gratification/impulse control task.</li> <li>Other appropriate similarities should be credited.</li> </ul>		<p><b>0 marks</b> – No creditworthy response.</p>
4	<p><b>From Levine's study into cross-cultural altruism: Outline how Levine investigated helping behaviour.</b></p> <p>Most likely answer will refer to:</p> <ul style="list-style-type: none"> <li>A field experiment was conducted in large cities around the world. Three types of helping behaviour were measured: alerting a pedestrian who had dropped a pen; offering to help a pedestrian with a hurt leg trying to reach a pile of dropped magazines; assisting a blind person across the street.</li> <li>Other appropriate outlines should be credited.</li> </ul>	<p><b>3</b></p> <p>AO1 1b</p>	<p><b>3 marks</b> – A clear and accurate outline of how Levine investigated helping behaviour that includes reference to different locations, <b>and</b> the three IVs.</p> <p><b>2 marks</b> – An outline that includes <b>both</b> reference to the different locations <b>and</b> at least two of the IVs e.g. by conducting a study in different countries to see whether a person would help a person who had either dropped a pen or was blind.</p> <p><b>1 mark</b> – A basic response e.g. by seeing whether a person would help a person who had either dropped a pen, i.e. really a mere identification of an IV.</p> <p><b>0 marks</b> – No creditworthy response.</p>

Question	Answer	Marks	Guidance
5 (a)	<p><b>From Maguire’s study of taxi drivers: Suggest the purpose of using a correlation in this study.</b></p> <p><b>AO1 (1 mark)</b></p> <p>Demonstrate knowledge and understanding of the purpose of a correlation, by identifying why this technique is used.</p> <p><b>AO3 (1 mark)</b></p> <p>Learners demonstrate interpretation and evaluation skills through discussing the purpose within this specific study.</p> <p>Most likely answers:</p> <ul style="list-style-type: none"> <li>• The purpose of using a correlation in this study was to see if there was a relationship between the volume of grey matter in specific brain regions and the length of time spent as a taxi driver (including both time training to be a taxi driver and time spent as a qualified taxi driver).</li> <li>• The purpose of using a correlation in this study was to see if there was a relationship between the volume of grey matter in the posterior/anterior hippocampus and the length of time that each of the taxi drivers had spent as a taxi driver.</li> <li>• Other appropriate suggestions should be credited.</li> </ul>	<p><b>2</b></p> <p>1 AO1 1b 1 AO3 2b</p>	<p><b>2 marks</b> – A clear, accurate <i>and</i> contextualised suggestion.</p> <p><b>1 mark</b> – Vague or partial answer, e.g. to find out if there was a relationship between two variables, i.e. a mere identification of the purpose of a correlation with <i>no contextualisation</i>.</p> <p><b>0 marks</b> – No creditworthy response.</p>

Question	Answer	Marks	Guidance
(b)	<p><b>From Maguire’s study of taxi drivers:</b>  <b>Describe what the correlation indicated in this study.</b></p> <p>Most likely answers:</p> <ul style="list-style-type: none"> <li>• The correlation indicated that the longer the individual had worked as a taxi driver, the greater the volume of grey matter in the posterior (particularly the right posterior) hippocampus.</li> <li>• The correlation indicated that the longer the individual had worked as a taxi driver, the smaller the volume of grey matter in the anterior hippocampus.</li> <li>• Other appropriate descriptions should be considered and accepted.</li> </ul>	<p><b>2</b></p> <p>AO3 2a</p>	<p><b>2 marks</b> – An appropriate, fully contextualised description including reference to <b>both</b> variables.</p> <p><b>1 mark</b> – Vague or partial answer, e.g. the correlation was a positive one, i.e. <b>no contextualisation</b>.</p> <p><b>0 marks</b> – No creditworthy response.</p>
6	<p><b>Outline ONE conclusion that can be drawn in relation to visual inattention from Simons and Chabris’ study.</b></p> <p>Most likely answers:</p> <ul style="list-style-type: none"> <li>• Individuals demonstrate robust phenomenon of sustained inattentional blindness for dynamic events such as either a gorilla or an umbrella-woman walking through a game of basketball being watched via a videotape.</li> <li>• Many individuals fail to notice an ongoing and highly salient but unexpected event such as a gorilla or umbrella-woman moving across the screen if they are already engaged in a primary monitoring task such as watching a videotape of a basketball game.</li> <li>• The level of inattentional blindness depends on the difficulty of the primary task. If the primary is difficult, e.g. watching a videotape of a basketball game, individuals will not attend to an unexpected event such as a gorilla or an umbrella-woman moving through the</li> </ul>	<p><b>2</b></p> <p>AO3 1a</p>	<p><b>2 marks</b> – A clear, <b>fully contextualised</b> conclusion.</p> <p><b>1 mark</b> – Vague or partial answer, e.g. the level of inattentional blindness depends on the difficulty of the primary task, i.e. <b>the answer has not been contextualised</b>.</p> <p><b>0 marks</b> – No creditworthy response.</p>

Question	Answer	Marks	Guidance
	<p>game as the primary task of watching the basketball game was complex and demanding.</p> <ul style="list-style-type: none"> <li>Because results showed that the unexpected event (gorilla/umbrella-woman walking across the screen) was visually dissimilar to the event being attended to (a game of basketball), one can conclude that observers are more likely to notice unexpected events if those events are visually similar to the events they are paying attention to.</li> <li>Objects such as a gorilla/umbrella-woman can pass through the spatial extent of attentional focus such as watching a game of basketball, and still not be seen if they are not specifically being attended to.</li> <li>Other appropriate conclusions should be credited.</li> </ul>		
7	<p><b>Explain the different external influences on children's behaviour in Bandura's study on the transmission of aggression and Chaney et al.'s 'Funhaler' study.</b></p> <p><b>AO1 (2 marks)</b></p> <p>Candidates should demonstrate knowledge and understanding of how different external influences can impact behavior.</p> <p>Most likely answers:</p> <ul style="list-style-type: none"> <li>Bandura's study shows that behaviour can develop through the process of learning through observation/social learning processes.</li> <li>On the other hand/whereas Chaney et al.'s study shows that behaviour can develop through the process of operant conditioning (learner through consequences).</li> </ul>	<p><b>4</b></p> <p>2 AO1 1a 2 AO3 1b</p>	<p><b>4 marks</b> – A detailed, accurate <b>and</b> contextualised explanation showing the difference between the way behaviour can develop as shown in <b>both</b> Bandura's study <b>and</b> Chaney et al.'s study.</p> <p><b>3 marks</b> – An accurate explanation showing the difference between the way behaviour can develop as shown in <b>both</b> Bandura's study <b>and</b> Chaney et al.'s study but may be lacking in detail or context. Bandura's study shows behaviour can develop through observation/social learning processes whereas Chaney et al.'s study shows behaviour can develop through operant conditioning/behavioural consequences.</p> <p><b>2 marks</b> – Vague or partial answer, e.g. A clear and accurate description of how <b>either</b> Bandura's study <b>or</b> Chaney et al.'s study shows how behaviour can develop, i.e. a partial answer as only one study has been referred to.</p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• Other appropriate responses should be credited.</li> </ul> <p><b>AO3 (2 marks)</b></p> <p>Responses should make a judgement and reach a conclusion by interpreting explanations of external influences on behavior</p> <p>Most likely answers:</p> <ul style="list-style-type: none"> <li>• Children who observed a model behave aggressively towards a Bobo doll were likely to imitate such behaviour when later given the opportunity than children who observed either a non-aggressive model or no model at all.</li> <li>• Adherence to asthma medication was improved because the use of the 'Funhaler' produced pleasant/positive consequences/reinforcement.</li> <li>• Other appropriate explanations should be credited.</li> </ul>		<p><b>1 mark</b> – A basic explanation with little reference to either study</p> <p><b>0 marks</b> – No creditworthy response.</p>
8	<p><b>From the Baron-Cohen et al. study into autism in adults: Describe the purpose of the 'Basic Emotion Recognition Task' (Emotion Task).</b></p> <p>Most likely answer:</p> <ul style="list-style-type: none"> <li>• This task was used to check whether any deficits on the Eyes Task could be attributed to a deficit in basic emotion expression recognition.</li> <li>• Other appropriate descriptions should be credited.</li> </ul>	2 AO1 1b	<p><b>2 marks</b> – A clear <b>and</b> contextualised description.</p> <p><b>1 mark</b> – Vague or partial answer, e.g. as a check for the Eyes Task, to see whether participants –autistic/AS, Tourettes &amp; normal – could identify basic emotions (vague), to see whether participants could recognise basic emotional expressions (partial, i.e. <b>no contextualisation</b>).</p> <p><b>0 marks</b> – No creditworthy response, e.g. descriptions of the actual tasks.</p>

Question	Answer	Marks	Guidance
9	<p><b>Suggest how Freud’s study of Little Hans is relevant to the area of individual differences.</b></p> <p>Most likely answers will:</p> <ul style="list-style-type: none"> <li>• Give a brief outline of the individual differences area</li> <li>• Explain why Freud’s study is relevant to this area</li> <li>• Support their answer with evidence from the study.</li> </ul> <p>A possible answer could be:</p> <ul style="list-style-type: none"> <li>• The individual differences area sees everyone as unique in both their genetic and physiological make up, their personal qualities and their social experiences. These differences are displayed through their behaviour so everyone behaves differently. Freud’s study is relevant to this area as, although Freud believed every child went through set stages of psychosexual development, the way Little Hans displayed his subconscious fear of his father whilst experiencing the Oedipus complex was unique to him. Not every young boy will display this fear through a displacement/projection onto horses as Hans did. Other young boys may display this fear in different ways.</li> <li>• Other appropriate, contextualised suggestions should be credited.</li> </ul>	<p><b>3</b></p> <p>AO3 1b</p>	<p><b>3 marks</b> – A clear, <i>fully contextualised</i> suggestion.</p> <p><b>2 marks</b> – A reasonable suggestion of why Freud’s study is relevant to individual differences but <i>the answer lacks clarity and depth</i>, e.g. individual differences sees everyone’s behaviour as unique because their genetic and physiological make up, their personal qualities and their social experiences are all different. Freud’s study is relevant to this area as Little Hans’ phobia was unique to him.</p> <p><b>1 mark</b>– Vague or partial answer: mere evidence from the study, e.g. Hans’ fear of horses was unique to him, i.e. vague; a mere outline of the individual differences area, e.g. individual differences sees everyone’s behaviour as unique because their genetic and physiological make up, their personal qualities and their social experiences are all different, i.e. the answer has <i>no contextualisation</i> so is only partial.</p> <p><b>0 marks</b> – No creditworthy response.</p>



Question	Answer	Marks	Guidance
10 (a)	<p><b>From Grant et al.'s study into context-dependent memory:</b>  <b>Describe how the sample was obtained in this study.</b>            Most likely answer:</p> <ul style="list-style-type: none"> <li>• (Through a snow-balling effect where eight) members of a psychology laboratory class served as experimenters with each experimenter recruiting (five) acquaintances to serve as participants.</li> <li>• Other appropriate descriptions should be credited.</li> </ul>	<p><b>2</b>            AO1 1b</p>	<p><b>2 marks</b> – A clear and accurate description of how Grant obtained his sample, <b>contextualised through reference to a psychology class</b>.</p> <p><b>1 mark</b> – Vague or partial answer, e.g. students who acted as experimenters and asked friends to be participants, i.e. <b>no real contextualisation</b>.</p> <p><b>0 marks</b> – No creditworthy response.</p>
(b)	<p><b>From Grant et al.'s study into context-dependent memory: Suggest ONE way in which this sample may be biased.</b></p> <p>Most likely answers will refer to:</p> <ul style="list-style-type: none"> <li>• Experimenters were all from a psychology class therefore may not be representative of the whole population.</li> <li>• Participants were acquaintances of the experimenters so may have possessed characteristics that may have made them unrepresentative of the whole population.</li> <li>• There were more males (23) than females (17) in the sample so it was not equally representative of both genders.</li> <li>• Participants were aged between 17 to 56 years which is not representative of the whole population's age span.</li> <li>• Other appropriate suggestions should be credited.</li> </ul>	<p><b>2</b>            AO3 2b</p>	<p><b>2 marks</b> – A clear and fully developed suggestion which includes <b>both</b> the identification of a possible bias <b>and</b> a reason for the bias.</p> <p><b>1 mark</b> – Vague or partial answer, e.g. = there were more males (23) than females (17) in the sample, i.e. the answer has not shown how this is a bias.</p> <p><b>0 marks</b> – No creditworthy response.</p>

Question	Answer	Marks	Guidance
11	<p><b>From Gould's study into bias in IQ testing: Outline ONE problem with the design of the IQ tests used by Yerkes.</b></p> <p>Most likely answers:</p> <ul style="list-style-type: none"> <li>• The tests involved writing, yet many of the army recruits were illiterate/uneducated so could not write.</li> <li>• Many of the army recruits were illiterate/uneducated so could not read the questions.</li> <li>• The tests were in English, yet many of the recruits were recent immigrants so did not speak/understand this language.</li> <li>• Images used in the test were based on white American middle-class history and culture so could not be recognised/understood by many of the recruits who were recent immigrants.</li> <li>• Multiple-choice questions were based on American history and culture so were incomprehensible to many of the recruits who were recent immigrants.</li> <li>• Other appropriate answers should be credited.</li> </ul>	<p><b>2</b></p> <p>AO1 1b</p>	<p><b>2 marks</b> – A clear <b>and</b> contextualised reason.</p> <p><b>1 mark</b> – Vague or partial answer, e.g. the tests were in English, many recruits could not read.</p> <p><b>0 marks</b> – No creditworthy response.</p>
<b>Section B: Areas, perspectives and debates</b>			
12 (a)	<p><b>Describe the difference between an individual explanation for behaviour and a situational explanation for behaviour.</b></p> <p>Most likely answer:</p> <ul style="list-style-type: none"> <li>• An individual explanation for behaviour is one that focuses on a single person/individual deeming behaviour to be unique to them due to a combination of innate/genetic and experiential factors such as DNA, personality, cognitions and development <b>whereas/on</b></li> </ul>	<p><b>4</b></p> <p>AO1 1a</p>	<p><b>4 marks</b> – A detailed <b>and</b> accurate description of the difference between <b>both</b> explanations of behaviour.</p> <p><b>3 marks</b> – An accurate description of the difference between <b>both</b> explanations of behavior but lacking some detail.</p> <p><b>2 marks</b> – Vague or partial answer, e.g. an individual explanation sees behaviour dues to a person's characteristics whereas a situational explanation sees behaviour due to environmental factors, i.e. a vague answer; detailed</p>

Question	Answer	Marks	Guidance
	<p><b>the other hand</b>, a situational explanation for behaviour is one that focuses on environmental factors such as current events, social stimuli and learning experiences which may have influenced behaviour.</p> <ul style="list-style-type: none"> <li>Other appropriate descriptions should be credited.</li> </ul>		<p>description of <i>either</i> an individual explanation <i>or</i> a situational explanation, i.e. a partial answer.</p> <p><b>1 mark</b> – Basic description with little relevance to individual or situational explanations of behaviour.</p> <p><b>0 marks</b> – No creditworthy response.</p> <p>For full marks the candidate must go beyond just describing the two terms, i.e. they need to show a difference.</p>
(b)	<p><b>Explain how ONE psychological study can be considered as providing an individual explanation for behaviour.</b></p> <p>Candidates may use any appropriate psychological study that supports an individual explanation for behaviour.</p> <p>To reach the top band the use of the named study should be justified.</p> <p><b>AO1 (1 mark)</b></p> <p>Demonstration of knowledge and understanding should be shown through a brief outline of any appropriate psychological study that supports an individual explanation for behaviour. Any study that focuses on innate/genetic characteristics such as personality and intelligence are creditworthy. For example research by Sperry or Baron Cohen et al. may be included.</p>	<p><b>5</b></p> <p>1 AO1 1a 4 AO3 1b</p>	<p><b>Level 3: 5 marks</b></p> <p><b>Good</b> knowledge and understanding of one appropriate psychological study. The outline is accurate.</p> <p><b>Good</b> evaluation of how the psychological study provides an individual explanation for behaviour that refers to the main components of the study, e.g. focus/aim/hypotheses, research method, findings, conclusions.</p> <p><b>Level 2: 3–4 marks</b></p> <p><b>Good</b> knowledge and understanding of one appropriate psychological study. The outline is accurate.</p> <p><b>Reasonable</b> evaluation of how the psychological study provides an individual explanation for behaviour that refers to some of the main components of the study, e.g. focus/aim/hypotheses, research method, sample, findings, conclusions.</p>

Question	Answer	Marks	Guidance
	<p><b>AO3 (4 marks)</b></p> <p>Candidates should interpret and evaluate the study outlined in order to make judgements and reach conclusions as to how it provides an individual explanation for behaviour. For example concluding that Baron Cohen et al's research shows that having a condition such as autism can be explained by individual factors. Alternatively, respondents could make conclusions from Sperry's research which show that behaviours are co-ordinated by an individual's brain structure.</p>		<p><b>Level 1: 1–2 marks</b></p> <p><b>Good</b> knowledge and understanding of one appropriate psychological study. The outline is accurate.</p> <p><b>Limited</b> evaluation of how the psychological study provides an individual explanation for behaviour that refers to few of the main components of the study, e.g. focus/aim/hypotheses, research method, sample, findings, conclusions.</p> <p><b>0 marks</b> – No creditworthy response.</p>

Question	Answer	Marks	Guidance
(c)	<p><b>Evaluate the usefulness of providing a situational explanation for behaviour. Support your answer with evidence from ONE appropriate psychological study.</b></p> <p><b>AO1 (1 mark)</b></p> <p>Candidates will achieve credit for knowledge and understanding by stating what the situational explanation is by referring to environmental factors and/or learning experiences.</p> <p><b>AO3 (5 marks)</b></p> <p>Responses are likely to achieve marks for interpreting and evaluating information by making judgements and reaching conclusions about the usefulness of the situational explanation. This will be achieved through the discussion of strengths and limitations of the situational explanation.</p> <p>Answers are likely to refer to:</p> <p><u>Strengths of using a situational explanation:</u></p> <ul style="list-style-type: none"> <li>• It's useful because it offers opportunities for managing behaviour.</li> <li>• It allows changes in the environment to be made to improve anti-social behaviour/enhance pro-social behaviour.</li> <li>• It allows learning experiences to be designed to encourage desired behaviour.</li> <li>• Other appropriate strengths should be credited.</li> </ul>	<p><b>6</b></p> <p>1 AO1 1a 5 AO3 1b</p>	<p><b>Level 3: 5–6 marks</b></p> <p><b>Good</b> knowledge and understanding of the situational explanation for behaviour</p> <p><b>Good</b> evaluation of the usefulness of the situational explanation for behaviour with supporting evidence from one psychological study.</p> <p>The candidate has referred to <b>more than one</b> strength <b>and</b> one weakness/<b>more than one</b> weakness <b>and</b> one strength of a situational explanation, <b>all</b> supported by appropriate evidence from a psychological study.</p> <p><b>Level 2: 3-4 marks</b></p> <p><b>Good</b> knowledge and understanding of the situational explanation for behaviour</p> <p><b>Reasonable</b> evaluation of the usefulness of the situational explanation for behaviour with supporting evidence from one psychological study.</p> <p>Reference is made to <b>both</b> one strength <b>and</b> one weakness of a situational explanation with <b>both</b> supported by appropriate evidence.</p> <p><b>Level 1: 1–2 marks</b></p> <p><b>Good</b> knowledge and understanding of the situational explanation for behavior</p>

Question	Answer	Marks	Guidance
	<p><u>Weaknesses of using a situational explanation:</u></p> <ul style="list-style-type: none"> <li>• It is a reductionist explanation as it ignores individual factors which influence behaviour.</li> <li>• It is often expensive to make appropriate environmental changes.</li> <li>• Managing behaviour in one situation often leads to its displacement into another.</li> <li>• Other appropriate limitations should be credited.</li> </ul> <p>Candidates may use evidence from any appropriate psychological study that supports a situational explanation for behaviour.</p>		<p><b>Limited</b> evaluation of the usefulness of the situational explanation for behaviour with limited or no relevant supporting evidence</p> <p>Reference is made to <b>either one</b> strength of a situational explanation supported by limited evidence, <b>or one</b> weakness of a situational explanation supported by appropriate evidence <i>or</i> one strength and one weakness of a situational explanation with no supporting evidence from any appropriate psychological study.</p> <p><b>0 marks</b> – No creditworthy response.</p>

Question	Answer	Marks	Guidance
(d) *	<p><b>Identify and discuss FOUR ethical considerations in relation to the study of individual differences. Support your answer with evidence from appropriate psychological studies.</b></p> <p><b>AO1 (4 marks)</b></p> <p>Demonstration of knowledge and understanding can be achieved through the identification of ethical considerations. One mark should be awarded for each ethical consideration that is identified.</p> <p>Answers are likely to refer to:</p> <ul style="list-style-type: none"> <li>• Informed consent</li> <li>• Protection of participants</li> <li>• Deception</li> <li>• Long-term psychological harm</li> <li>• Short-term psychological harm/stress</li> <li>• Debriefing</li> <li>• The right to withdraw</li> <li>• Confidentiality</li> <li>• Other appropriate ethical considerations should be credited.</li> </ul> <p><b>AO3 (16 marks)</b></p> <p>Development and refinement of practical design and procedures can be demonstrated through the discussion of ethical considerations and by considering how these</p>	<p><b>20</b></p> <p>4 AO1 1a 16 AO3 2a/2b</p>	<p><b>1 AO1 mark for each appropriate ethical consideration identified (to a maximum of 4).</b></p> <p><b>AO3</b> <b>Level 4: 13–16 marks</b></p> <p><b>Good</b> discussion of ethical considerations in relation to the study of individual differences with relevant supporting evidence.</p> <p>Discussion demonstrates sound understanding, analysis and interpretation. The answer is well focused and shows coherent elaboration. Ideas are well structured and expressed clearly and fluently. There is a consistent use of psychological terminology. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p><b>Level 3: 9–12 marks</b></p> <p><b>Reasonable</b> discussion of ethical considerations in relation to the study of individual differences with some supporting evidence.</p> <p>Discussion shows reasonable understanding, analysis and interpretation. The answer is generally focused and shows a reasonable degree of elaboration. Most suggestions are appropriately structured and clearly expressed. There is an appropriate use of psychological terminology. There is a line</p>

Question	Answer	Marks	Guidance
	<p>considerations relate to the study of individual differences. Responses should include research evidence as part of their discussion. Answers must relate to the study of individual differences, therefore studies such as Freud, Baron Cohen et al, Gould, and Hancock et al are the most likely psychological research to be included.</p> <p>Other appropriate discussion points should be credited.</p>		<p>of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p><b>Level 2: 5–8 marks</b></p> <p><b>Limited</b> discussion of ethical considerations in relation to the study of individual differences with limited supporting evidence.</p> <p>Discussion is limited but shows some understanding. The answer has some focus and shows some evidence of elaboration though the expression of ideas lacks clarity. There is a limited use of both psychological terminology. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p><b>Level 2: 1–4 marks.</b></p> <p><b>Basic</b> discussion of ethical considerations in relation to the study of individual differences with basic or no use of supporting evidence.</p> <p>Discussion is rudimentary, demonstrating very little understanding. The answer is weak, muddled and incomplete. Evidence is sparse and may be mainly irrelevant. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p><b>0 marks – No creditworthy response.</b></p>



Question	Answer	Marks	Guidance
			Ethical considerations should be supported by evidence from any appropriate psychological studies.

Question	Answer	Marks	Guidance
<b>Section C: Practical applications</b>			
13 (a)	<p><b>Identify ONE psychological issue raised by the above article. Support your answer with evidence from the article.</b></p> <p><b>AO1 (2 marks)</b></p> <p><u>Psychological issues</u></p> <ul style="list-style-type: none"> <li>Children are learning anti-social behaviour from television.</li> <li>Children are copying bad behaviour from cartoons shown on television.</li> <li>Other appropriate issues should be credited.</li> </ul> <p><b>AO2 (3 marks)</b></p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> <li>A father says his son splashes in muddy puddles on the way to school.</li> <li>A mother says her daughter keeps saying “no” and “yuk” and generally answering back.</li> <li>Other appropriate evidence should be credited.</li> </ul>	<p><b>5</b></p> <p>2 AO1 1a 3 AO2 a</p>	<p><b>Level 2: 3–5 marks</b></p> <p><b>Good</b> knowledge and understanding of a psychological issue.</p> <p><b>Good</b> application of knowledge and understanding to identify an appropriate issue and supporting evidence.</p> <p>An appropriate issue has been identified and is supported by evidence from the article.</p> <p><b>Level 1: 1–2 marks</b></p> <p><b>Reasonable</b> knowledge and understanding of a psychological issue.</p> <p><b>Reasonable</b> application of knowledge and understanding to identify an issue</p> <p>An issue may be merely identified but not contextualised or supported.</p> <p><b>0 marks – No creditworthy response.</b></p>

Question	Answer	Marks	Guidance
(b) *	<p><b>Briefly outline ONE piece of psychological research AND explain how it could relate to the issue you have identified.</b></p> <p><b>AO1 (4 marks)</b></p> <p>Candidates will achieve credit for knowledge and understanding by briefly outlining one piece of psychological research. Candidates are most likely to refer to the Bandura study though, as this is a synoptic section, other appropriate studies may be cited.</p> <p><b>AO2 (4 marks)</b></p> <p>Candidates will achieve credit for application for explaining how the study relates to the issue they have identified in part (a).</p>	<p><b>8</b></p> <p>4 AO1 1a/1b 4 AO2 a/e</p>	<p><b>Level 4: 7–8 marks</b></p> <p><b>Good</b> knowledge and understanding of a piece of psychological research.</p> <p><b>Good</b> application of knowledge and understanding to explain how the chosen research relates to the article.</p> <p>The outline is <b>accurate and detailed</b>. The candidate has <b>justified</b> the use of the named study and shows <b>good understanding throughout of why the study can relate</b> to the identified issue in the article. Detailed reference is made to the main components of the study e.g. focus/aim/hypotheses, research method, sample, materials/apparatus, findings, conclusions. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p><b>Level 3: 5–6 marks</b></p> <p><b>Reasonable</b> knowledge and understanding of a piece of psychological research.</p> <p><b>Good</b> application of knowledge and understanding to explain how the chosen research relates to the article.</p> <p>The outline is <b>mainly accurate and has some detail</b>. The candidate has <b>justified</b> the use of the named study and shows <b>understanding of why the study can relate to the identified issue in the article</b>. Reference is made to the</p>

Question	Answer	Marks	Guidance
			<p>main components of the study, e.g. focus/aim/hypotheses, research method, sample, materials/apparatus, findings, conclusions. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p><b>Level 2: 3–4 marks</b></p> <p><b>Limited knowledge</b> and understanding of a piece of psychological research.</p> <p><b>Reasonable</b> application of knowledge and understanding to explain how the chosen research relates to the article.</p> <p>The outline is <b><i>reasonably accurate and some fine details</i></b> have been included, e.g. reference is made to the focus of the study, research method, sample, materials/apparatus and findings. Knowledge is evident. <b><i>There is some indication that the candidate appreciates why the study can relate to the issue identified in the article.</i></b> The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p><b>Level 1: 1–2 marks</b></p> <p><b>Basic knowledge</b> and understanding of a piece of psychological research.</p> <p><b>Reasonable</b> application of knowledge and understanding to explain how the chosen research relates to the article.</p> <p>The outline <b><i>is basic and lacks detail</i></b>, e.g. one or two sentences referring to such things as the focus of the study</p>

Question			Answer	Marks	Guidance
					and its findings and/or conclusions. No fine details are included. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.  <b>0 marks – No creditworthy response.</b>
13	(c)	*	<p><b>Use your psychological knowledge to suggest how the issue you have identified in question 13(a) could be managed.</b></p> <p><b>AO1 (2 marks)</b></p> <p>Candidates will achieve credit for knowledge and understanding by referring to such psychological theories as classical conditioning, operant conditioning, social learning theory, cognitive behaviour therapy etc. which are then illustrated through descriptions of how these could be developed to manage the identified issue.</p> <p><b>AO2 (6 marks)</b></p> <p>Some possible applications of theory could be:</p> <ul style="list-style-type: none"> <li>• Rewarding children through the use of a star chart for showing pro-social behaviour which, when complete, earns them some form of reward.</li> <li>• Television should run more balanced programme schedules which have a greater emphasis on pro-social rather than anti-social behaviour.</li> <li>• Schools/nurseries should include half-termly class sessions in which current children’s books, comics,</li> </ul>	<p><b>8</b></p> <p>2 AO1 1a/1b 6 AO2 a/e</p>	<p><b>Level 4: 7-8 marks</b></p> <p><b>Good</b> knowledge and understanding of how the issue have identified could be managed.</p> <p><b>Good</b> application of psychological knowledge and understanding to the management of the issue that has been identified</p> <p>The strategy is <b>accurate and many details</b> have been included about how it could be implemented and developed. <b>Understanding and application of psychological knowledge is good.</b> There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p><b>Level 3: 5-6 marks</b></p> <p><b>Good</b> knowledge and understanding of how the issue you have identified could be managed.</p> <p><b>Reasonable</b> application of psychological knowledge and understanding to the management of the issue that has been identified</p>

Question	Answer	Marks	Guidance
	<p>television programmes etc. are reviewed so emphasis can be placed on those that promote pro-social behaviour and children can be educated about the unacceptability of the anti-social behaviour shown in some media forms.</p> <ul style="list-style-type: none"> <li>• Schools/nurseries should be encouraged to be more pro-active in identifying the roots of any anti-social behaviour displayed by children and support/help them through specially designed management programmes based on Cognitive Behavioural Therapy (CBT), operant conditioning.</li> <li>• Other acceptable ways of managing the identified issue, showing psychological knowledge should be credited.</li> </ul>		<p>The strategy is <b>mainly accurate and several details</b> have been included about how it could be implemented and developed <b>Understanding and application of psychological knowledge is reasonable</b>. There line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p><b>Level 2: 3-4 marks</b></p> <p><b>Reasonable</b> knowledge and understanding of how the issue you have identified could be managed.</p> <p><b>Limited</b> application of psychological knowledge and understanding to the management of the issue that has been identified.</p> <p>The strategy is <b>reasonably accurate and some details</b> have been included about how it could be implemented and developed. <b>Understanding and application of psychological knowledge is limited</b>. The information has some relevance and is presented with limited structure. The information is supported by limited evidence,</p> <p><b>Level 1: 1-2 marks</b></p> <p><b>Reasonable</b> knowledge and understanding of how the issue you have identified could be managed.</p> <p><b>Basic</b> application of psychological knowledge and understanding to the management of the issue that has been</p>

Question			Answer	Marks	Guidance
					<p>identified</p> <p>The suggested strategy is <b>basic though a few details</b> have been included about how it could be implemented and developed. There is <b>some evidence of psychological knowledge</b> and its possible application. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p><b>0 marks</b> – No creditworthy response.</p>
13	(d)	*	<p><b>Assess your suggestion given in question 13 (c) for managing the issue you have identified.</b></p> <p><b>AO2 (2 marks)</b></p> <p>Candidates will achieve credit for application by applying their knowledge and understanding of psychology to the management of the issue they have identified.</p> <p><b>AO3 (12 marks)</b></p> <p>Assessment might refer to:</p> <ul style="list-style-type: none"> <li>• Financial implications</li> <li>• Resources available</li> <li>• Co-operation between the agencies/individuals involved</li> <li>• Time constraints</li> <li>• Accessibility</li> <li>• Travel implications</li> <li>• Ethics</li> </ul>	<p><b>14</b></p> <p>2 AO2 a/e 12 AO3 2a/2b</p>	<p><b>Level 4: 11–14 marks</b></p> <p><b>Good</b> application of psychological knowledge and understanding to the management of the issue that has been identified</p> <p><b>Good</b> analysis, interpretation and evaluation of the management of the issue identified.</p> <p>The analysis, interpretation and evaluation is <b>appropriate and many details</b> have been included explaining the implications. Understanding, expression and use of psychological terminology are very good. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p><b>Level 3: 7–10 marks</b></p> <p><b>Good</b> application of psychological knowledge and</p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>Other appropriate points should be credited.</li> </ul>		<p>understanding to the management of the issue that has been identified</p> <p><b>Reasonable</b> analysis, interpretation and evaluation of the management of the issue identified.</p> <p>The analysis, interpretation and evaluation is <b>mainly appropriate and several details</b> have been included explaining the implications. There are good links to the suggested strategy. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p><b>Level 2: 4–6 marks</b></p> <p><b>Reasonable</b> application of psychological knowledge and understanding to the management of the issue that has been identified</p> <p><b>Limited</b> analysis, interpretation and evaluation of the management of the issue identified.</p> <p>The analysis, interpretation and evaluation is <b>limited with some details</b> included explaining the implications. There are some links to the suggested strategy. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p><b>Level 1: 1–3 marks</b></p> <p><b>Reasonable</b> application of psychological knowledge and understanding to the management of the issue that has been</p>



Question	Answer	Marks	Guidance
			<p>identified</p> <p><b>Basic</b> analysis, interpretation and evaluation of the management of the issue identified.</p> <p>The analysis, interpretation and evaluation is <b>basic though a few details</b> have been included explaining the implications. Some understanding is evident though there are no real/few links to the suggested strategy. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p><b>0 marks</b> – No creditworthy response.</p>

**Assessment Objectives (AO) Grid**  
 (\*includes quality of extended response)

Question	AO1	AO2	AO3	Total
1	4			4
2	4			4
3	3			3
4	3			3
5a	1		1	2
5b			2	2
6			2	2
7	2		2	4
8	2			2
9			3	3
10a	2			2
10b			2	2
11	2			2
12a	4			4
12b	1		4	5
12c	1		5	6
12d*	4		16	20
13a	2	3		5
13b*	4	4		8
13c*	2	6		8
13d*		2	12	14
<b>Totals</b>	<b>41</b>	<b>15</b>	<b>49</b>	<b>105</b>

## Summary of updates

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Date	Version	Change
September 2020	0.17	Updated copyright acknowledgements.

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