
PSYCHOLOGY

9698/22

Paper 2 Core Studies 2

May/June 2017

MARK SCHEME

Maximum Mark: 70

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2017 series for most Cambridge IGCSE[®], Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

Question	Answer	Marks
1(a)	<p>Dement and Kleitman used the experimental method to investigate sleep and dreaming. An alternative method could be used to improve the ecological validity of the study.</p> <p>Describe the features of the experimental method in psychology. Any five correct points, 1 mark for each point up to a maximum of five points. Marks can be awarded for both identifying the type of experiment and giving a definition.</p> <p>Indicative content: have an IV and/or DV = 1 mark (laboratory experiments) take place in a controlled/artificial environment/has controls (field experiments) take place in the natural environment Can be (Quasi experiment) where the IV is naturally occurring within the participant Can be (Natural experiment) where the IV is naturally occurring within the environment Can be (True experiment) where the IV is manipulated by the experimenter Experimental design can be RMD/IMD/MP</p> <p>The IV is the manipulated variable and the DV is measured = 3 marks The IV is manipulated OR DV is measured = 2 marks The IV is the 'cause' and the DV is the 'effect' = 3 marks</p> <p>Ignore evaluative comments like ecological validity</p> <p>Any other appropriate point</p>	5
1(b)	<p>Design a more ecologically valid alternative way to study sleep and dreaming, and describe how it could be conducted. Candidates need to describe the who, where, what and how.</p> <p>Major omissions include the what and how and where. Candidates must describe what data would be collected (e.g. dream content, estimated length of time asleep etc.) and how (e.g. self report, observation, EEG etc.) and a venue that is not based in a laboratory (as the question is about ecological validity).</p> <p>Minor omission is the who</p> <p>It is possible to achieve 9 marks with a small minor omission (e.g. sampling method)</p> <p>Any method may be used other than experiments (lab, field, quasi)</p> <p>Major omissions: Studies that are 'purely' in the laboratory with no improvement in ecological validity. If clearly not investigating dreaming (e.g. just about sleep but nothing about dreaming). If the study is very unethical (e.g. entering someone's bedroom without their knowledge).</p>	10

Question	Answer	Marks												
	<table border="1"> <tr> <td data-bbox="261 241 1257 297">Alternative study is incomprehensible.</td> <td data-bbox="1257 241 1369 297">0</td> </tr> <tr> <td data-bbox="261 297 1257 353">Alternative study is muddled and impossible to conduct.</td> <td data-bbox="1257 297 1369 353">1–2</td> </tr> <tr> <td data-bbox="261 353 1257 432">Alternative study is muddled but possible and/or there are major omissions.</td> <td data-bbox="1257 353 1369 432">3–4</td> </tr> <tr> <td data-bbox="261 432 1257 488">Alternative study is clear with a 2+ minor omissions and is possible.</td> <td data-bbox="1257 432 1369 488">5–6</td> </tr> <tr> <td data-bbox="261 488 1257 544">Alternative study is described with one minor omission and in some detail.</td> <td data-bbox="1257 488 1369 544">7–8</td> </tr> <tr> <td data-bbox="261 544 1257 595">Alternative study is described in sufficient detail to be replicable.</td> <td data-bbox="1257 544 1369 595">9–10</td> </tr> </table>	Alternative study is incomprehensible.	0	Alternative study is muddled and impossible to conduct.	1–2	Alternative study is muddled but possible and/or there are major omissions.	3–4	Alternative study is clear with a 2+ minor omissions and is possible.	5–6	Alternative study is described with one minor omission and in some detail.	7–8	Alternative study is described in sufficient detail to be replicable.	9–10	
Alternative study is incomprehensible.	0													
Alternative study is muddled and impossible to conduct.	1–2													
Alternative study is muddled but possible and/or there are major omissions.	3–4													
Alternative study is clear with a 2+ minor omissions and is possible.	5–6													
Alternative study is described with one minor omission and in some detail.	7–8													
Alternative study is described in sufficient detail to be replicable.	9–10													
1(c)	<p>Evaluate this alternative way of studying sleep and dreaming in practical and ethical terms.</p> <p>Candidates need to consider a number of points regarding their study. These points can be positive and/or negative.</p> <p>Appropriate points could include a discussion about:</p> <ul style="list-style-type: none"> • ethics of the study • ecological validity of the study • poor/strong validity due to data collection method chosen • poor reliability due to lacking in controls • social desirability/demand characteristics if participants realise they are in a study • strengths and weaknesses of qualitative/quantitative data collected • researcher bias • generalisability of sample • practical issues of studying sleeping and dreaming • any other appropriate point <p>Do not credit ‘increased ecological validity’ without explanation, as this is given in Q1(b).</p> <p>In order to achieve higher marks the candidate must link their points to their investigation described in part (b).</p> <table border="1"> <tr> <td data-bbox="284 1440 1241 1496">No evaluation.</td> <td data-bbox="1241 1440 1345 1496">0</td> </tr> <tr> <td data-bbox="284 1496 1241 1552">Evaluation is muddled and weak.</td> <td data-bbox="1241 1496 1345 1552">1–2</td> </tr> <tr> <td data-bbox="284 1552 1241 1608">Evaluation is simplistic and not specific to the investigation.</td> <td data-bbox="1241 1552 1345 1608">3–4</td> </tr> <tr> <td data-bbox="284 1608 1241 1686">Evaluation is simplistic but specific to the investigation (may include general evaluation). May include one detailed point.</td> <td data-bbox="1241 1608 1345 1686">5–6</td> </tr> <tr> <td data-bbox="284 1686 1241 1765">Evaluation is good and specific to the investigation. Two or more points that cover both a practical and an ethical issue.</td> <td data-bbox="1241 1686 1345 1765">7–8</td> </tr> <tr> <td data-bbox="284 1765 1241 1843">Evaluation is detailed and directly relevant to the investigation. Two or more points that cover both a practical and an ethical issue.</td> <td data-bbox="1241 1765 1345 1843">9–10</td> </tr> </table>	No evaluation.	0	Evaluation is muddled and weak.	1–2	Evaluation is simplistic and not specific to the investigation.	3–4	Evaluation is simplistic but specific to the investigation (may include general evaluation). May include one detailed point.	5–6	Evaluation is good and specific to the investigation. Two or more points that cover both a practical and an ethical issue.	7–8	Evaluation is detailed and directly relevant to the investigation. Two or more points that cover both a practical and an ethical issue.	9–10	10
No evaluation.	0													
Evaluation is muddled and weak.	1–2													
Evaluation is simplistic and not specific to the investigation.	3–4													
Evaluation is simplistic but specific to the investigation (may include general evaluation). May include one detailed point.	5–6													
Evaluation is good and specific to the investigation. Two or more points that cover both a practical and an ethical issue.	7–8													
Evaluation is detailed and directly relevant to the investigation. Two or more points that cover both a practical and an ethical issue.	9–10													

Question	Answer	Marks
2(a)	<p>Schachter and Singer conducted a study to investigate the two-factor theory of emotion.</p> <p>What is meant by the term ‘reliability’ in psychology? 1 mark partial, 2 marks full</p> <p>1 mark responses Consistency, highly controlled, etc.</p> <p>Reliability is the (internal) consistency of the measuring device – 2 marks It refers to the ability to replicate a study and achieve similar/same results – 2 marks</p>	2
2(b)	<p>Explain how <u>one</u> feature from the Schachter and Singer study contributed to the reliability of the study. 1–2 marks partial 3 marks full (explain why the feature increased the reliability of the study).</p> <p>Features could include:</p> <ul style="list-style-type: none"> • same self report questionnaire (with the same questions) given • stooge did the same behaviour for each participant • same amount of epinephrine given to the participant • participants in each condition were told the same thing • same behavioural checklist used during observation • same questionnaire answered in the angry condition • any other appropriate response <p>To achieve 2 marks, the feature must be described in detail and 3 marks, an explanation needs to be given as to why this feature increases the reliability of the study.</p> <p>Participants were given the same questionnaire = 1 mark Participants were given the same questionnaire including a Q about ‘listing their childhood diseases’ = 2 marks Participants were given the same questionnaire including a Q about ‘listing their childhood diseases’ and this enabled the study to be internally consistent/replicable = 3 marks</p> <p>The stooge showed the same behaviours = 1 mark The stooge showed the same behaviours, for example throws a paper plane at the participant = 2 marks The stooge showed the same behaviours, for example throws a paper plane at the participant and this enabled the study to be internally consistent/replicable = 3 marks</p>	3

Question	Answer	Marks												
2(c)	<p>Discuss the strengths and weaknesses of reliable research, using the Schachter and Singer study as an example. Appropriate strengths and weaknesses will be varied. These could include –</p> <p>Strengths:</p> <ul style="list-style-type: none"> • controlled, therefore can be replicated • consistent for each participant (standardisation) • can show a cause and effect relationship • more scientific • objectivity increased (e.g. through inter-rater reliability) • research can be useful <p>Weaknesses:</p> <ul style="list-style-type: none"> • lacks ecological validity (as mainly experimental) • difficult to ensure everything is exactly the same for each participant • although the feature might be the same, the participants will react differently to it • if too artificial can give way to demand characteristics <p>Any other appropriate point</p> <table border="1" data-bbox="277 936 1353 1509"> <tbody> <tr> <td>No comment on the strengths and weaknesses of reliable research.</td> <td>0</td> </tr> <tr> <td>Comment given but muddled and weak.</td> <td>1–2</td> </tr> <tr> <td>Consideration of at least a strength and a weakness not specific to investigation. OR Consideration of either a strength/weakness that is specific to reliable research and investigation (could be two strengths and/or two weaknesses on its own).</td> <td>3–4</td> </tr> <tr> <td>Consideration of two or more points (at least one strength and one weakness) which are clear and specific to investigation.</td> <td>5–6</td> </tr> <tr> <td>Consideration of at least two strengths and two weaknesses which are clear and specific to investigation.</td> <td>7–8</td> </tr> <tr> <td>Consideration of at least two strengths and two weaknesses which are good and directly relevant to the investigation.</td> <td>9–10</td> </tr> </tbody> </table>	No comment on the strengths and weaknesses of reliable research.	0	Comment given but muddled and weak.	1–2	Consideration of at least a strength and a weakness not specific to investigation. OR Consideration of either a strength/weakness that is specific to reliable research and investigation (could be two strengths and/or two weaknesses on its own).	3–4	Consideration of two or more points (at least one strength and one weakness) which are clear and specific to investigation.	5–6	Consideration of at least two strengths and two weaknesses which are clear and specific to investigation.	7–8	Consideration of at least two strengths and two weaknesses which are good and directly relevant to the investigation.	9–10	10
No comment on the strengths and weaknesses of reliable research.	0													
Comment given but muddled and weak.	1–2													
Consideration of at least a strength and a weakness not specific to investigation. OR Consideration of either a strength/weakness that is specific to reliable research and investigation (could be two strengths and/or two weaknesses on its own).	3–4													
Consideration of two or more points (at least one strength and one weakness) which are clear and specific to investigation.	5–6													
Consideration of at least two strengths and two weaknesses which are clear and specific to investigation.	7–8													
Consideration of at least two strengths and two weaknesses which are good and directly relevant to the investigation.	9–10													

Question	Answer	Marks												
2(d)	<p>Discuss the extent to which the Schachter and Singer study is ethical.</p> <p>It is ethical:</p> <ul style="list-style-type: none"> • Schachter and Singer checked the medical records of the participants to make sure they were physically healthy. • The study was monitored by a medical professional. • A debrief was given at the end (after the self-report). <p>It is not ethical:</p> <ul style="list-style-type: none"> • Participants were deceived. • Although informed consent was given it was for a study investigating the effects of vitamins on vision and not the two factor theory of emotion. • Participants were unaware they were being observed while with the stooge. • Participants could have had an underlying health condition that was not revealed in their medical records and an adverse reaction to the epinephrine. • The questions asked in the angry condition were very personal. <p>A balanced argument is not required to achieve full marks.</p> <table border="1" data-bbox="268 869 1362 1469"> <tbody> <tr> <td>No comment on ethics.</td> <td>0</td> </tr> <tr> <td>Very brief comment on ethics (whether specific to investigation or not) or describing guidelines in no context of investigation.</td> <td>1–2</td> </tr> <tr> <td>Comment on ethics which is not specific to the investigation OR consideration of ethics which is simplistic but specific to investigation.</td> <td>3–4</td> </tr> <tr> <td>Consideration of ethics is simplistic but specific to investigation and somewhat detailed. This could include one point. OR Consideration of ethics is detailed but not specific to investigation.</td> <td>5–6</td> </tr> <tr> <td>Consideration of ethics is good but brief (2 or more points) and specific to investigation. OR Consideration of ethics with one issue which is detailed and directly relevant to the investigation and the other issue(s) is more simplistic.</td> <td>7–8</td> </tr> <tr> <td>Consideration of ethics (2 or more points) which is detailed and directly relevant to the investigation.</td> <td>9–10</td> </tr> </tbody> </table>	No comment on ethics.	0	Very brief comment on ethics (whether specific to investigation or not) or describing guidelines in no context of investigation.	1–2	Comment on ethics which is not specific to the investigation OR consideration of ethics which is simplistic but specific to investigation.	3–4	Consideration of ethics is simplistic but specific to investigation and somewhat detailed. This could include one point. OR Consideration of ethics is detailed but not specific to investigation.	5–6	Consideration of ethics is good but brief (2 or more points) and specific to investigation. OR Consideration of ethics with one issue which is detailed and directly relevant to the investigation and the other issue(s) is more simplistic.	7–8	Consideration of ethics (2 or more points) which is detailed and directly relevant to the investigation.	9–10	10
No comment on ethics.	0													
Very brief comment on ethics (whether specific to investigation or not) or describing guidelines in no context of investigation.	1–2													
Comment on ethics which is not specific to the investigation OR consideration of ethics which is simplistic but specific to investigation.	3–4													
Consideration of ethics is simplistic but specific to investigation and somewhat detailed. This could include one point. OR Consideration of ethics is detailed but not specific to investigation.	5–6													
Consideration of ethics is good but brief (2 or more points) and specific to investigation. OR Consideration of ethics with one issue which is detailed and directly relevant to the investigation and the other issue(s) is more simplistic.	7–8													
Consideration of ethics (2 or more points) which is detailed and directly relevant to the investigation.	9–10													

Question	Answer	Marks												
3(a)	<p>Outline what is meant by ‘application to everyday life’ in psychology.</p> <p>1 mark partial 2 marks full</p> <p>Usefulness – 1 mark (partial) This is whether research is useful and can improve the lives of people in their day to day lives. – 2 marks (full)</p>	2												
<p>Using the studies from the list below, answer the questions which follow:</p> <p>Thigpen and Cleckley (multiple personality disorder) Loftus and Pickrell (false memories) Veale and Riley (mirror gazing)</p>														
3(b)	<p>Describe how each of these studies could be applied to everyday life.</p> <p>Indicative content: Most likely answers (any appropriate answer receives credit):</p> <p>Thigpen and Cleckley: Suggests a therapy method that could be used with other patients with MPD. Patients could be given hypnosis and talk therapy to help them understand the personalities and also reveal to the patient their condition. For example, EW was told about EB as part of the therapy.</p> <p>Loftus and Pickrell: Useful to the police and to courts. Makes these bodies aware that individuals can have false memories and also how these false memories might develop. Also useful to therapists. For example, 29% of the participants remembered the false events (of being lost in the mall).</p> <p>Veale and Riley: Useful to the patients, doctors, therapist and family of patients. Increases understanding of the issue. Helps everyone mentioned to be aware of the issues. It can help with diagnosis and also treatment. For example, the study identifies average ‘long session’ in front of mirror for BDD vs. controls.</p> <table border="1" data-bbox="261 1420 1369 1888"> <thead> <tr> <th colspan="2" data-bbox="261 1420 1369 1469">For each study</th> </tr> </thead> <tbody> <tr> <td data-bbox="261 1469 1257 1518">No answer or incorrect answer.</td> <td data-bbox="1257 1469 1369 1518">0</td> </tr> <tr> <td data-bbox="261 1518 1257 1637">Identification of point relevant to question but not related to study or comment from study but no point about application to everyday life. The description may be very brief or muddled.</td> <td data-bbox="1257 1518 1369 1637">1</td> </tr> <tr> <td data-bbox="261 1637 1257 1722">Description of point about application to everyday life. (Comment with lack of understanding.) A clear description that may lack some detail.</td> <td data-bbox="1257 1637 1369 1722">2</td> </tr> <tr> <td data-bbox="261 1722 1257 1841">As above but with analysis (comment with comprehension) about application to everyday life from the study. A clear description that is in sufficient detail.</td> <td data-bbox="1257 1722 1369 1841">3</td> </tr> <tr> <td data-bbox="261 1841 1257 1888">Max mark</td> <td data-bbox="1257 1841 1369 1888">9</td> </tr> </tbody> </table>	For each study		No answer or incorrect answer.	0	Identification of point relevant to question but not related to study or comment from study but no point about application to everyday life. The description may be very brief or muddled.	1	Description of point about application to everyday life. (Comment with lack of understanding.) A clear description that may lack some detail.	2	As above but with analysis (comment with comprehension) about application to everyday life from the study. A clear description that is in sufficient detail.	3	Max mark	9	9
For each study														
No answer or incorrect answer.	0													
Identification of point relevant to question but not related to study or comment from study but no point about application to everyday life. The description may be very brief or muddled.	1													
Description of point about application to everyday life. (Comment with lack of understanding.) A clear description that may lack some detail.	2													
As above but with analysis (comment with comprehension) about application to everyday life from the study. A clear description that is in sufficient detail.	3													
Max mark	9													

Question	Answer	Marks												
3(c)	<p>What problems may psychologists have when they try to apply their findings to everyday life?</p> <p>Emphasis on problem. Answers supported with named (or other) studies. Each problem does not need a different study; can use same study.</p> <p>Indicative content:</p> <p>Study may lack ecological validity. Participants are aware they are in a study and show demand characteristics and/or social desirability. Problems with validity and reliability of data collected. Small sample group. If study is very realistic, may be unethical. Participants can lie. Problems with using qualitative/quantitative data.</p> <p>Any other appropriate problem.</p> <table border="1" data-bbox="261 853 1369 1249"> <tr> <td>Marks per point up to a MAXIMUM of three points.</td> <td></td> </tr> <tr> <td>No answer or incorrect answer.</td> <td>0</td> </tr> <tr> <td>Identification of problem.</td> <td>1</td> </tr> <tr> <td>Description of problem related to applying findings to everyday life OR a weak description of problem related to applying findings to everyday life and applied to a study.</td> <td>2</td> </tr> <tr> <td>Description of problem related to applying findings to everyday life and applied to the study effectively.</td> <td>3</td> </tr> <tr> <td>Max mark</td> <td>9</td> </tr> </table>	Marks per point up to a MAXIMUM of three points.		No answer or incorrect answer.	0	Identification of problem.	1	Description of problem related to applying findings to everyday life OR a weak description of problem related to applying findings to everyday life and applied to a study.	2	Description of problem related to applying findings to everyday life and applied to the study effectively.	3	Max mark	9	9
Marks per point up to a MAXIMUM of three points.														
No answer or incorrect answer.	0													
Identification of problem.	1													
Description of problem related to applying findings to everyday life OR a weak description of problem related to applying findings to everyday life and applied to a study.	2													
Description of problem related to applying findings to everyday life and applied to the study effectively.	3													
Max mark	9													

Question	Answer	Marks												
4(a)	<p>Outline what is meant by the ‘developmental approach’ in psychology. 1 mark partial, 2 marks full</p> <p>The developmental approach is the study of childhood. – 1 mark The developmental approach is the study of how behaviour changes as we age. – 2 marks.</p> <p>Appropriate responses could also include assumptions of the developmental approach.</p>	2												
<p>Using the studies from the list below, answer the questions which follow:</p> <p>Bandura et al. (aggression) Freud (little Hans) Langlois et al. (infant facial preference)</p>														
4(b)	<p>Describe how the data were collected in each of these studies.</p> <p>Bandura et al.: Observations were made of the children behind a one-way mirror. Children were judged by two observers who used time sampling. Three measures of imitation were obtained – imitation of physical aggression, imitative verbal aggression and imitative nonaggressive verbal response on a tally chart. Children were spoken to at the end of the study to get their feedback on what they observed.</p> <p>Freud: Data was collected by little Hans’ father through everyday conversations with his son. The father recorded these conversations. The father then wrote to Freud.</p> <p>Langlois: Babies’ mothers wore glasses and a light/buzzing noise was used to attract the infants attention to the screen, they were timed on how long they gazed at the colour slides of the adult women and adult men. Their visual fixations were recorded on a video monitor.</p> <table border="1" data-bbox="261 1384 1369 1888"> <thead> <tr> <th colspan="2" data-bbox="261 1384 1369 1435">For each study</th> </tr> </thead> <tbody> <tr> <td data-bbox="261 1435 1270 1487">No answer or incorrect answer.</td> <td data-bbox="1270 1435 1369 1487">0</td> </tr> <tr> <td data-bbox="261 1487 1270 1603">Identification of point relevant to question but not related to study or comment from study but no point about data collection. The description may be very brief or muddled.</td> <td data-bbox="1270 1487 1369 1603">1</td> </tr> <tr> <td data-bbox="261 1603 1270 1720">Description of point about data collection from the study. (Comment with lack of understanding.) A clear description that may lack some detail.</td> <td data-bbox="1270 1603 1369 1720">2</td> </tr> <tr> <td data-bbox="261 1720 1270 1836">As above but with analysis (comment with comprehension) about data collection. A clear description that is in sufficient detail.</td> <td data-bbox="1270 1720 1369 1836">3</td> </tr> <tr> <td data-bbox="261 1836 1270 1888">Max mark</td> <td data-bbox="1270 1836 1369 1888">9</td> </tr> </tbody> </table>	For each study		No answer or incorrect answer.	0	Identification of point relevant to question but not related to study or comment from study but no point about data collection. The description may be very brief or muddled.	1	Description of point about data collection from the study. (Comment with lack of understanding.) A clear description that may lack some detail.	2	As above but with analysis (comment with comprehension) about data collection. A clear description that is in sufficient detail.	3	Max mark	9	9
For each study														
No answer or incorrect answer.	0													
Identification of point relevant to question but not related to study or comment from study but no point about data collection. The description may be very brief or muddled.	1													
Description of point about data collection from the study. (Comment with lack of understanding.) A clear description that may lack some detail.	2													
As above but with analysis (comment with comprehension) about data collection. A clear description that is in sufficient detail.	3													
Max mark	9													

Question	Answer	Marks												
4(c)	<p>What are the weaknesses of the developmental approach in psychology? Emphasis on weakness. Answers supported with named (or other) studies. Each weakness does not need a different study; can use same study.</p> <p>Practical issues of studying children (e.g. language, attention span, fussing, etc.) Ethical issues of studying children. Often have to do a longitudinal study which is time consuming/over involvement of psychologist. Children are eager to please and may show social desirability. Lack of validity of data as children cannot express themselves fully. Laboratory studies can lack validity.</p> <p>Or any other relevant weakness.</p> <table border="1" data-bbox="261 719 1369 1124"> <tr> <td data-bbox="261 719 1310 770">Marks per point up to a MAXIMUM of three points.</td> <td data-bbox="1310 719 1369 770"></td> </tr> <tr> <td data-bbox="261 770 1310 822">No answer or incorrect answer.</td> <td data-bbox="1310 770 1369 822">0</td> </tr> <tr> <td data-bbox="261 822 1310 873">Identification of relevant weakness.</td> <td data-bbox="1310 822 1369 873">1</td> </tr> <tr> <td data-bbox="261 873 1310 987">Description of weakness related to developmental approach OR a weak description of a weakness related to developmental approach and applied to a study.</td> <td data-bbox="1310 873 1369 987">2</td> </tr> <tr> <td data-bbox="261 987 1310 1077">Description of weakness related to developmental approach and applied to the study effectively.</td> <td data-bbox="1310 987 1369 1077">3</td> </tr> <tr> <td data-bbox="261 1077 1310 1124">Max mark</td> <td data-bbox="1310 1077 1369 1124">9</td> </tr> </table>	Marks per point up to a MAXIMUM of three points.		No answer or incorrect answer.	0	Identification of relevant weakness.	1	Description of weakness related to developmental approach OR a weak description of a weakness related to developmental approach and applied to a study.	2	Description of weakness related to developmental approach and applied to the study effectively.	3	Max mark	9	9
Marks per point up to a MAXIMUM of three points.														
No answer or incorrect answer.	0													
Identification of relevant weakness.	1													
Description of weakness related to developmental approach OR a weak description of a weakness related to developmental approach and applied to a study.	2													
Description of weakness related to developmental approach and applied to the study effectively.	3													
Max mark	9													