



GCSE MARKING SCHEME

PSYCHOLOGY

SUMMER 2013

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2013 examination in GCSE PSYCHOLOGY. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

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GCSE PSYCHOLOGY
SUMMER 2013 MARK SCHEME
UNIT 1

Question	AO1	AO2	AO3	TOTAL
1	7	0	6	13
2	2	9	7	18
3	4	7	3	14
4	7	4	6	17
5	4	4	10	18
TOTAL	24	24	32	80

Question	AO1	AO2	AO3	TOTAL
1	7	0	6	13

Question	Answer	Marks
1 (a) (i)	Occipital (not optical)	1
(ii)	Parietal	1
(iii)	Frontal	1
(iv)	Temporal	1
(b)	Cerebrum = it has two hemispheres. It has many functions and can be separated into four lobes	1
	Hypothalamus = Regulates drives involved with survival such as thirst, sleep patterns and appetite	1
	Pituitary Gland = It releases hormones that control the body's response to stress, growth and puberty	1
(c) (i)	One mark for each of the following (max 3 marks): <ul style="list-style-type: none"> Using strong magnetic field Build up image of the brain Non-invasive technique FMRI takes images of active brain Application of MRI Any other relevant material 	3
(ii)	One mark for each of the following (max 3 marks): <ul style="list-style-type: none"> Using a radioactive marker Build up 3D image of the brain Non-invasive Application of the PET Any other relevant material 	3
		Total 13

Question	AO1	AO2	AO3	TOTAL
2	2	9	7	18

Question	Answer	Marks
2 (a) (i)	26 (1 mark) 20 (1 mark) OR 46 (2 marks)	2
(ii)	53 (1 mark) 50 (1 mark) OR 103 (2 marks)	2
(iii)	Nadia	1
(iv)	Reference to source material e.g. holiday would add 13 stress score points (2 marks) Muddled (1 mark) Inappropriate or no answer (0 marks)	2
(b)	Physiological stress is the physical response to a stressor OR Psychological stress is the perceived inability to cope (2 marks) The physical response to a stressor OR The perceived inability to cope (1 mark) Inappropriate or no answer (0 marks)	2
(c) (i)	Possible answer: <ul style="list-style-type: none"> Gives quantifiable data allowing stress to be measured Scale is based on scientific / named research Advantages to health e.g. identifying individuals as risk Any other relevant strength 2 marks One strength clearly described 1 mark One strength stated only 0 marks Inappropriate or no answer	2
(ii)	Possible answer: <ul style="list-style-type: none"> Does not take daily hassles into account as shown in DeLongis <i>et al</i> Individual differences not taken into account with ability to cope Any other relevant weakness 2 marks One weakness clearly described 1 mark One weakness stated only 0 marks Inappropriate or no answer	2

Question	Answer	Marks
(d)	One mark for each of the following (max 3 marks): Increased sympathetic activity Release of stress hormones / (nor)adrenaline / (cortico) steroids Increased heart rate Increased breathing rate Dilated pupils	3
(e)	Possible answers: Heart disease / CVD / angina / heart attack Cancer (any type credited) Headache / migraine (named) mental illness / anxiety disorder / depression	2
		Total 18

Question	AO1	AO2	AO3	TOTAL
3	4	7	3	14

Question	Answer	Marks
3 (a) (i)	<p>Possible answers:</p> <ul style="list-style-type: none"> • When people take on the behaviours, values and attitudes of a group • Change in belief or behaviour due to real or imagined pressure • Any other relevant definition <p>2 marks Full detailed definition 1 mark Basic definition 0 marks Inappropriate or no answer</p>	2
(ii)	<p>Possible answers:</p> <ul style="list-style-type: none"> • Individual behaviour influenced by situation • Change in attitude due to the position you are playing • Any other relevant definition <p>2 marks Full detailed definition 1 mark Basic definition 0 marks Inappropriate or no answer</p>	2
(b)	<p>Credit can be given for:</p> <ul style="list-style-type: none"> • Explanation of auto kinetic effect (2 marks max) • Individually tested then in groups of three • Estimates of light movement • Sheriff controlled nature of group • Two people in group with similar estimation and one very different • Estimate given aloud • Group had to agree on the estimate • Any other relevant point <p>0 marks Inappropriate or no answer 1 mark for each appropriate part</p> <p>NB no credit given for findings and conclusions.</p>	5 2

Question	Answer	Marks
(c) (i)	1 mark Uniform group 0 marks Inappropriate or no answer	1
(ii)	Possible answer: <ul style="list-style-type: none"> • Large number of students conform when wearing uniform compared with non-uniform group • Any other relevant explanation 2 marks Detailed explanation 1 mark Basic explanation 0 marks Inappropriate or no answer	2
(d)	Possible answer: <ul style="list-style-type: none"> • Study did not show true conformity due to ambiguous questions • Low mundane realism • Low ecological validity • Any other relevant explanation 2 marks Full detailed explanation 1 mark Basic explanation 0 marks Inappropriate or no answer	2
		Total 14

Question	AO1	AO2	AO3	TOTAL
4	7	4	6	17

Question	Answer	Marks
4. (a) (i)	1 mark Three 0 marks Inappropriate or no answer	1
(ii)	To see if black students underperform in school tests because of negative stereotypes OR To see if females underperform in science and maths because of negative stereotypes 2 marks Aim fully stated 1 mark Aim partly stated or is muddled 0 marks Inappropriate or no answer	2
(iii)	Females underperform on a test when they believe that they would underperform OR There is a difference in performance between genders on tasks when one gender believes they will perform better than the other. OR Referring to the original study's findings 2 marks Detailed finding 1 mark Basic finding 0 marks Inappropriate or no answer	2
(b) (i)	Possible answer: <ul style="list-style-type: none"> • Field experiment gives high ecological validity/very true to real life / natural setting with link • There can be a benefit to education of students where stereotypes are taken into consideration by the teachers • Any other relevant strength 2 marks One strength clearly explained 1 mark One strength stated only 0 marks Inappropriate or no answer	2

Question	Answer	Marks
(ii)	<p>Possible answer:</p> <ul style="list-style-type: none"> • Androcentric • Only intelligent, academic students were assessed • Child of its time-many concepts have since changed • Any other relevant weakness <p>2 marks One weakness clearly explained 1 mark One weakness stated only 0 marks Inappropriate or no answer</p>	2
(c)	<p>Possible answer:</p> <ul style="list-style-type: none"> • A positive or negative attitude for, or against a group, or member of a group based on stereotypes • An opinion about others that is based on preconceived ideas • Any other relevant definition <p>2 marks Detailed definition 1 mark Basic definition 0 marks Inappropriate or no answer</p>	2

Question	Answer	Marks
(d)	<p>Credit can be given for:</p> <ul style="list-style-type: none"> • Education, e.g. integrating pupil differences into the curricula • Training in non-violent conflict resolution • Geographic mobility, e.g. extensive contact, equal status • Effective communication e.g. studies on diverse groups • Reduction in environmental factors, e.g. common goals • Any other relevant point <p>5-6 marks Information is selected illustrating range and depth, though not necessarily in equal measure. Information is very well organised and the form and style of communication is highly appropriate. There is very good use of specialist terms with few, if any, errors, in spelling, punctuation and grammar.</p> <p>3-4 marks Relevant information is selected, illustrating either range or depth. Material is well organised and ideas are expressed in a logical manner. There is good use of specialist terms and frequent errors in spelling, punctuation and grammar, but these are not intrusive.</p> <p>1-2marks Basic information is selected and poorly organised OR response is muddled. There is limited use of specialist terms and frequent errors in spelling, punctuation and grammar.</p> <p>0 marks Inappropriate or no answer</p> <p>NB - Care should be taken that discussion is not focused on discrimination.</p> <p>Candidates can list many or discuss two in depth</p> <p>Max 3 marks for any one issue</p>	6
		Total 17

Question	AO1	AO2	AO3	TOTAL
5	4	4	10	18

Question	Answer	Marks
5. (a)	Picture A = classical conditioning (1 mark) Picture B = operant conditioning (1 mark) 0 mark - Inappropriate or incorrect answers	2
(b)	One mark for each of the following (max 2 marks) Baby Albert / child is not afraid of the rat / child learning / Psychologists (named as Watson and Rayner) studying child / Any other appropriate comment.	2
(c)	One mark for each of the following (max 2 marks): Observing rat in a box / effects or reward / positive reinforcement / effect of punishment / negative punishment / Any other appropriate comment	2
(d)	Possible answer: <ul style="list-style-type: none"> • Showing an automatic response to a previously unlearnt stimulus • Pairing a neutral stimulus to an unconditioned stimulus until it becomes conditioned over many trials 2 marks Detailed definition 1 mark Basic definition 0 marks Inappropriate or no answer	2
(e)	Possible answer: <ul style="list-style-type: none"> • In social learning the reward or punishment occurs to someone other than the learner. • Studies that support operant conditioning are usually done on animals whilst studies that support SLT are usually done on humans 2 marks Difference is detailed and clear 1 mark Difference is basic or muddled 0 marks Inappropriate or no answer	2

Question	Answer	Marks
(f)	<p>Possible answer:</p> <ul style="list-style-type: none"> • No bias due to trying to work out the study's aim / social desirability effect • Can perform studies that would be unethical on humans e.g. Harlow / Lorenz • Any other relevant advantage <p>2 marks One advantage clearly described 1 mark One advantage stated only 0 marks Inappropriate or no answer</p>	2
(g)	<p>Credit can be given for:</p> <ul style="list-style-type: none"> • Examples of studies where there are clear ethical issues in using animals • The ethical cost versus the benefit of animal studies • Speciesism in psychology • BPS guidelines • Any other appropriate ethical issue <p>5-6 marks Information is selected illustrating range and depth, though not necessarily in equal measure. Information is very well organised and the form and style of communication is highly appropriate. There is very good use of specialist terms with few, if any, errors, in spelling, punctuation and grammar.</p> <p>3-4 marks Relevant information is selected, illustrating either range or depth. Material is well organised and ideas are expressed in a logical manner. There is good use of specialist terms with some errors in spelling, punctuation and grammar, but these are not intrusive.</p> <p>1-2 marks Basic information is selected and poorly organised OR response is muddled. There is limited use of specialist terms and frequent errors in spelling, punctuation and grammar.</p> <p>0 marks Inappropriate or no answer</p>	6
		Total 18

UNIT 2

Question	AO1	AO2	AO3	TOTAL
1	8	0	0	8
2	0	7	6	13
3	1	4	1	6
4	2	0	10	12
5	4	4	6	14
6	3	3	9	15
7	6	6	0	12
TOTAL	24	24	32	80

Question	AO1	AO2	AO3	TOTAL
1	8	0	0	8

Question	Answer	Marks
1. (a) (i)	Pupil	1
(ii)	Retina	1
(iii)	Optic Nerve	1
(iv)	Lens	1
(v)	Iris	1
	0 Marks - Inappropriate or no answer	
(b)	Optic nerve = Carries information from the eye to the brain.	1
	Iris = A circular muscle that contracts and relaxes depending on light intensity.	1
	Retina = Contains the cells that are sensitive to light.	1
		Total 8

Question	AO1	AO2	AO3	TOTAL
2	0	7	6	13

Question	Answer	Marks
2. (a) (i)	IV = Teaching technique OR Following Vygotsky 0 marks Inappropriate or no answer	1
(ii)	DV = Progress (in reading) over a term 0 marks Inappropriate or no answer	1
(b)	Possible answer: <ul style="list-style-type: none"> When they have improved their reading skills their new skills cannot be unlearnt to re-do the test. Different participants in the two groups. 2 marks Full explanation given with link to scenario 1 mark Basic explanation given 0 marks Inappropriate or no answer given.	2
(c)	Possible answer <ul style="list-style-type: none"> Teaching following Vygotsky's ideas seem to have a positive effect on reading (compared to the control) 2 marks Full conclusion given 1 mark Basic explanation given 0 marks Inappropriate or no conclusion given	2
(d) (i)	Possible answers: <ul style="list-style-type: none"> Can observe if there is a cause and effect relationship (2) High experimental validity due to manipulating of independent variable Advantage of field experiment 2 marks Detailed description of advantage 1 mark Basic description of advantage 0 marks Inappropriate advantage or no answer.	2

Question	Answer	Marks
(ii)	Possible answers: <ul style="list-style-type: none"> • Low ecological validity • Demand characteristics 2 marks One detailed disadvantage described 1 mark One basic disadvantage described 0 marks Inappropriate disadvantage or no answer	2
(e)	Possible answers: <ul style="list-style-type: none"> • Difference between what a learner can do without help and what he or she can do with help • Reference to scaffolding • Teacher or more competent peer gives aid to the student in her/his learning • Moving the child from their zone of proximal development through interaction with peers and adults • Any other relevant point 3 marks Detailed answer. 2 marks Limited answer. 1 mark Basic/muddled answer. 0 marks Inappropriate or no answer.	3
		Total 13

Question	AO1	AO2	AO3	TOTAL
3	1	4	1	6

Question	Answer	Marks
3. (i)	<ul style="list-style-type: none"> Systematic sample 0 marks Inappropriate or no answer given.	1
(ii)	Possible answers: <ul style="list-style-type: none"> Place names of population in a hat (or similar) then withdraw names for sample Every member of the population has an equal chance of being chosen Any other relevant description 0 marks Inappropriate or no answer given.	1
(iii)	Possible answers: <ul style="list-style-type: none"> Low dropout rate Any other relevant advantage 0 marks Inappropriate or no answer given.	1
(iv)	<ul style="list-style-type: none"> Likely to have a large cross section of population Any other relevant advantage 0 marks Inappropriate or no answer given.	1
(v)	Possible answers: <ul style="list-style-type: none"> Could choose similar participants from population High dropout rate Any other relevant disadvantage 0 marks Inappropriate or no answer given.	1
(vi)	Possible answers: <ul style="list-style-type: none"> Only one type of individual will volunteer Unrepresentative sample due to them volunteering for the same activity Any other relevant disadvantage 0 marks Inappropriate or no answer given.	1
		Total 6

Question	AO1	AO2	AO3	TOTAL
4	2	0	10	12

Question	Answer	Marks
4. (a)	<p>Possible answer:</p> <ul style="list-style-type: none"> Detailed investigation of an individual or small group over a long period of time Common methodology used in psychology Any other relevant description <p>2 marks Detailed description of a case study. 1 mark Basic description of a case study. 0 marks Inappropriate, or no answer.</p>	2
(b) (i)	<p>Possible answers:</p> <ul style="list-style-type: none"> Can gather a lot of detailed and rich data <u>and link</u> to patient/in the psychiatric ward Any other relevant advantage <p>2 marks Detailed description of advantage (and link) 1 mark Basic description of advantage 0 marks Inappropriate advantage or no answer.</p>	2
(ii)	<p>Possible answers:</p> <ul style="list-style-type: none"> Individual differences/small sample Not representative of all patients Any other relevant disadvantage <p>2 marks Detailed description of disadvantage (and link) 1 mark Basic description of disadvantage 0 marks Inappropriate advantage or no answer.</p>	2

Question	Answer	Marks
(c) (i)	Possible answers: <ul style="list-style-type: none"> • Overall happy with their therapy • They became more positive about their therapy over time • Less happy with their therapy than patient 2 2 marks Detailed conclusion 1 mark Basic conclusion 0 marks Inappropriate or no answer	2
(ii)	NB 0 marks if only giving numbers Possible answers <ul style="list-style-type: none"> • Overall happy with their therapy • Happier with therapy than patient 1 2 marks Detailed conclusion 1 mark Basic conclusion 0 marks Inappropriate or no answer	2
(d) (i)	8 0 marks Inappropriate or no answer	1
(ii)	10 0 marks Inappropriate or no answer	1
		Total 12

Question	AO1	AO2	AO3	TOTAL
5	4	4	6	14

Question	Answer	Marks
5. (a)	<p>One mark for each of the following (max 4 marks)</p> <ul style="list-style-type: none"> • Suicidal thoughts • Loss of interest or pleasure in everyday activities • Depressed mood • Drop in concentration levels • Poor memory • Weight loss • Weight gain • Insomnia • Hypersomnia • Fatigue or loss of energy • Helplessness • Hopelessness • Reduced self esteem • Any other relevant symptom <p>0 marks - inappropriate or no answer.</p>	4
(b)	<p>Possible answer:</p> <ul style="list-style-type: none"> • Effect of chemicals in the brain at synapses • Increase/decrease in levels of neurotransmitters at synaptic gap • Name a specific drug for treatment of a specific illness (e.g. SSRIs (Prozac) treats depression) • Any other relevant point <p>4 marks Accurate and detailed description with appropriate use of terminology.</p> <p>3 marks Detailed description with appropriate use of terminology, may be some inaccuracies.</p> <p>2 marks Basic description with few terms used.</p> <p>1 mark Very limited or muddled description with no terminology</p> <p>0 marks Inappropriate or no answer.</p>	4

Question	Answer	Marks
(c)	<p>Possible answer:</p> <ul style="list-style-type: none"> • Rate and success of use • Side effects • Dependency • Treating symptoms rather than the cause • Research about it's success compared with other approaches • Any other relevant point <p>No credit given for explaining how drugs work without evaluation.</p> <p>5 - 6 marks Information is selected illustrating range and depth of discussion, though not necessarily in equal measure. Information is very well organised and communication is highly appropriate. There is very good use of specialist terms with few errors, in spelling, punctuation and grammar.</p> <p>3 - 4 marks Some relevant information is selected, illustrating either range or depth of discussion. Information is well organised and ideas are expressed in a logical manner. There is good use of specialist terms and some errors in spelling, punctuation and grammar.</p> <p>1 -2 marks Basic/simple information is selected OR response is muddled. Information is poorly organised. There is limited use of specialist terminology/vocabulary and frequent errors in spelling, punctuation and grammar.</p> <p>0 marks Inappropriate or no answer.</p>	6
		Total 14

Question	AO1	AO2	AO3	TOTAL
6	3	3	9	15

Question	Answer	Marks
6. (a)	To see if time of day effects memory/remembering (2) OR To see if memory /remembering better in the morning of afternoon (2) 2 marks detailed aim 1 mark basic aim 0 marks Inappropriate or no answer	2
(b)	Time of day effects memory/recall (2) Memory/recall is better/worse in the morning compared to the afternoon (2) 2 marks detailed hypothesis 1 mark basic hypothesis 0 marks inappropriate or no answer	2
(c)	Possible answers Using the participants that are available (2) Using the participants that are easiest to get hold of (2) 2 marks detailed description 1 mark basic description 0 marks inappropriate or no answer	2
(d) (i)	The same participants are used (in both conditions) (1)	1
(ii)	No participant variables (1) in memory/remembering (1) Comparing the memory of one individual to their own memory in the other condition therefore more valid (2) Any other relevant point. No link (1)	2
(e)	They perform better at memory tasks in the morning / worse at memory tasks in the afternoon They would remember their work easier / they are more likely to get higher marks in the morning 17 points different between the morning and afternoon 3 marks Detailed description with reference to data 2 marks Detailed description 1 mark Basic description 0 marks Inappropriate or no answer	3
(f) (i)	All issues clearly identified can be credited	1
(ii)	The response must clearly link to issue identified in (f)(i) 2 marks detailed description of dealing with issue 1 mark basic description of dealing with issue 0 marks inappropriate or no answer	2
		Total 15

Question	AO1	AO2	AO3	TOTAL
7	6	6	0	12

Question	Answer	Marks
7. (a) (i)	<p>Possible answer:</p> <ul style="list-style-type: none"> • Differentiates self from objects • Recognises self as agent of action and begins to act intentionally, e.g. shakes a rattle to make a noise • Object permanence is achieved at the end of this stage • Any other relevant point <p>2 marks Characteristic fully described 1 mark Characteristic basically described 0 marks Inappropriate or no answer</p>	2
(ii)	<p>Possible answer:</p> <ul style="list-style-type: none"> • Learns to use language and to represent object by images and words • Thinking is still egocentric has difficulty taking the viewpoint of others • Classifies objects by a single feature, e.g. groups together all the red blocks regardless of shape or all the square blocks regardless of colour • Any other relevant description <p>2 marks Characteristic fully described 1 mark Characteristic basically described 0 marks Inappropriate or no answer</p>	2
(iii)	<p>Possible answer:</p> <ul style="list-style-type: none"> • Can think logically about abstract propositions and test hypotheses systematically • Becomes concerned with the hypothetical, the future, and ideological problems • Any other relevant description <p>2 marks Characteristic fully described 1 mark Characteristic basically described 0 marks Inappropriate or no answer</p>	2

Question	Answer	Marks
(b)	<p>Possible answer:</p> <ul style="list-style-type: none"> • An argument about how children obtain skills prior to the stage stated by Piaget, e.g. very young children have been shown to have object permanence • Any research that supports or challenges the theory • A discussion of its effect on education • Discussion on Piaget's research methods, e.g. experimenter bias • Any other relevant point <p>5 - 6 marks Information is selected illustrating range and depth of discussion, though not necessarily in equal measure. Information is very well organised and communication is highly appropriate. There is very good use of specialist terms with few errors, in spelling, punctuation and grammar.</p> <p>3 - 4 marks Some relevant information is selected, illustrating either range or depth of discussion. Information is well organised and ideas are expressed in a logical manner. There is good use of specialist terms and some errors in spelling, punctuation and grammar.</p> <p>1 - 2 marks Basic/simple information is selected OR response is muddled. Information is poorly organised. There is limited use of specialist terminology/vocabulary and frequent errors in spelling, punctuation and grammar.</p> <p>0 marks Inappropriate or no answer.</p>	6
		Total 12



WJEC
245 Western Avenue
Cardiff CF5 2YX
Tel No 029 2026 5000
Fax 029 2057 5994
E-mail: exams@wjec.co.uk
website: www.wjec.co.uk