GCSE

Psychology (Short Course)

41801 Making Sense of Other People

Mark scheme

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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

Further copies of this mark scheme are available from aqa.org.uk.

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A - Memory

Question 1(a)

AO1 = 4 marks

The table below shows 4 descriptions of processes linked to memory

Being unable to learn new information after brain damage occurs	
Holding information in the memory system	
Changing information so that it can be stored in memory	
Recovering information from memory.	

From the following list of terms, choose the **one** that matches each description and write either **A**, **B, C. D or E** in the box next to it. Use any letter only **once**.

A   Encoding
B   Retrieval
C   Anterograde amnesia
D   Storage
E   Retrograde amnesia

[4 marks]

Being unable to learn new information after brain damage occurs	**C**
Holding information in the memory system	**D**
Changing information so that it can be stored in memory	**A**
Recovering information from memory.	**B**

Question 1(b)

AO2 = 5 marks

A psychologist conducted an experiment to see if the type of question asked about each word in a list would affect the number of words that were recalled from the list. This is what happened:

- Two groups of participants were shown the same list of words.
- Group A participants were asked if each word in the list was written in capital letters.
- Group B participants were asked about the meaning of each word in the list.
- After doing this, both groups of participants were asked to recall the words in the list.

Use your knowledge of psychology to decide which group of participants would be expected to recall more words from the list.

With reference to the appropriate explanation of memory (either multi-store, levels of processing or reconstructive), give a detailed reason for your answer.

[5 marks]

- 1 mark for stating that Group B recalled more words OR Group A fewer.

Plus

- 1 mark for reference to the levels of processing explanation.

Plus

- Up to 3 marks for a detailed reason. Possible elements;

  - Words processed at a deeper level / semantically / by meaning are more likely to be recalled than those processed at a shallow level / structurally / visually.
  - Group A participants were asked to process at a shallower level / visually OR structurally/by meaning.
  - Group B participants were asked to process at a deeper level / semantically / by meaning.
  - Appropriate reference to research can be credited. (1 mark max).

NOTE: For maximum marks, a comparison between the two groups **must** be present; for example, Group B participants were asked to process at a deeper level **than Group A** (2 marks)
Group B participants were asked to process at a deeper level (1 mark only). Compared to what?

Question 1(c)

AO3 = 3 marks

Explain **at least one** criticism of studies in which the multi-store explanation of memory was investigated.

[3 marks]

AO3: Up to 3 marks can be earned for an explanation of at least one criticism of studies of the multi-store explanation.
Answers must focus on criticisms of **studies** in which this explanation was investigated. Criticisms of the explanation itself should receive no credit.

Possible answer:
Most studies require participants to learn nonsense syllables / word lists (1 mark).
People do not normally have to do this in the real world (1 mark).
Therefore, the studies lack ecological validity (1 mark).

Other criticisms can receive credit; for example, the artificiality of controlled settings.

NOTE: Simply stating that the studies lack ecological validity / can't be generalised/are not ethical, without explanation, will earn no credit.

Question 1(d)

AO2 = 3 marks

Identify and briefly describe **one** practical application of the multi-store explanation of memory to everyday activities.

[3 marks]

AO2: 1 mark can be awarded for identifying one practical application; for example, revision, remembering a shopping list, remembering someone's name, etc.

Up to 2 marks can be awarded for a relevant description of an application for the multi-store explanation.

Possible description;
Multi-store: Saying things over and over/rehearsal (1 mark) will allow information to transfer from short term to long term memory (1 mark)
NOTE: If the description does not match the application; for example saying 'revision' with a LOP description, award no marks for the description.
NOTE: For a list of applications, award a maximum of 1 mark.

Section B – Non-verbal communication

Question 2(a)

AO1 = 1 marks

The vocal features that accompany speech is known as;

[1 mark]

Verbal communication	
Paralinguistics	✓
Non-verbal communication	

Question 2(b)(i)

AO1 = 2 marks

Identify **two** factors that affect personal space.   **[2 marks]**

AO1: 1 mark for each correct factor.
Possible factors: cultural norms, facial expression, sex / gender differences, individual differences (e.g.: personality – introvert / extravert), relationship, status. Accept other relevant factors.

Question 2(b)(ii)

AO1 = 1 mark

Briefly outline how **one** of the factors that you have identified in your answer to **2(b)(i)** might affect personal space.

[1 mark]

AO1: 1 mark for a brief outline of how one of the factors will affect personal space.
Possible points:
Cultural norms: within some cultures, personal space is closer than in other cultures.
Sex differences: there is usually more space between ourselves and members of the opposite sex.
Individual differences: Introverts prefer more personal space compared to extraverts.
Status: We tend to stand closer to people of the same status as ourselves.

NOTE: Do not accept answers that only refer to feeling more / less comfortable without reference to space.

Question 2(c)

AO1 = 1 mark
AO2 = 1 mark

The following conversation took place between two office workers.

Katie: "Do you think that Dave was angry when we got to work this morning?"

Julie: "Yes, I do. Even though he didn't say a word, I could tell by the expression on his face."

What is meant by **non-verbal communication**? Use the conversation above to support your answer.

[2 marks]

AO1: 1 mark for a correct definition of non-verbal communication.
Possible definition: Conveying messages (accept showing your feelings) without voice/words OR conveying messages with body language / facial expression/gestures.

AO2: 1 mark for appropriate reference to conversation.
Possible reference: Julie could tell by the expression on Dave's face that he was angry.
NOTE: This is the only part of the conversation that can receive credit in support of the answer.

Question 2(d)(i)

AO2 = 5 marks

Imagine that you are going to conduct a study to see if there is a difference in how much a person is liked when they **do** or **do not** use postural echo during a conversation.
Use your knowledge of psychology to describe:

- How the study would be carried out
- The way you would measure how much someone is liked
- The results you would expect to find in your study

[5 marks]

AO2:

- 3 marks - A clear plausible description of a method, with both conditions clearly identified.
- 2 marks - A description of a method with both conditions clearly identified.
- 1 mark - Only one condition present and/or description muddled.

Plus
- An indication of what would be measured (1 mark). For example, ask participant to give a liking score or answer to indicate how much the other person was liked (1 mark). (Must refer to liking).

Plus
- 1 mark for description of appropriate results in line with known psychological research (Must refer to liking).

Question 2(d)(ii)

AO3 = 4 marks

NOTE: If the study in 2d(i) is not about postural echo, correct factors in 2d(ii) that are appropriate for the study described should be awarded marks. If there is no study in 2d(i), no marks can be awarded for 2d(ii).

Your investigation should control other factors that might affect how much someone is liked. Briefly explain **two** factors that should have been controlled in the study that you have described in your answer to **2(d) (i)**.

[4 marks]

AO3: Up to 4 marks (2 + 2) for a brief explanation of two other factors that might affect how much someone is liked in the study that was described.

Possible factors: There are many possible factors that can receive credit. Here are just a few;

- Facial expression (1 mark). If a person was frowning / smiling, it might affect liking (1 mark).
- Personality (1 mark). If a person was outgoing/reserved they might be liked more / less (1 mark).
- Sex / Gender (1 mark). Participants may feel more liking towards members of the same / opposite sex / gender (1 mark).
- Culture (1 mark). We may feel that we like / dislike people of the same / different culture (1 mark).

Section C – Development of personality

Question 3(a)

AO1 = 4 marks

Read the following descriptions of behaviour.

Kevin has a small number of close friends. He enjoys sitting on his own and reading.	
Pasha is highly emotional with intense reactions to many events.	
Frankie is very outgoing and has many friends.	
Ola worries a lot and gets anxious very easily.	

From the following list of terms, choose the one that matches each description and write either **A, B or C** in the box next to it. You may use a letter more than once.

A   Neurotic
B   Introvert
C   Extravert

[4 marks]

Kevin has a small number of close friends. He enjoys sitting on his own and reading.	**B**
Pasha is highly emotional with intense reactions to many events.	**A**
Frankie is very outgoing and has many friends.	**C**
Ola worries a lot and gets anxious very easily.	**A**

Question 3(b)

AO2 = 3 marks

Read the following article;

Gang members have high levels of APD

In a recent survey, it was found that a very high proportion of gang members have mental health problems. They disregard the law, exploit innocent people and violate the rights of others. The psychologist who conducted the survey said, "It should come as no surprise that more than 80% of the gang members surveyed suffer from Antisocial Personality Disorder, which helps to explain their behaviour."

What is meant by **Anti-social Personality Disorder (APD)**? Refer to the characteristics of APD mentioned in the article.

[3 marks]

AO1: 1 mark for a correct definition of APD plus 2 marks for correctly recognising **at least two** characteristics of APD mentioned in the article.
Possible definition: **A condition/disorder** in which individuals do not use socially acceptable behaviour (1 mark).
Characteristics mentioned in article: They disregard the law, exploit innocent people and violate the rights of others.
NOTE: If only one characteristic is referred to, award 1 mark for this aspect of the answer.

Question 3(c)

AO1 = 3 marks
AO3 = 3 marks

Describe and evaluate **one** study of the causes of Antisocial Personality Disorder.

Include in your answer the method used, the results obtained and the conclusion drawn. Evaluate the study of the cause of Antisocial Personality Disorder that you have described.
(Answer in continuous prose)

[6 marks]

Likely studies include Raine et al, Farrington, or Elander et al.

AO1: Up to 3 marks for a clear description of an appropriate study.
Possible points of description: A method clearly outlining the condition(s) of the study, results that accurately describe the outcome of the study (figures need not be included). A valid conclusion.
NOTE: A description of Raine's study of aggression / murderers should receive no credit.

3 marks: A clear description of a relevant study containing all three required elements.

2 marks: A reasonable description of a recognisable study although one element may be missing.

1 mark: A description of a recognisable study that either has more than one element missing or is muddled.

AO3: Up to 3 marks for appropriate evaluation.

Evaluation marks can be earned in several ways: Students could state three criticisms (positive and / or negative) or they could focus on one or two criticisms with appropriate elaboration.

Possible evaluative points: The artificiality of the research situation. The specific focus of the task that could lead to demand characteristics. Difficulties involved in analysing data in this type of task. Possible sampling issues. Usefulness of knowledge gained. Ethical concerns.

Other appropriate evaluation points will receive credit.

NOTE: There must be explicit reference to the study described. Totally generic evaluations should receive a maximum of 1 AO3 mark.

NOTE: If the evaluation is not of a study of the causes of APD, award no marks.

Marks awarded for this answer will be determined by the quality of written communication.

6 or 5 marks	For 6 marks, there is a clear description and evaluation of a relevant study reflecting the detail of the possible answer in the mark scheme. For 5 marks, both description and evaluation are present but one of these features is slightly lacking in detail. The answer is well-structured with effective use of sentences and/or paragraphs. There are few spelling and punctuation errors.
4 or 3 marks	For 4 marks, both description and evaluation of a relevant study have been attempted but lack some details of the possible answer in the mark scheme. For 3 marks, **either** clear description **or** clear evaluation is present that reflects the detail of the possible answer in the mark scheme, **or** there is a brief description and / or evaluation of a relevant study. The answer has some structure with appropriate use of sentences. There are some spelling and punctuation errors.
2 or 1 mark	For 2 marks, there are fewer than 3 descriptive and/or evaluative points relating to a relevant study. For 1 mark the answer is muddled. There is little evidence of structure in terms of correct use of sentences. There are frequent spelling and punctuation errors.
0 marks	No relevant content

Question 3(d)

AO2 = 2 marks

Outline **one** implication of research into Antisocial Personality Disorder.

[2 marks]

2 marks for a clearly outlined implication.
1 mark for a limited or muddled outline.
Any relevant practical implication should receive credit.
Possible answers:
- One implication is that it is difficult to know how to treat (or prevent) APD because researchers cannot decide on the cause of APD (2 marks).
- Psychologists who believe APD has a biological cause have attempted to treat it using medication, but research has found this to be ineffective (2 marks).
- If APD has a situational cause, then reducing childhood problems should lower the risk of APD developing (2 marks).

Section D – Stereotyping, Prejudice and Discrimination

Question 4(a)

AO1 = 2 marks
AO2 = 1 mark

Using an example, explain what is meant by discrimination.

[3 marks]

2 marks for a clearly explained definition.
1 mark for a limited or muddled definition.

AO1: Possible definitions: Treating people differently on the basis of their membership of a particular group **OR** treating people differently as a result of having prejudiced views.

AO2: 1 mark for any appropriate example.
Possible examples: Fighting with members of 'out-groups' (1 mark), treating people of different race/sex differently (1 mark), etc. MAX: 1 mark.

Question 4(b)

AO1 = 3 marks

Read the following statements about the work of **Adorno, Tajfel** and **Sherif.**
Decide if the statement applies to Adorno **or** Tajfel **or** Sherif.

(Tick the correct box for each statement)

[3 marks]

	Adorno	Tajfel	Sherif
This researcher suggested that discrimination is often towards people who belong to an out-group.		✔	
This researcher suggested that people with an authoritarian personality are likely to be prejudiced towards others.	✔		
This researcher suggested that competition for scarce resources can cause prejudice.			✔

Question 4(c)(i)

AO1 = 2 marks
AO2 = 2 marks

Outline **one** way of reducing prejudice and discrimination. Refer to the method and results of a study to support your answer.

[4 marks]

2 marks for a clear outline.
1 mark for a limited or muddled outline.

Possible answers: (Based on Elliott) – Creating empathy to make people know what it feels like to be the victim of prejudice / discrimination (2 marks).
(Based on Aronson): Set a problem-solving task / jigsaw method which cannot be solved without the cooperation of everyone in the group (2 marks).
(Based on Sherif): Working together / teamwork towards a common goal (2 marks).
(Based on Harwood): Regular contact increases positive views / challenges stereotypical views of groups.

AO2: Up to 2 marks for reference to the method and results of a supporting study.

NOTE: Results for Elliott accept either immediate or long-term results.
NOTE: Other aspects of the Sherif study, where prejudice was created, is not relevant here and should not receive credit.

Question 4(c)(ii)

AO3 = 3 marks

Evaluate the way of reducing prejudice that you have outlined in your answer to **4 (c) (i)**.

[3 marks]

AO3: Up to 3 marks for appropriate evaluation.
Evaluation marks can be earned in several ways: Students could state three criticisms (positive and / or negative) or they could focus on one or two criticisms with appropriate elaboration.
Possible evaluative points: The artificiality of the research situation. The specific focus of the task that could lead to demand characteristics. Difficulties involved in analysing data in this type of task. Possible sampling issues. Usefulness of knowledge gained. Effectiveness of the method, Ethical concerns. Other appropriate evaluation points will receive credit.

NOTE: Award maximum 2 marks if evaluation points *ONLY* refer to the study/studies rather than the way / method of reducing prejudice.
NOTE: Totally generic evaluations should receive a maximum of 1 AO3 mark.

Possible points: (Elliott); **The method** could be seen as unethical (1 mark), as putting people into a situation in which they are the victim of prejudice would be very stressful (1 mark). There are also issues of consent (1 mark).
(Aronson): With the **jigsaw method**, people might not cooperate (1 mark); therefore the task would not be completed (1 mark). This could increase prejudice (1 mark). This can only work with existing groups (1 mark). Reduction of prejudice might not be generalised outside the immediate group (1 mark). MAX: 3 marks
(Sherif); The research on which **this way** is based was only conducted on white middle-class boys at a summer camp (1 mark). This may not work with different ethnic groups (1 mark). In the real world it might not be easy to get different racial groups to work together successfully (1 mark). Prejudice created artificially might be superficial / not long lasting anyway (1 mark). Prejudice outside the lab setting might be much more deep-seated/difficult to reduce (1 mark). MAX 3 marks.

Question 4(d)

AO2 = 2 marks

Outline **one** implication of research into stereotyping.

[2 marks]

2 marks for a clear outline.
1 mark for a limited or muddled outline.

Any relevant practical implication should receive credit.
Possible answers:
Research shows that most stereotypes promote harmful images, once these images are learnt they are difficult to overcome especially in children (2 marks).
We can make mistakes about people when we meet them for the first time. They can stop us seeing what the person is really like (2 marks).
Credit reference to making snap judgements; enable us to fit in with our own group/sense of belonging, enable us to remember information about other people.

Section E – Research Methods

Question 5(a)

AO2 = 1 mark

Identify the dependent variable in this experiment.

[1 mark]

Whether participants worked in the morning or in the afternoon	
The 30 errors	
The number of errors correctly underlined	✔

(Tick the correct box)

Question 5(b)

AO2 = 2 marks

Write a suitable hypothesis for this experiment.

[2 marks]

The hypothesis must be a testable statement.
Possible answer: There will be a difference between the number of errors correctly underlined by students working in the morning and students working in the afternoon.

NOTE: Statement must contain a **sense** of both parts of the independent variable **and** the dependent variable (accept alertness), (1 mark) **and** be operational (1 mark).

Allow null, directional or non-directional hypothesis.

NOTE: Do not accept aims, questions, correlational statements or statements of the results.

NOTE: Accept Condition A and Condition B as a sense of IV BUT award MAX 1 mark for answer.

Question 5(c)

AO2 = 2 marks

Describe how the teacher could have used random allocation to assign her students to each condition.

[2 marks]

2 marks for a clear description.
1 mark for a limited or muddled description.

AO2: Up to 2 marks for any appropriate description of randomly allocating students to the two conditions.

Possible answers: Put all / her students / the 19 names in a container (1 mark). The first name drawn out would work in Condition A, the second in Condition B (1 mark), (and so on until all the names have been drawn).
Put all / her students / the 19 names in a random number generator (1 mark). For the second mark there should be some appropriate description of how the two groups are generated.

Accept any other practical alternative such as putting letters A(10 of them) and B(9 of them) into a container.

Question 5(d)

AO3 = 6 marks

Explain **at least one** advantage and **at least one** disadvantage of using an independent groups design in this experiment.
(Answer in continuous prose)

[6 marks]

AO3: Up to 3 marks for a clear explanation of at least one advantage and up to 3 marks for a clear explanation of at least one disadvantage of using an independent groups design in this experiment.

Possible advantages: There will be no order effects (1 mark) because students are only taking part in one condition (1 mark). The same material can be used to find spelling errors in both conditions (1 mark). Therefore the tasks are of equal difficulty (1 mark). The students are less likely to work out the aim of the experiment (1 mark), meaning there will be less likelihood of demand characteristics (1 mark) therefore their performance will be less affected by expectations (1 mark). **MAX: 3 marks**.

Possible disadvantages: Participant variables might affect the outcome (1 mark) as one group might be better at finding spelling errors anyway (1 mark). This would mean the researcher was not measuring the DV appropriately (1 mark). With this design, more students are needed to get meaningful results (1 mark). In this experiment, the groups are working at different times of day (1 mark). Therefore there could be communication between the two groups of students (1 mark). This could affect the performance of the afternoon group (1 mark). **MAX: 3 marks.**

NOTE: If advantages and disadvantages are listed with no element of explanation, award a maximum of 4 marks.

NOTE: A totally generic answer with absolutely no reference to this study should be awarded a maximum of 4 marks. Accept children / students / teacher as a reference but DO NOT accept participant.

Marks awarded for this answer will be determined by the quality of written communication.

6 or 5 marks	For 6 marks, there is a clear and balanced explanation of both advantage(s) and disadvantage(s) as they relate to this study, reflecting the detail of the mark scheme OR a totally generic answer worth at least 4 marks. For 5 marks, both advantage(s) and disadvantage(s) are explained as they relate to this study, but one of these features is slightly lacking in detail. The answer is well-structured with effective use of sentences and / or paragraphs. There are few spelling and punctuation errors.
4 or 3 marks	For 4 marks, both advantages and disadvantages as they relate to this study have been attempted but lack some details of the mark scheme. For 3 marks, **either** clear advantage(s) **or** clear disadvantage(s) relating to this study is / are explained that reflects the detail of the mark scheme, **or** there are brief advantage and disadvantage comments. The answer has some structure with appropriate use of sentences. There are some spelling and punctuation errors.
2 or 1 mark	For 2 marks, there are fewer than 3 advantage / disadvantage points attempted. For 1 mark the answer is muddled. There is little evidence of structure in terms of correct use of sentences. There are frequent spelling and punctuation errors.
0 marks	No relevant content.

Question 5(e)(i)

AO2 = 1 mark

The mean number of correctly underlined errors for **Condition B** is:

[1 mark]

13.5	
15.0	✓
7.1	

Question 5(e)(ii)

AO2 = 1 mark

Identify the participant whose score might be considered to be anomalous.

[1 mark]

Participant number **17**

Question 5(e)(iii)

AO3 = 1 mark

How has the anomalous score affected the mean score for **Condition B**?

[1 mark]

AO3: 1 mark for a clear statement of how the anomalous score has affected the mean scores
Creditworthy point: It has increased the mean score / the score / it (1 mark). Do not accept 'it increased the total'.

Question 5(e)(iv)

AO3 = 3 marks

How might the anomalous score influence the conclusion that the Psychology teacher could draw from the experiment? Explain your answer.

[3 marks]

AO3: 1 mark for saying how the anomalous score might influence the conclusion. Up to 2 marks for an appropriate explanation.
Possible points: It could lead to an incorrect conclusion being drawn (1 mark). It would appear that students are more alert in the afternoon than in the morning (1 mark), because they (appear to) have a higher mean (1 mark). Without the anomalous score, students' alertness in the afternoon could be / is slightly worse / similar compared to the morning condition (1 mark). MAX: 3 marks.

Question 5(f)

AO3 = 1 mark

The sampling method used in this experiment was opportunity sampling. State **one** advantage of this sampling method.

[1 mark]

AO3: 1 mark for an appropriate advantage.
Possible advantages: It is quick (1 mark), easy (1 mark), convenient (1 mark).
MAX: 1 mark

Question 5(g)

AO1 = 2 marks

The Psychology teacher gave the same instructions to all of the participants in this experiment. Briefly explain why this was important.

[2 marks]

2 marks for a clear explanation.
1 mark for a limited or muddled explanation.

AO1:
Possible points: Because it is an independent groups design and participants are receiving instructions at different times of day (1 mark). If instructions were not the same, one group might have an advantage over the other group (1 mark). One group might receive more help than the other group (1 mark).
MAX: 2 marks.

Do not accept unfair test/inaccurate results.

Do accept appropriate reference to bias, validity or reliability.

Assessment Objectives

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Item	AO1	AO2	AO3
Section A			
1 (a)	4		
1 (b)		5	
1 (c)			3
1 (d)		3	
Section B			
2 (a)	1		
2 (b) (i)	2		
2 (b) (ii)	1		
2 (c)	1	1	
2 (d) (i)		5	
2 (d) (ii)			4
Section C			
3 (a)	4		
3 (b)		3	
3 (c)	3		3
3 (d)		2	
Section D			
4 (a)	2	1	
4 (b)	3		
4 (c) (i)	2	2	
4 (c) (ii)			3
4 (d)		2	
Section E			
5 (a)		1	
5 (b)		2	
5 (c)		2	
5 (d)			6
5 (e)(i)		1	
5 (e) (ii)		1	
5 (e) (iii)			1
5 (e) (iv)			3
5 (f)			1
5 (g)	2		
	25	**31**	**24**