

Mark Scheme (Results) January 2010

GCE

GCE Psychology (6PS01) Paper 1

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General Guidance on Marking

All candidates must receive the same treatment.

Examiners should look for qualities to reward rather than faults to penalise. This does NOT mean giving credit for incorrect or inadequate answers, but it does mean allowing candidates to be rewarded for answers showing correct application of principles and knowledge.

Examiners should therefore read carefully and consider every response: even if it is not what is expected it may be worthy of credit.

Candidates must make their meaning clear to the examiner to gain the mark. Make sure that the answer makes sense. Do not give credit for correct words/phrases which are put together in a meaningless manner. Answers must be in the correct context.

Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the Team Leader must be consulted.

Using the mark scheme

The mark scheme gives:

- an idea of the types of response expected
- how individual marks are to be awarded
- the total mark for each question
- examples of responses that should NOT receive credit.

- 1 / means that the responses are alternatives and either answer should receive full credit.
- 2 () means that a phrase/word is not essential for the award of the mark, but helps the examiner to get the sense of the expected answer.
- 3 [] words inside square brackets are instructions or guidance for examiners.
- 4 Phrases/words in **bold** indicate that the meaning of the phrase or the actual word is **essential** to the answer.
- 5 ecf/TE/cq (error carried forward) means that a wrong answer given in an earlier part of a question is used correctly in answer to a later part of the same question.

Quality of Written Communication

Questions which involve the writing of continuous prose will expect candidates to:

- show clarity of expression
- construct and present coherent arguments
- demonstrate an effective use of grammar, punctuation and spelling.

Full marks will be awarded if the candidate has demonstrated the above abilities.

Questions where QWC is likely to be particularly important are indicated "QWC" in the mark scheme BUT this does not preclude others.

Unit 1: Social and Cognitive Psychology

Section A

Question Number	Question	
1	The type of sample which ensures every member of the target population has an equal chance of being picked is known as	
	Answer	Mark
	A. Stratified B. Random C. Volunteer D. Opportunity	(1 A03)

Question Number	Question	
2	Which experimental design uses two groups of participants chosen to be similar?	
	Answer	Mark
	A. Independent Measures B. Repeated measures C. Matched pairs D. Correlation	(1 A03)

Question Number	Question	
3	How well a study represents a natural situation is known as	
	Answer	Mark
	A. Demand characteristics B. Experimenter effects C. Ecological validity D. Reliability	(1 A03)

Question Number	Question	
4	Hassan does not want his participants to guess the purpose of his investigation. What feature is Hassan trying to avoid?	
	Answer	Mark
	<p>A. Demand characteristics</p> <p>B. Order effects</p> <p>C. Counterbalancing</p> <p>D. Randomisation</p>	(1 A03)

Question Number	Question	
5	Situational variables are present in most experiments. Which of the following statements is about a situational variable?	
	Answer	Mark
	<p>A Zeeshan is affected by noise in the classroom.</p> <p>B Sahir is feeling tired and cannot concentrate.</p> <p>C Alison is angry as she has had no coffee this morning.</p> <p>D Tom feels he is too old for the study.</p>	(1 A03)

Question Number	Question	
6	Zubair is behaving badly in his Psychology class because he is distracted by the two boys he sits with. His psychology teacher wants to test whether moving Zubair onto another table would have an effect. Identify the independent variable (IV) in the teacher's experiment.	
	Answer	Mark
	<p>A Behaving badly in his Psychology class</p> <p>B Behaving well in his Psychology class</p> <p>C The psychology teacher's influence</p> <p>D Whether he is on another table or not</p>	(1 A03)

Question Number	Question	
7	Which one of the following statements would be an example of a directional (one-tailed) hypothesis?	
	Answer	Mark
	<p>A. Smoking affects the chances of getting lung cancer</p> <p>B. Individuals are more likely to conform when in groups of five than in pairs</p> <p>C. There is a difference in map reading skills between parents and their children</p> <p>D. Students' concentration levels are different on a Monday and on a Friday</p>	(1 A01)

Question Number	Question	
8	According to Levels of Processing the shallowest type of processing is	
	Answer	Mark
	<p>A Semantic</p> <p>B Structural</p> <p>C Phonemic</p> <p>D Procedural</p>	(1 A01)

Question Number	Question	
9	<p>Cognitive psychology is concerned with information processing. Select the option that would complete the diagram.</p> <p>..... > PROCESSING ></p>	
	Answer	Mark
	<p>A Hardware, Software</p> <p>B Software, Hardware</p> <p>C Input, Output</p> <p>D Output, Input</p>	(1 A01)

Question Number	Question	
10	For question 10 choose <u>two</u> answers from A, B, C, D and E. Identify the two correct statements below	
	Answer	Mark
	<p>A. Social Psychology is concerned with the effects of groups on behaviour</p> <p>B. Social Psychology is concerned with the effects of the nervous system on behaviour</p> <p>C. Social Psychology is concerned with the effects of the role of cognition on behaviour</p> <p>D. Social Psychology is concerned with the effects of rewards and punishments on behaviour</p> <p>E. Social Psychology is concerned with the effects of cultural norms on behaviour</p>	(2 A01)

Section B.

Question Numbers	General Instructions
11 - 14	Marking points are indicative, not comprehensive and other points should be credited. In each case consider 'or words to that effect'. Each bullet point is a marking point unless otherwise stated, and each point made by the candidate must be clearly and effectively communicated.

Question Number	Question	
11 (a)	Identify one study from the Cognitive Approach	
	Answer	Mark
	<p>One mark for identifiable study from the Cognitive Approach. A study identification should be recognisable and distinguishable from other studies for credit i.e. 'Loftus' leading questions study' could be any number of studies. Name or description of study can gain credit which must be specific. Study must be in Cognitive Approach.</p> <p>Suitable examples include: There may be others.</p> <p>Craik and Tulving (1975) Godden and Baddeley / deep sea divers Peterson and Peterson (1959) Ramponi et al (2004)/ age and levels of processing/eq; Loftus and Palmer (1974) / smashed bumped/eq; Loftus and Zanni (1975) / Did you see the broken headlight/eq; Tulving and Pearlstone (1966) / category headings at recall/eq; Bartlett (1932) / War of the ghosts Aggleton and Waskett / smelly museum</p>	(1 AO1)

Question Number	Question	
11 (b)	Describe the findings (results and/or conclusions) of the study you identified in (a).	
	Answer	Mark
	<p>Credit should be given for results and/or conclusions drawn from the study only. No marks should be given for procedure or aims. 1 mark per point/elaboration of findings.</p> <p>TE: If (a) is blank/insufficient for identification but findings in (b) are clearly identifiable as an appropriate study from the Cognitive Approach full marks can be given e.g. Loftus and Zanni.</p> <p>If the findings described do not relate to a study stated in (a) but are clearly identifiable as a study from the Cognitive Approach then max 2 marks.</p> <p>If (a) is incorrect e.g. from a different approach and the findings refer to (a) then 0 marks.</p>	(4 AO1)

E.g. Godden and Baddeley (1975)

- Recall was about 50% higher than when it took place in the same environment as learning.
- Mean number of words recalled in the dry land learning and recall condition was 13.5 and 11.4 for underwater learning and recall/eq; **[figures can be more or less similar and appropriately paired]**
- This contrasted with 8.4 mean recall in the underwater learning and dry land recall and 8.6 for dry land learning and underwater recall/eq;
- The study thus demonstrates how the environment can act as a contextual cue that helps recall and prevent forgetting/eq;

E.g. Craik and Tulving

- 80% semantic 50% phonemic and 18% of structurally processed words were recalled/recognised. **[percentages can be more or less similar and appropriately paired]**
- The researchers had found that the deeper the processing the more durable the memory/eq;
- This demonstrates elaborative rehearsal is more effective than pure maintenance rehearsal in improving memory recall/eq;
- Semantic processing involves the most cognitive work so thinking about the meaning of the words leads to them being remembered best/eq;

E.g. Ramponi et al

- The usual LOP and age effects occurred for both weak and strong associates when the test of memory was intentional/eq;
- LOP and age effects occurred only for weak associates but not for strong associates when the test of memory was incidental/eq;
- Suggests that older adults' performance in intentional tests is impaired because they are less able to bind the encoded representations to the episodic context at study/eq; **(2 marks)**

E.g. Peterson and Peterson

- The average percentage of correctly recalled trigrams was high with short delays but decreased as the delay interval increased/eq;
- Nearly 70% was forgotten after only a 9 second interval and 90% after 18 seconds/eq;
- In the absence of rehearsal then STM's duration is very short even with very small amounts of information/eq;
- If a more difficult distracter task is used it can be made even shorter/eq;

Look for other reasonable ways of expressing this answer

Question Number	Question	
11 (c)	Outline one strength of the study you identified (a).	
	Answer	Mark
	<p>Must be a strength not a weakness. If more than one strength given mark all and credit the best.</p> <p>2 marks for a complete answer, 1 mark for a partial answer.</p> <p>1 mark per point / elaboration.</p> <p>Study must be referred to at least once to access both marks.</p> <p>T.E. - If study in (a) is incorrect / non cognitive study then no marks for strength in (c). If (a) is blank but answer in (c) focuses on an identifiable Cognitive study then full marks available. If a strength of a cognitive study but a different one from the one given in (a), or if a 'generic' strength, then max 1 if the answer is appropriate.</p> <p>E.g. Godden and Baddeley (1975) Strength</p> <ul style="list-style-type: none"> • The study can help students with their revision by getting them to use cues to help learning/eq; (1st mark) Students can make use of contextual cues by learning and recalling in the same environment (2nd mark) • The experiment was conducted in a realistic open water environment for divers (1st mark) so has higher ecological validity and results relate to real life situations/eq; (2nd mark) <p>E.g. Craik and Tulving Strength</p> <ul style="list-style-type: none"> • The study does have a practical application to real life; giving meaning to material is one way of improving your memory/eq; (1st mark) Students can be taught to make notes which have meaning rather than just reading information that makes no sense to help them revise/eq; (2nd mark) • As a laboratory experiment the study has tight control of extraneous variables/eq; (1st mark) which also makes it more likely that the IV influenced the DV/eq; (2nd mark) • <p>E.g. Ramponi Strength</p> <ul style="list-style-type: none"> • There were very strong controls such as random allocation to either intentional or incidental association/order of word pairs/eq; (1st mark) meaning each participant had an equal chance of being selected/eq; (2nd mark) 	(2 A02)

	<ul style="list-style-type: none"> The study is laboratory based with thorough details about procedure and strict controls so it would be replicable/eq; (1st mark) and easy to test for reliability/eq; (2nd mark) <p>E.g. Peterson and Peterson Strength</p> <ul style="list-style-type: none"> The researchers had control over the variables which makes the study easier to replicate (1st mark) and so it can be tested for reliability/eq; (2nd mark) The study does have supporting evidence from other studies which have also shown rehearsal to be necessary for recall/eq; (1st mark) giving it reliability/eq; (2nd mark) <p>Look for other reasonable ways of expressing this answer</p>	
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Question Number	Question	
12 (a)	As part of the course requirements for cognitive psychology you will have conducted an experiment. Outline the aim/purpose of your experiment.	
	Answer	Mark
	<p>0 marks Either no mention of an aim/purpose or not a cognitive psychology experiment unclear about what was done. No credit for a statement of prediction/hypothesis.</p> <p>1 mark A simple aim/account of purpose so that the examiner can just about identify what was investigated. One variable is discernable (e.g. visual cues) and/or the general area of the study is indicated (e.g. context dependency).</p> <p>2 marks A clear aim / account of purpose so that the examiner can identify and understand what was done. Both variables can be inferred and/or the area is clear.</p>	(2 A03)

Question Number	Question	
(b)	You will have chosen a design for your experiment. Outline one strength and one weakness of using that experimental design. You must identify the design you used in your answer.	
	Answer	Mark
	<p>Mark part (b) independently of part (a). Must be a strength / weakness of design named.</p> <p>NO CREDIT for evaluation of types of sample/research methods or general problems with their practical</p> <p>One mark per marking point/elaboration 2+2 - (not levels marking) If more than one strength/weakness mark all and credit the best.</p> <p>TE if the design is blank for the named design is not the one evaluated</p>	(4 A03)

	<p>max 1 for the strength and max 1 for the weakness</p> <p>Possible designs include independent / repeated measures, matched pairs and correlation</p> <p>Indicative content e.g. Independent Groups</p> <p>Strength no order effects/eq; because different participants are used in each condition/eq;</p> <p>Weakness Uncontrolled participant variables/eq; Means that individual differences may affect the results/eq; Differences in the confidence levels of participants between the groups may influence the results/eq;</p> <p>e.g. Repeated Measures</p> <p>Strength No uncontrollable ps variables/eq; so less chance of individual differences affecting results/eq;</p> <p>Weakness Suffers from order effects as same ps are in each group/eq; so more chance of practice or fatigue effects which could lead to better / poorer performance/eq;</p> <p>e.g. Matched pairs</p> <p>Strength Reduces participant variables (as far as they can be matched) /eq; so less chance of individual differences affecting results/eq;</p> <p>Weakness It requires a large number of potential participants to start with in order to get enough pairs/eq; This makes it expensive and time consuming so rarely used/eq;</p> <p>e.g. Correlation</p> <p>Strength Allows an investigator to measure relationships between naturally occurring variables/eq; Without the need for any manipulation or control/eq;</p>	
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	<p>Weakness</p> <p>Cannot draw conclusions about cause and effect, some other factor may be responsible for the findings/eq;</p> <p>E.G. we cannot say that days off college CAUSED poor exam results/eq;</p>	
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Question Number	Question	
13	<p>There are three types of experiments (natural, field and laboratory).</p> <p>Compare field experiments and laboratory experiments.</p> <p>Comparisons involve looking at similarities and differences. You may wish to include strengths and weaknesses such as:</p> <ul style="list-style-type: none"> • validity • reliability • ethics. 	
	Answer	Mark
	<p>Marking points are indicative, not comprehensive and other points should be credited. In each consider Or Words To That Effect (OWTTE). 1 mark per point / elaboration.</p> <p>Credit use of appropriate examples which illustrate comparison e.g. Milgram and Hofling Credit can be given for similarities and / or differences do not need both</p> <p>Laboratory and Field Lab carried out in an artificial setting field is in a realistic environment/eq; Lab has low ecological validity field has high/eq; Both involve manipulation of IV by the experimenter/eq; Both aim to measure cause and effect /eq; Lab has greater control than field over extraneous variables/eq; Lab are easier to replicate and test for reliability of results as conditions are controlled (1st mark), field less able to replicate due to lack of control over extraneous variables/eq (2nd mark) Demand characteristics are more likely to occur in lab due to the artificial environment (1st mark) less likely in field due to more natural environment where participants are less likely to know they are part of a study /eq (2 marks); For example in Milgrams lab exp pps were more likely to be influenced by cues around them than the nurses in Hofling's field experiment/eq;</p> <p>Look for other reasonable comparisons and marking points.</p>	(5 A03)

Question Number	Question	
14.	<p>There are concerns about possible violence at this year's football world cup. Dr Nelson, a psychologist, has been brought in to try and help the police understand what causes prejudice; she also wants to look at blind obedience amongst some fans.</p> <p>Using ideas from social psychology, explain what advice Dr Nelson could give to help the police.</p>	
	Answer	Mark
	<p>1 mark for each correct statement or elaboration.</p> <p>Read the whole answer before marking (to look for link to advice) If a summary of prejudice and/or obedience is presented with no attempt to relate to the context of the question (advice.../Dr Nelson's advice was.../she would say.../the police could...) then max 2 marks.</p> <p>Marks are not gained by describing the research, as only the findings of research are relevant. Marks can also be gained by assessing the ideas/concepts that have been presented. Examples used to illustrate can be credited, but these examples must be explained and not just stated.</p> <p>Possible marking points: Dr Nelson may suggest that fans may categorise themselves as belonging to an in group/eq; Dr Nelson suggests a charity football match between the many teams to help breakdown in-group barriers/eq; Dr Nelson would advise the police to target the ringleaders whose authority may have a negative influence on other fans/eq; Fans may be obeying orders from ring leaders whom they view as authority figures/eq; By removing troublemaker ringleaders there will not be an authority figure encouraging prejudice among the fans/eq; Introduction of role models who the fans can relate to and who show a lack of prejudice will help to influence fans in a positive way /eq; In doing so may see other football fans as the out group and may become prejudiced towards them/eq; Wearing distinctive kits can help fans identify with their in group and go against the out group/eq; To raise self-esteem they focus on negative qualities of other teams/eq; E.g. they may focus on the fact the other team cheats more/eq; This feeling of superiority allows them to dehumanise opposition fans/eq; Prejudice might emerge due to the competition over resources, in this case points/eq; Football strips may act as uniforms which deindividuate fans meaning fans act in (aggressive) ways they would not normally act in/eq; Fans may use opposing team supporters as scapegoats to vent other frustrations/eq; The emergence of such prejudice was shown by Sherif who produced prejudice between two groups of boys when they competed for prizes/eq; However, Sherif's study only used boys so may not explain the prejudice of female football supporters/eq; Look for other reasonable marking points.</p>	(5 AO2)

Question Number	Question	
15 (a)	Describe one theory of forgetting you have studied other than cue dependency theory	
	Answer	Mark
	<p>1 mark for each correct statement or elaboration. No credit for theories / models of memory.</p> <p>No identification mark</p> <p>Possible theories:</p> <p>Repression Trace Decay Displacement Interference theory</p> <p>Repression</p> <p>We push unpleasant memories to the back of our minds/eq; This is done in order to protect ourselves from having to relive these negative emotions/eq; For example we may not want to think about a car accidents we were involved in so force ourselves to try and forget about it/eq; Freud suggested repressed memories remain active in the mind although we are not consciously aware of them/eq;</p> <p>Trace Decay</p> <p>Learning causes a physical change in the neural network of the memory system/eq; A memory is created known as an activated neural path or engram /eq; This neural path gives the memory a structural quality which must be reinforced to strengthen it/eq; Without this rehearsal it will weaken or decay causing forgetting /eq; Forgetting is thus caused through disuse and the natural passage of time/eq; Once decayed a memory is lost forever/eq;</p> <p>Displacement</p> <p>Capacity of STM is approx 7 ± 2 and forgetting can be explained in terms of this/eq; Despite the fact these items can be chunked to increase their capacity there are only a fixed number of slots for such information/eq; Occurs when our STM reaches its capacity / is full so old information is displaced or pushed out by new incoming information/eq; Material may not be lost if it was sufficiently rehearsed to pass into LTM/eq;</p> <p>Interference</p> <p>Forgetting occurs in LTM due to interference or confusion between old and new memories/eq; Retroactive interference is when the learning of new information interferes with the learning of older information/eq; Proactive interference is when the learning of old information interferes with the learning of new information/eq; In STM interference is important as it prevents rehearsal which is needed for information to go from STM to LTM/eq; E.g. trying to recall a phone number at the same time as being asked a question means trying to respond to the latter may interfere with the</p>	(4 AO1)

Question Number	Question	
15(b)	<p>Evaluate one theory of forgetting.</p> <p>You may wish to include:</p> <ul style="list-style-type: none"> • comparison with other theories • looking at the methods used to study them • assessing evidence. 	
	Answer	Mark
	<p>1 marks per point/elaboration. Real life examples should be credited if they help illustrate a point.</p> <p>Any problems with the research that support the theory can be credited as long as it shows how the theory lacks empirical support, Max 1 mark.</p> <p>1 mark for each correct statement or elaboration. Must be a theory of forgetting but does not have to be the same as described in 15 (a)</p> <p>Possible theories:</p> <p>Cue Dependent Trace Decay Displacement Interference theory Repression</p> <p>Cue Dependent</p> <ul style="list-style-type: none"> • Recollections of childhood become fainter as people grow older. However, if they return to the area they lived in as children, the streets etc. often serve to bring the past alive, supporting the theory/eq; • Baddeley argues the effects of context dependent forgetting only occur if the contexts in which information is learned and retrieved are vastly different(1st mark) For example information learned in a classroom and then retrieved in an ice rink will be poorer than if the same information had to be recalled in a library/eq; (2nd mark) • Has also been applied to real world successfully such as helping the police reconstructions based on cue dependency/eq; • The theory does have evidence to support it. E.g. a study by Godden and Baddeley demonstrated that forgetting is influenced by lack of retrieval cues present, as divers recalled more in the same environment as learning/eq; • However a number of supporting studies such as Tulving and Pearlstone, are laboratory based and involve artificial tasks so lack ecological validity/eq; <p>Trace Decay</p> <ul style="list-style-type: none"> • Peterson and Peterson showed preventing rehearsal caused information to decay/eq; • It could be that information has been interfered with than just simply decayed/eq; • Waugh and Norman who set out to support trace decay actually concluded interference is the most likely cause of forgetting/eq; • The information may actually just not be accessible due to lack of cues/eq; 	(5 AO2)

Question Number	Question	
16	Describe Hofling et al's (1966) study of obedience in a hospital setting.	
	Answer	Mark
	<p>Marking points are indicative, not comprehensive and other points credited. In each consider Or Words To That Effect (OWTTE). 1 marks per point/elaboration.</p> <p>(2 marks max for each of the following)</p> <p>Aim; Procedure; Results; Conclusion;</p> <p>A: To discover whether nurses would comply with an instruction which would involve them having to infringe both hospital regulations & medical ethics/eq; P: Identical boxes of capsules were placed in 22 wards of both public & private psychiatric hospitals in the USA/eq; P: The capsules were, in fact placebos (consisting of glucose). But the containers were labelled ' 5mg capsules of Astroten' /eq; P: The label also indicated that the normal dose is 5mg with a maximum daily dose of 10mg/eq; P: While the nurse was on duty, a 'doctor' (a confederate 'Dr Smith from the psychiatric department') instructed the nurse by telephone, to give 20mg of Astroten to his patient, a Mr Jones, as he was in a desperate hurry & the patient needed the capsules/eq; P: He said that he would come in to observe Mr Jones in 10 minutes time & that he would sign the authorisation when he got there/eq; P: A real doctor was posted nearby, unseen by the nurse, & observed what the nurse did following the telephone call/eq; R: There was a dramatic difference between what the nurses interviewed said they would do and the behaviour of the nurses actually put in the situation/eq; R: 21 out of 22 nurses obeyed without hesitation/eq; R: When questioned later 11 said that they had not noticed the dosage discrepancy/eq; C: Although the nurses believed that they would not obey a doctor unquestioningly if they were ordered to do something that breached regulations and endangered patients, it appeared that in fact they did just that/eq;</p> <p>Look for other reasonable marking points.</p>	(5 A01)

Question Number	Question	
17	Describe and evaluate Milgram's agency theory.	
	Answer	Mark
QWC i,ii,iii	<p>Indicative Content</p> <p>Refer to levels at the end of the indicative content.</p> <p>A01: Knowledge and understanding of agency theory A02: Application/evaluation of knowledge and understanding of agency theory. Evaluation should include: Appropriate answers might include the following knowledge points, but this list is not exhaustive.</p> <p>Description Only the findings of research are relevant, no credit for description of any Milgram or equivalent study.</p> <ul style="list-style-type: none"> • We can be in an agentic/autonomous state which may cause moral strain • In social situations we become the agent of someone else's will and follow orders • In such circumstances we will do things that we would not normally choose to do • This can create moral strain in the individual obeying the order • In the autonomous state we are free thinking and able to make our own decision • The theory believes we are socialised into an agentic state from a young age • e.g. as children we learn to obey our parents and teachers and act as agents following social rules <p>Look for other reasonable points.</p> <p>Evaluation It must be the agency theory that is being evaluated e.g. cannot gain marks by discussing the ethical problems of Milgram's study. However problems with research that undermine its legitimacy can be used if these then show that the theory lacks empirical support.</p> <ul style="list-style-type: none"> • Supported by Milgram's research when he showed that 65% of ordinary people would obey an authority figure • But this study lacks ecological validity as the task of 'giving' electric shocks to a stranger is not something people encounter in everyday life • Supported by Hofling's findings on obedience of nurses where 95% (or 21/22) obeyed • Has application to real life i.e. used to explain the destructive obedience of soldiers during war • Does not explain why some individuals obey and others don't (individual differences) • Disobedience of some can be explained by their personality (charismatic leadership) so suggesting that the causes of obedience are more complex than the theory suggests <p>Look for other reasonable points.</p>	

Level	Mark	Descriptor
		A01: Knowledge and understanding of science and how science works A02: Application/evaluation of knowledge and understanding of science and how science works
	0	No rewardable material
Level 1	1-3 marks	<p>Candidates will produce brief answers, making simple statements showing some relevance to the question.</p> <ul style="list-style-type: none"> Description includes attempt at naming both and/or showing basic understanding of one or both of the two states Little or no attempt at the analytical/evaluation demands of the question. Lack of relevant evidence. <p>The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and /or spelling errors.</p>
Level 2	4-6 marks	<p>Description OR evaluation only OR limited attempt at each OR one is in less detail than the other</p> <ul style="list-style-type: none"> Description includes showing understanding of both types of states. Or one type is well defined with appropriate elaboration and the other is missing. Some appropriate evaluation in relation to actual theory and/or supporting studies <p>Candidates will produce statements with some development in the form of mostly accurate and relevant factual material. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and /or spelling errors are likely to be present.</p>
Level 3	7-9 marks	<p>Candidate has attempted and answered both of the two injunctions in the question well.</p> <ul style="list-style-type: none"> Description includes both types of states defined well. Evaluation is good in relation to actual theory and/or supporting studies <p>The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and /or spelling errors are likely to be present.</p>
Level 4	10-12 marks	<p>Candidate has attempted and answered both of the two injunctions in the question very well.</p> <ul style="list-style-type: none"> Description includes both types of states defined well with appropriate elaboration. Evaluation is very good in relation to actual theory and/or supporting studies <p>The skills needed to produce convincing extended writing are in place. Very few syntactical and /or spelling errors may be found. Very good organisation and planning. Given time constraints and limited number of marks, full marks must be given when the answer is reasonably detailed even if not all the information is present.</p>

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