



Student responses with examiner commentary

AS Psychology 7181/1
Introductory topics in psychology

[First teaching: September 2015]

[First Examination: Summer 2016]

Introduction

These resources should be used in conjunction with the Specimen Assessment Material (7181/1) from the AQA website. This document illustrates how examiners intend to apply the mark scheme in live papers. The question papers will be marked using a levels of response mark scheme. These answers and the accompanying commentaries have been produced to help you understand what is required to achieve the different levels and how the mark scheme is to be interpreted. These principles of marking apply across all papers.

While every attempt has been made to show a range of student responses, the following responses, and examiner comments provide teachers with the best opportunity to understand the application of the mark scheme. Responses have not been produced for every question but rather cover a variety of different types of questions and topic areas.

*Please note that the students' responses have been typed exactly as they were written.

QUESTION

03 Read the item and then answer the question that follows.

The following article appeared in a newspaper:

Britain's views on homosexuality – the biggest social change of the last 30 years?

In the UK, views on homosexuality have changed significantly in recent times. Thirty years ago, almost two-thirds of the British public opposed same-sex relationships because they were 'morally wrong'. These days, homosexuality is accepted and the majority of British people support recent changes to the laws on gay marriage and adoption.

With reference to the article above, explain how social influence leads to social change.

[6 marks]

MARK SCHEME

Marks for this question: AO2 = 6

Level	Marks	Description
3	5–6	Knowledge of social influence processes related to social change is clear and generally well detailed. Application to changing views of homosexuality is mostly clear and effective. The answer is generally coherent with appropriate use of terminology.
2	3–4	Knowledge of social influence processes related to social change is evident. There is some effective application to changing views of homosexuality. The answer lacks clarity in places. Terminology is used appropriately on occasions.
1	1–2	Knowledge of social influence processes related to social change is limited. Application to changing views of homosexuality is either absent or inappropriate. The answer as a whole lacks clarity and has inaccuracies. Terminology is either absent or inappropriately used.
	0	No relevant content.

Possible content:

Application of social influence research to changing views of homosexuality from the following:

- factors affecting minority influence including consistency, commitment and flexibility
- social change occurs when minority view, eg Gay Rights campaigners, challenges majority view and is eventually accepted as the majority
- theory related to conformity such as informational social influence and/or internalisation
- influence of obedience, eg changes to the laws making equal rights more of a social norm

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- credit other relevant points, eg influence of media, as long as they are rooted in sound psychology
 - can also credit theories linked to minority influence, eg social impact theory, snowball effect, social cryptoamnesia.

Response A

The social influence leads to social change because the minority group which in this case would be people supporting homosexuality, would protest, and would then influence the majority group to change their view into supporting homosexuality so now recently gay marriage has also been accepted and allowed.

Examiner commentary

This is a Level 1 response. The student correctly identifies a minority group (people supporting homosexuality) and suggests that their protest will influence the majority. However, psychological knowledge of social influence processes is very limited which means there is no real application to changing views of homosexuality. Whilst the answer lacks appropriate terminology, it is generally coherent, moving it to the top of Level 1. The answer could be improved by reference to factors affecting minority influence such as consistency, commitment and flexibility, or to theories such as social impact.

Mark awarded = 2

Response B

Campaigners such as 'gay pride' have remained consistent in their argument for gay rights – like Moscovici's study whereby result were also consistent. Furthermore, campaigners can gain more of a following for the cause through socio-crypto amnesia (snowball effect), this is where momentum is gained and the minority become the majority due to their consistency. Then, this (acceptance of homosexuality in UK) becomes the social norm due to the legalisation of gay marriage.

Examiner commentary

This is a Level 2 response. The student correctly identifies consistency of campaigners as a factor in minority influence as well as "the social norm" in the final sentence. There is also brief reference to Moscovici's study but this part of the answer lacks clarity. The student also mentions the snowball effect but incorrectly implies that this is the same as social cryptoamnesia. Lack of clarity and inaccuracy keeps this at the bottom of Level 2.

Mark awarded = 3

Response C

Because those who supported homosexual relationships stayed consistent in their arguments in campaigning, views on homosexuality of the majority have changed over time. This might also be attributed to the snowball effect wherein a small minority gets larger and larger (in this case the minority being supporters of homosexuality) due to their views on gay marriage and adoption being spread, leading to gay marriage being legalised.

Examiner commentary

This is a Level 2 response. The student correctly identifies a minority group (supporters of homosexuality) and makes brief reference to the importance of consistency in their campaign and the snowball effect. Lack of detail relating to these processes keeps this at the bottom of Level 2.

Mark awarded = 3

Response D

The protesters remained consistent in their argument that homosexuality is acceptable, therefore the minority (protesters) have changed peoples view of homosexuality. A study by Moscovici showed this as people were showed a powerpoint of green slides and confederates consistently changed the minas of 8% of peoples minas. Therefore this study shows that consistency can change how people think.

Examiner commentary

This is a Level 2 response. The student correctly identifies a minority group (protesters) and suggests that they will influence the majority through consistency of their argument. There is reference to Moscovici's study but there is a lack of clarity which keeps this at the bottom of Level 2.

Mark awarded = 3

Response E

Due to campaigners remaining consistent in their argument to establish homosexual rights in the UK, has led the minority to influence the majority. This creates the snowball effect where minority views begin to influence others in the majority to create the social change. Also due to the development in society and people becoming more open minded has changed the perception of homosexuality being 'morally wrong' and pushed the government to conform to societies view by changing homosexual marriage + adoption legal, to support the majority of British people.

Examiner commentary

This is a Level 2 response. The student correctly identifies a minority group (campaigners) and suggests a factor (consistency) will enable their arguments to influence the majority. There is reference to the snowball effect, although how this related to social change is unclear. The last sentence doesn't display any knowledge of social influence processes.

Mark awarded = 3

Response F

Social influence has led to social change from people such as campaigners who peacefully fought for the right to have gay marriage legalised. Because they were consistent in their influence they have helped change the minority beliefs to the majority beliefs. This is called the snowball effect.

Examiner commentary

This is a Level 2 response. The student correctly identifies a minority group and suggests a factor (consistency) will enable their arguments to influence the majority. There is

reference to the snowball effect, although there is no real explanation of how this leads to social change.

Mark awarded = 3

Response G

Social influence leads to social change through the minority being consistent through their campaign to support this the article above shows how the minority on homosexuality have been consistent with their argument as now homosexuality has become the biggest social change of the last 30 years. To further support this moscivichi did a study on social change where the minority became the majority due to the miority being consistent with their argument.

Examiner commentary

This is a Level 2 response. The student correctly identifies a minority group and suggests a factor (consistency) will enable their arguments to influence the majority. There is reference to Moscovici's study but there is a lack of clarity which keeps this at the bottom of Level 2.

Mark awarded = 3

Response H

Social influence leads to social change as people who campaigned for same sex relationships back then, stayed consistent within their argument which led to other people taking their ideas into perspective and becoming more supportive. This is known as the Snowball effect as it gains momentum. Also, this could lead to social-crypto amnesia where the minority adopts these views but have forgotten where they originated from. This is why homosexual marriages have been made legal.

Examiner commentary

This is a Level 2 response. The student correctly identifies a factor (consistency) which can lead to social change. There is reference to the snowball effect and cryptoamnesia, but the lack clarity throughout this answer keeps it to the bottom of the band.

Mark awarded = 3

QUESTION

04 Describe and evaluate two studies of social influence. [12 marks]

MARK SCHEME

Marks for this question: AO1 = 6 and AO3 = 6

Level	Marks	Description
4	10–12	Knowledge of two studies of social influence is accurate and generally well detailed. Evaluation is effective. The answer is clear and coherent. Specialist terminology is used effectively. Minor detail and/or expansion is sometimes lacking.
3	7–9	Knowledge of two studies of social influence is evident. There are occasional inaccuracies. There is some effective evaluation. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately.
2	4–6	Knowledge of two studies of social influence is present. Focus is mainly on description. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions. OR one study answered at Level 3 or 4.
1	1–3	Knowledge of two studies of social influence is limited. Evaluation is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used. OR one study answered at Level 2.
	0	No relevant content.

Possible content:

- likely studies include Milgram 1963, 1974, Asch 1951, 1956, Zimbardo 1971, but credit other relevant answers
- description of procedure/method, findings and/or conclusions
- credit also detail of variations/replications of original studies.

Possible evaluation points:

- relevant ethical issues and how these arose in studies chosen, eg deception; (lack of) informed consent; protection from harm etc
- counter-arguments such as why deception or other unethical procedures were necessary – to reduce/prevent demand characteristics, and thus increase validity
- relevant methodological issues such as validity (including temporal validity); sample bias; demand characteristics/internal validity etc
- counter-arguments, eg justification for methodological shortcomings – artificial procedures can have real-world relevance; studies were replicated with different samples, cultures, etc
- procedures designed to address ethical issues, eg use of debriefing/retrospective consent
- cost-benefit analyses of methodological/ethical concerns vs relative merits/importance of findings.

Credit other relevant evaluation points.

Response A

Asch looked at the effect of variables like task difficulty, unanimity and group size on conformity. People in a group of 7/8 took turns to say which line (of 3) was the same as a target line X. All except one of the group were confederates of the researcher primed to give wrong answers on some trials. Asch recorded how many times participants conformed to an obviously wrong answer given by the majority and found conformity occurred 32% of the time.

Milgram's mock learning experiment on obedience involved a naïve participant administering increasingly severe shocks to a stranger. The shocks were fake and the stranger was an actor. When the actor, sitting behind a screen, made mistakes in a test, the real participants had to press a shock lever. At a certain voltage the actor protested and then he fell quiet. If the participant protested the researcher used verbal prompts like 'you must go on'. 65% of people who started to give shocks went up to the maximum 'lethal' voltage of 450v.

In evaluation, both studies were a 'child of the times' - they probably got the results they did because of social attitudes just after WW2. People had been used to working collectively during war time and so were inclined to conform and obey authority. Nowadays the same level of social influence might not occur because individualism and independent thought is more valued. Therefore we might question the temporal validity of the findings.

Both studies could also be criticised for being unethical. Asch deceived participants with his use of stooges and put them in a stressful, embarrassing situation – physiological measures indicated increased anxiety just before they gave their response. Milgram caused even greater stress as people believed they were shocking another person. In both studies participants were deceived – they were later debriefed but does this justify what was done in the first place? On the other hand, if Milgram's research had not been done we would not understand why real people carry out horrendous acts in an 'agentic state', not feeling responsible for their actions. After Milgram's study participants said they were glad to have taken part. Perhaps we should be grateful to Asch and Milgram for telling us about human nature but also relieved that psychologists cannot conduct such research these days because there are now codes of ethical conduct from the APS and BPS.

Examiner commentary

Knowledge of two studies is accurate – the descriptions are focused and well detailed.

The approach to evaluation is interesting, covering both studies at the same time. Two issues are dealt with very effectively with considerable elaboration and counterargument.

The answer is clear, organised and coherent. Specialist terminology is used appropriately throughout (eg child of the times, temporal validity, agentic state).

This is a clear Level 4 answer – given the time available it is difficult to see how the student could have done more.

Mark awarded = 12

QUESTION

Read the item and then answer the question that follows.

Proud father Abdul was talking to his friend, as they were both watching Abdul's wife, Tasneem, interacting with their baby daughter, Aisha.

'It's amazing really', said Abdul. 'Tasneem smiles, Aisha smiles back. Tasneem moves her head, Aisha moves hers, perfectly in time with each other.'

'Yes', agreed the friend. 'It's almost as if they are one person.'

10.1 With reference to Abdul's conversation with his friend, outline two features of caregiver-infant interaction. [4 marks]

MARK SCHEME

Marks for this question: AO2 = 4

1 mark for each outline:

- interactional synchrony – adults and babies respond in time to sustain communication
- reciprocity/turn-taking – interaction flows both ways between adult and infant
- imitation – infant mimics/copies the adult's behaviour
- sensitive responsiveness – adult attends sensitively to infant's communications.

Plus

1 mark each for application of feature to stem:

- interactional synchrony – '...as if they are one person..'/ '...perfectly in time with each other..'
- reciprocity/imitation/sensitive responsiveness – 'Tasneem smiles, Aisha smiles back...'

Same part of stem can be credited if applied appropriately to more than one feature.

Response A

One feature is social releaser as when Aisha smiles at Tasneem she gets attention from her mum. Also there is imitation when the mum smiles and moves her head, the baby, Aisha, does it also, so imitates the behaviour she observes.

Examiner commentary

The student is awarded 1 mark for an infant imitating the adult's behaviour. A second mark is awarded for application to the stem "when the mum smiles and moves her head, the baby Aisha does it also...".

The student also identifies a social releaser – babies smiling (1 mark) but the example "when Aisha smiles at Tasneem she gets attention from her mum" does not come from the stem, so does not achieve the second mark.

Mark awarded = 3

Response B

The use of social releasers such as smiling: "Tasneem smiles, Aisha smiles back." Also, other interactions through imitation "Tasneem moves her head, Aisha moves hers." Therefore, these social releasers and imitation maximise caregiver-infant interaction and allow for bonding to take place.

Examiner commentary

The student is awarded 1 mark for an infant imitating the adult's behaviour. A second mark is awarded for application to the stem "Tasneem moves her head, Aisha moves hers".

The student also identifies a social releaser – smiling (1 mark) but the example "Tasneem smiles, Aisha smiles back, is not appropriate, so does not achieve the second mark.

Mark awarded = 3

Response C

Social releasers are one feature of caregiver-infant interaction which here is Aisha smiling back at Tasneem. Imitation is also another feature when the infant copies the caregivers behaviour, for example when Aisha copies Tasneem moving her head.

Examiner commentary

The student identifies a social releaser – babies smiling (1 mark) but the example "Aisha smiling back at Tasneem" is not appropriate.

The second feature is imitation (1 mark) and an appropriate example "Aisha copies Tasneem moving her head" (second mark).

Mark awarded = 3

Response D

One feature is when baby (Aisha) smiles back at her primary caregiver (Tasneem). This is a social releaser.

Examiner commentary

The student identifies the baby smiling as a social releaser, but the example given “when the baby (Aisha) smiles back at her primary caregiver (Tasneem)” is not entirely clear.

Mark awarded = 1

Response E

One example of the caregiver-infant interaction shown is when Aisha smiles to Tasneem which is a social releaser as it makes Aisha, the baby more desirable, to be played with, showing secure attachment. Another example is imitation as Aisha imitates Tasneem’s behaviour like smiling and moving her head. This causes a close bond between Tasneem and Aisha as they spend longer time together doing the same behaviours.

Examiner commentary

The student is awarded 1 mark for an outline of a social releaser (smiling making the baby more desirable, to be played with). A second mark is awarded for application to the stem “when Aisha smiles to Tasneem”.

The student also outlines imitation (doing the same behaviours) together with an appropriate example “Aisha imitates Tasneem’s behaviour like smiling and moving her head” - 2 marks.

Mark awarded = 4

QUESTION

10.2 Read the item and then answer the question that follows.

Studies of attachment often involve observation of interactions between mother and baby pairs like Tasneem and Aisha. Researchers sometimes write down everything that happens as it takes place, including their own interpretation of the events.

Explain how such observational research might be refined through the use of behavioural categories. [4 marks]

MARK SCHEME

Marks for this question: AO3 = 4

Award **1 mark** for any four points explained from the following points, to a maximum of 4 marks:

- behavioural categories allow observers to tally observations into pre-arranged groupings
- examples of behavioural categories appropriate in this situation might be
- using categories provides clear focus for the researcher
- categorisation enables proposal of a testable hypothesis
- categories allow for more objective/scientific data recording
- use of categories should result in greater reliability
- categories provide data that is easier to quantify/analyse
- contrast with method described in the stem (own interpretation is too subjective/opinion-based).

Credit other valid points.

Response A

Behavioural categories could be used so that categories such as punching or pinching can be looked for in the children. When the children are observed the researcher will tally how many times the behaviour is shown to gain quantitative data, which can be put onto a graph.

Examiner commentary

Examples of behavioural categories – punching or pinching = 1 mark

Tallying the behaviour = 1 mark

Reference to quantitative data = 1 mark

Mark awarded = 3

Response B

Behavioural categories can be used to tally qualitative behaviour, therefore results can be made into quantitative (numbers). Therefore, this can then be changed into other mathematical (numerical) data such as graphs – this may make research more respected by the wider scientific community. due to empirical evidence, however, it is still subjective to a certain extent. On the other hand, operationalized categories make it easier for researchers to define behaviour (e.g. smiling) therefore increasing validity and reliability too.

Examiner commentary

Reference to tallying = 1 mark

Reference to quantitative data = 1 mark

Reference to scientific data (respected by the wider scientific community) = 1 mark

Example of operationalised category (smiling) = 1 mark

Mark awarded = 4

Response C

Observational research can be refined through the use of behavioural categories because it will reduce investigator effects as one researcher may interpret some behaviours different to another researcher. Therefore behaviour categories will increase the validity as the researchers will be looking at specific carer-infant interaction so they will be measuring what they set out to measure.

Examiner commentary

Awarded for the idea that use of behavioural categories will reduce the effect of different researchers interpreting behaviour differently.

Mark awarded = 1

Response D

By creating behaviour categories it increases the validity of the observation as it will be specific to what the researcher wants to see. However it may create investigator effects.

Examiner commentary

Reference to increasing the validity of the observation is not credited as the explanation “it will be specific to what the researcher wants to see” is incorrect.

Mark awarded = 0

Response E

Behavioural categories would help to refine observational research because it would eliminate investigator effects as both researchers would be interpreting one same behaviour as the same thing. Therefore increasing validity as they will be measuring what they set out to measure. As they operationalize behaviour such as smiling.

Examiner commentary

1 mark for identifying smiling as an operationalised behavioural category.

Although “eliminate investigator effects” is over-stated, credit is given for the idea of increasing objectivity (1 mark).

Mark awarded = 2

Response F

Behavioural categories will help refine the research as they will help define what specific behaviour you are looking for, for example in this scenario the behavioural category would be to observe loving behaviour.

Examiner commentary

“Observe loving behaviour” is not an appropriate behavioural category.

Mark awarded = 0

Response G

The researcher can have specific behavioural categories to try and categories the behaviours. For example, smiling and playing together which can then be tallied, which can then be placed into a bar chart which will show quantitative data.

Examiner commentary

1 mark for examples of appropriate behavioural categories (smiling and playing together)

1 mark for tallying; 1 mark for quantitative data/bar chart

Mark awarded = 3

Response H

The researcher can have specific behavioural categories to observe interactions between infant and caregiver. For example, smiling, playing together which can then be tallied up and placed onto bar graphs to show quantitative data.

Examiner commentary

1 mark for examples of appropriate behavioural categories (smiling and playing together)

1 mark for tallying

1 mark for quantitative data/bar chart

Mark awarded = 3

Response I

The researcher may use behavioural categories in their studies of attachment in order to try and categories and operationalized the behaviours that could be displayed in observations between the two such as smiling or playing harmoniously together so that the results can be then tallied and made into a graph to show the behaviour categories easily.

Examiner commentary

1 mark for examples of appropriate behavioural categories (smiling and playing harmoniously together)

1 mark for tallying

Mark awarded = 2

Response J

Research may use behavioural categories in order to categorise aggression is used e.g. punching so the researcher can categorise any type of behaviour shown. They also help to pinpoint accurately types of behaviour that researchers are looking for, these results can then be tallied and put into a graph.

Examiner commentary

1 mark for example of appropriate behavioural categories (punching)

1 mark for tallying

Mark awarded = 2

QUESTION

11 Read the item and then answer the question that follows.

Joe was taken away from his alcoholic parents at six months old and placed in care. He was adopted when he was seven years old, but has a difficult relationship with his adoptive parents. He is aggressive towards his younger siblings and is often in trouble at school. His last school report said, 'Joe struggles with classwork and seems to have little regard for the feelings of others.'

Discuss Bowlby's maternal deprivation theory. Refer to the experience of Joe as part of your discussion. [12 marks]

MARK SCHEME

Marks for this question: AO1 = 6, AO2 = 2 and AO3 = 4

Level	Marks	Description
4	10–12	Knowledge of maternal deprivation theory is accurate and generally well detailed. Discussion is thorough and effective. Application to the stem is appropriate and links between theory and stem content are explained. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and/or expansion of argument sometimes lacking.
3	7–9	Knowledge of maternal deprivation theory is evident. Discussion is apparent and mostly effective. There are occasional inaccuracies. Application to the stem is appropriate although links to theory are not always explained. The answer is mostly clear and organised. Specialist terminology mostly used effectively. Lacks focus in places.
2	4–6	Knowledge of maternal deprivation theory is present. Focus is mainly on description. Any discussion is only partly effective. Application to the stem is partial. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions.
1	1–3	Knowledge of maternal deprivation theory is limited. Discussion is limited, poorly focused or absent. Application is limited or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

Possible content:

- Bowlby's view of monotropy – single attachment
- Bowlby's theory of irreversibility – consequences cannot be reversed
- Bowlby's view about a critical period – if attachment is disrupted/not formed it is too late
- Bowlby's consequences of maternal deprivation – delinquency; affectionless psychopathy; low IQ etc

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- Bowlby's theory of the internal working model as a template for later relationships.

Credit other relevant aspects of Bowlby's theory.

Possible application points:

- Joe's difficult relationships may be due to a lack of opportunity to develop an internal working model
- adopted at seven years old, Joe is beyond the critical period for forming attachments
- Joe shows consequences of maternal deprivation – delinquency – '*in trouble at school*'; low IQ – '*struggling with classwork*'; affectionless psychopathy – '*little regard for the feelings of others*'.

Possible discussion points:

- Bowlby's confusion over privation and deprivation
- validity of extrapolation from and comparison with animal studies (Harlow)
- overemphasis on mother and monotropy
- sensible focus on importance of childhood experiences
- wider implications, eg changes in child hospitalisation
- use of evidence to support or refute Bowlby's work, eg Schaffer's multiple attachments; studies contradicting the critical period and reversibility, eg Rutter's Romanian orphan research.

Credit other relevant discussion points.

Only credit evaluation of the methodology used in studies when made relevant to discussion of Bowlby's work on maternal deprivation.

Response A

Bowlby's theory of attachment was that a child should form a single monotrophic bond with the main care-giver, this would be the mother and this happens in the first critical few months of life and the first bond depends on a biological drive to keep close to the caregiver and is about the child being able to survive, because if the baby did not keep close then there would be danger to the child so this is an evolutionary theory about how we are biologically prepared to form attachments from birth. Joe would not have had the opportunity to form attachments because he was taken away at 6 months and therefore missed out on the critical period.

According to Bowlby's theory, a child's relationship with the first monotropy person would set the child's internal working model and all later relationships would be based on the first relationship and modelled on it. So, in Joe's case, he has no good relationship and no monotropy until he gets adopted at the age of seven which means that the relationship he develops then with his adopted parents will be his model for all the other relationships.

Looking at maternal deprivation which is not having a good attachment to a single person at a critical period, Bowlby said the permanent consequences of this were delinquency, affectionless psychopathy, low intelligence, bed-wetting and stunted growth. Joe shows the first three of these consequences, he is aggressive, has no feelings for others and has problems with classwork.

Bowlby's theory was bad for women because it meant they had pressure to stay at home to look after children. It was supported by evidence like the study of 44 thieves who Bowlby interviewed at a clinic for juvenile thieves in carrying out case study interviews where he wrote down their past histories. In these it showed that most were temporarily separated from their mother in the critical years so explaining why they were criminals, however, they might have used it as an excuse for criminal behaviour so there may not be ecological validity to it.

Examiner commentary

The first two paragraphs show some confusion with a lot of irrelevant detail. Particularly in the first paragraph the student talks more about Bowlby's theory of attachment rather than his theory of maternal deprivation. Of course, aspects of the two are in some senses related, but for this question the focus should be on his views about maternal deprivation. This content is dealt with briefly in paragraph three where there is a comprehensive list of consequences plus references to the critical period and irreversibility.

The first attempted application to Joe is partially successful although there is no explanation of the critical period anywhere. Again the attempted application in the second paragraph is only partly successful as there is no clear link to the consequences of deprivation described in the stem. In the third paragraph the student does focus on maternal deprivation theory and lifts the relevant words from the stem but without elaboration.

Discussion is all in the final paragraph and is mostly focussed on the study rather than the theory.

There is considerable irrelevance. Although the student uses paragraphs, there is a general lack of clarity and coherence with some quite rambling sentences. Use of specialist terminology is only occasionally effective.

This is a Level 2 answer – lack of focus and poor discussion are really what lets this down

Mark awarded = 6