

MARKING SCHEME FOR PSYCHOLOGY PAPER ON 11/10/17 QP Code: 12061

| Q.NO | MARKING SCHEME   | MARKS |
|------|--|-------|
| 1 a. | Language and Thinking: Whorf's linguistic determinism → Language influences thinking   | 01    |
|      | Relevant research on bilinguals thinking differently in different languages: emotions, sense of self, cultural frames associated with different languages etc.   | 02    |
|      | Words may not determine thought but influence our thinking: Language and forming categories (numbers vs. 'many'): relevant research  | 01    |
|      | Words and thinking about colours (seeing, classifying, remembering), effect of assigning names to colours: relevant research   | 02    |
|      | Words in relation to gender  | 01    |
|      | Importance of expanding language, increasing word power: the bilingual advantage, 'executive control' Lambert's research in Canada   | 03    |
|      | Total  | 10    |
| b    | What is intuition?   | 02    |
|      | Explanation of the terms heuristic and availability heuristic and the use of these mental shortcuts in quick judgments   | 02    |
|      | How availability heuristic influences judgments and decisions leading us astray, explanation of the fear factor with relevant examples and research  | 06    |
|      | Total  | 10    |
| c    | Difference between achievement and ability tests: Achievement tests – reflect what you have learned; Ability tests – predict your ability to learn; examples   | 02    |
|      | Description of WAIS - Subtests: Similarities, Vocabulary, Block Design, Letter Number Sequencing; Description of what is being tested on each subtest with an example of the same (1.5 marks each)   | 06    |
|      | Scores: overall and separate – interpretation and use  | 02    |
|      | Total  | 10    |
| 2a.  | Explanation of our human 'need to belong'  | 01    |
|      | In relation to (i) Aiding survival- benefits of infant attachment, cooperation, sharing and support  | 03    |
|      | (ii) Pain of ostracism: experience of social exclusion, feeling ignored, shunned, given the silent treatment in natural and laboratory settings – research by Williams (2006, 2007, 2009), Punishing effect of exile, imprisonment, solitary confinement - timeout for children, relationship difficulties, Cyber-ostracism – increased activity in brain areas (anterior cingulate cortex); feelings of love activation of brain reward systems – natural pain killer | 04    |
|      | Feelings of rejection and nasty behaviour: relevant research   | 02    |
|      | Total  | 10    |
| b    | Explanation of the difficulty in ascertaining emotional differences in emotion from heart rate, breathing and perspiration; Example of brain scans and the <i>insula</i>   | 03    |
|      | Facial expression and subjective experience differences in emotions, subtle physiological and brain pattern distinctions: fear and rage, fear and joy  | 03    |
|      | Difference in their brain circuits- anger and fear, disgust, depression vs. positive moods   | 04    |
|      | Total  | 10    |

| c       | Women's non verbal sensitivity: to emotional cues, decoding others' emotions linked to greater emotional literacy and expression of more complex emotions, greater emotional responsiveness, openness to feelings: relevant research, examples  | 04           |                |                |   |                |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |        |    |      |    |       |         |    |      |    |       |         |    |      |    |       |         |         |                        |     |  |        |  |  |  |  |          |  |  |              |  |            |    |
|---------|---|--------------|----------------|----------------|---|----------------|----|------|----|------|---------|----|------|----|------|---------|----|------|----|------|---------|----|------|----|------|---------|----|------|----|------|--------|----|------|----|-------|---------|----|------|----|-------|---------|----|------|----|-------|---------|---------|------------------------|-----|--|--------|--|--|--|--|----------|--|--|--------------|--|------------|----|
|         | Exception: Anger - a masculine emotion - research   | 01           |                |                |   |                |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |        |    |      |    |       |         |    |      |    |       |         |    |      |    |       |         |         |                        |     |  |        |  |  |  |  |          |  |  |              |  |            |    |
|         | Empathy in women (physiological measures), expression of empathy – crying and reporting distress with observing distressed person, research using film clips (sad, happy, scary: no difference between male and female film viewers in self reported emotions or physiological responses, women's faces showed more emotion), pictures of mutilation: greater brain activation in areas sensitive to emotion, better memory three weeks later   | 05           |                |                |   |                |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |        |    |      |    |       |         |    |      |    |       |         |    |      |    |       |         |         |                        |     |  |        |  |  |  |  |          |  |  |              |  |            |    |
|         | Total   | 10           |                |                |   |                |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |        |    |      |    |       |         |    |      |    |       |         |    |      |    |       |         |         |                        |     |  |        |  |  |  |  |          |  |  |              |  |            |    |
|         |   |              |                |                |   |                |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |        |    |      |    |       |         |    |      |    |       |         |    |      |    |       |         |         |                        |     |  |        |  |  |  |  |          |  |  |              |  |            |    |
| 3a.     | Humanistic psychologists' view of personality: self determination, self realization   | 01           |                |                |   |                |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |        |    |      |    |       |         |    |      |    |       |         |    |      |    |       |         |         |                        |     |  |        |  |  |  |  |          |  |  |              |  |            |    |
|         | Assessment of person's sense of self from humanistic point of view  | 02           |                |                |   |                |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |        |    |      |    |       |         |    |      |    |       |         |    |      |    |       |         |         |                        |     |  |        |  |  |  |  |          |  |  |              |  |            |    |
|         | Influence of humanistic theories on Psychology  | 02           |                |                |   |                |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |        |    |      |    |       |         |    |      |    |       |         |    |      |    |       |         |         |                        |     |  |        |  |  |  |  |          |  |  |              |  |            |    |
|         | Criticism of the humanistic perspective   | 04           |                |                |   |                |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |        |    |      |    |       |         |    |      |    |       |         |    |      |    |       |         |         |                        |     |  |        |  |  |  |  |          |  |  |              |  |            |    |
|         | Conclusion based on the evaluation  | 01           |                |                |   |                |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |        |    |      |    |       |         |    |      |    |       |         |    |      |    |       |         |         |                        |     |  |        |  |  |  |  |          |  |  |              |  |            |    |
|         | Total   | 10           |                |                |   |                |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |        |    |      |    |       |         |    |      |    |       |         |    |      |    |       |         |         |                        |     |  |        |  |  |  |  |          |  |  |              |  |            |    |
| b.      | Description of Bandura's social-cognitive perspective on personality  | 02           |                |                |   |                |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |        |    |      |    |       |         |    |      |    |       |         |    |      |    |       |         |         |                        |     |  |        |  |  |  |  |          |  |  |              |  |            |    |
|         | Explanation of the concept of reciprocal influence and three specific ways in which individual and environment interact, with flow chart of reciprocal determinism  | 05           |                |                |   |                |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |        |    |      |    |       |         |    |      |    |       |         |    |      |    |       |         |         |                        |     |  |        |  |  |  |  |          |  |  |              |  |            |    |
|         | Briefly: aspects of our sense of personal control in how we interact with our environment   | 03           |                |                |   |                |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |        |    |      |    |       |         |    |      |    |       |         |    |      |    |       |         |         |                        |     |  |        |  |  |  |  |          |  |  |              |  |            |    |
|         | Total   | 10           |                |                |   |                |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |        |    |      |    |       |         |    |      |    |       |         |    |      |    |       |         |         |                        |     |  |        |  |  |  |  |          |  |  |              |  |            |    |
| c       | Freud's view of personality: the dynamics of conflict   | 02           |                |                |   |                |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |        |    |      |    |       |         |    |      |    |       |         |    |      |    |       |         |         |                        |     |  |        |  |  |  |  |          |  |  |              |  |            |    |
|         | Description of Id, Ego, Superego with examples showing how each operates (2 marks each)   | 06           |                |                |   |                |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |        |    |      |    |       |         |    |      |    |       |         |    |      |    |       |         |         |                        |     |  |        |  |  |  |  |          |  |  |              |  |            |    |
|         | Iceberg image: diagram with labels brief explanation of what the diagram illustrates  | 02           |                |                |   |                |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |        |    |      |    |       |         |    |      |    |       |         |    |      |    |       |         |         |                        |     |  |        |  |  |  |  |          |  |  |              |  |            |    |
|         | Total   | 10           |                |                |   |                |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |        |    |      |    |       |         |    |      |    |       |         |    |      |    |       |         |         |                        |     |  |        |  |  |  |  |          |  |  |              |  |            |    |
|         |   |              |                |                |   |                |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |        |    |      |    |       |         |    |      |    |       |         |    |      |    |       |         |         |                        |     |  |        |  |  |  |  |          |  |  |              |  |            |    |
| 4a.     | <p>SD =</p> $\sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}}$ $\sqrt{\frac{\sum x^2}{N}}$ <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>X</th> <th>X<sup>2</sup></th> <th>X</th> <th>x</th> <th>x<sup>2</sup></th> </tr> </thead> <tbody> <tr><td>80</td><td>6400</td><td>80</td><td>6.25</td><td>39.0625</td></tr> <tr><td>79</td><td>6241</td><td>79</td><td>5.25</td><td>27.5625</td></tr> <tr><td>78</td><td>6084</td><td>78</td><td>4.25</td><td>18.0625</td></tr> <tr><td>77</td><td>5929</td><td>77</td><td>3.25</td><td>10.5625</td></tr> <tr><td>75</td><td>5625</td><td>75</td><td>1.25</td><td>1.5625</td></tr> <tr><td>69</td><td>4761</td><td>69</td><td>-4.75</td><td>22.5625</td></tr> <tr><td>67</td><td>4489</td><td>67</td><td>-6.75</td><td>45.5625</td></tr> <tr><td>65</td><td>4225</td><td>65</td><td>-8.75</td><td>76.5625</td></tr> <tr><td>ΣX= 590</td><td>ΣX<sup>2</sup>=43754</td><td>590</td><td></td><td>√241.5</td></tr> <tr><td></td><td></td><td></td><td></td><td>√241.5/N</td></tr> <tr><td></td><td></td><td>Mean = 73.75</td><td></td><td>= √30.1875</td></tr> </tbody> </table> | X            | X <sup>2</sup> | X              | x | x <sup>2</sup> | 80 | 6400 | 80 | 6.25 | 39.0625 | 79 | 6241 | 79 | 5.25 | 27.5625 | 78 | 6084 | 78 | 4.25 | 18.0625 | 77 | 5929 | 77 | 3.25 | 10.5625 | 75 | 5625 | 75 | 1.25 | 1.5625 | 69 | 4761 | 69 | -4.75 | 22.5625 | 67 | 4489 | 67 | -6.75 | 45.5625 | 65 | 4225 | 65 | -8.75 | 76.5625 | ΣX= 590 | ΣX <sup>2</sup> =43754 | 590 |  | √241.5 |  |  |  |  | √241.5/N |  |  | Mean = 73.75 |  | = √30.1875 | 07 |
| X       | X <sup>2</sup>  | X            | x              | x <sup>2</sup> |   |                |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |        |    |      |    |       |         |    |      |    |       |         |    |      |    |       |         |         |                        |     |  |        |  |  |  |  |          |  |  |              |  |            |    |
| 80      | 6400  | 80           | 6.25           | 39.0625        |   |                |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |        |    |      |    |       |         |    |      |    |       |         |    |      |    |       |         |         |                        |     |  |        |  |  |  |  |          |  |  |              |  |            |    |
| 79      | 6241  | 79           | 5.25           | 27.5625        |   |                |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |        |    |      |    |       |         |    |      |    |       |         |    |      |    |       |         |         |                        |     |  |        |  |  |  |  |          |  |  |              |  |            |    |
| 78      | 6084  | 78           | 4.25           | 18.0625        |   |                |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |        |    |      |    |       |         |    |      |    |       |         |    |      |    |       |         |         |                        |     |  |        |  |  |  |  |          |  |  |              |  |            |    |
| 77      | 5929  | 77           | 3.25           | 10.5625        |   |                |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |        |    |      |    |       |         |    |      |    |       |         |    |      |    |       |         |         |                        |     |  |        |  |  |  |  |          |  |  |              |  |            |    |
| 75      | 5625  | 75           | 1.25           | 1.5625         |   |                |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |        |    |      |    |       |         |    |      |    |       |         |    |      |    |       |         |         |                        |     |  |        |  |  |  |  |          |  |  |              |  |            |    |
| 69      | 4761  | 69           | -4.75          | 22.5625        |   |                |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |        |    |      |    |       |         |    |      |    |       |         |    |      |    |       |         |         |                        |     |  |        |  |  |  |  |          |  |  |              |  |            |    |
| 67      | 4489  | 67           | -6.75          | 45.5625        |   |                |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |        |    |      |    |       |         |    |      |    |       |         |    |      |    |       |         |         |                        |     |  |        |  |  |  |  |          |  |  |              |  |            |    |
| 65      | 4225  | 65           | -8.75          | 76.5625        |   |                |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |        |    |      |    |       |         |    |      |    |       |         |    |      |    |       |         |         |                        |     |  |        |  |  |  |  |          |  |  |              |  |            |    |
| ΣX= 590 | ΣX <sup>2</sup> =43754  | 590          |                | √241.5         |   |                |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |        |    |      |    |       |         |    |      |    |       |         |    |      |    |       |         |         |                        |     |  |        |  |  |  |  |          |  |  |              |  |            |    |
|         |   |              |                | √241.5/N       |   |                |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |        |    |      |    |       |         |    |      |    |       |         |    |      |    |       |         |         |                        |     |  |        |  |  |  |  |          |  |  |              |  |            |    |
|         |   | Mean = 73.75 |                | = √30.1875     |   |                |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |         |    |      |    |      |        |    |      |    |       |         |    |      |    |       |         |    |      |    |       |         |         |                        |     |  |        |  |  |  |  |          |  |  |              |  |            |    |

|       |   |                 |      |    |
|-------|---|-----------------|------|----|
|       | $\frac{(\sum X)^2}{N} = \frac{348100}{8} = 43512.5$ $\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$ $\frac{\sqrt{43754 - 43512.5}}{8}$ $= \frac{\sqrt{241.5}}{8}$ $= \frac{\sqrt{30.1875}}{8}$ $= 5.494315$ | = 5.494315      |      |    |
|       | Range = 80-65 = 15  |                 |      | 01 |
|       | z score for raw score 69:<br>$\frac{X-M}{SD}$ $\frac{69-73.75}{5.494315}$ $= \frac{-4.75}{5.494315}$ $= -0.8645$  |                 |      | 02 |
|       | Total   |                 |      | 10 |
| b.(i) | Mean = 03 marks, Median = 03 marks, Mode = 01mark   |                 |      | 07 |
|       | Scores  |                 |      |    |
|       | 66  |                 |      |    |
|       | 64  |                 |      |    |
|       | 62  |                 |      |    |
|       | 60  |                 |      |    |
|       | 59  |                 |      |    |
|       | 58  | Median          | 56.5 |    |
|       | 57  |                 |      |    |
|       | 56  |                 |      |    |
|       | 55  |                 |      |    |
|       | 55  | Mode            | 55   |    |
|       | 55  |                 |      |    |
|       | 53  |                 |      |    |
|       | 51  |                 |      |    |
|       | 50  |                 |      |    |
|       | Sum = 801   | Mean = 57.21429 |      |    |

| (ii)                   | The mode is the easiest measure of central tendency to calculate. It is the score that occurs most frequently in a set of scores. Since the mode is based on a single score, the most frequent one; it may not be an accurate representation of the central tendency particularly if the most frequently occurring scores are low scores or high scores.   | 03                     |  |     |                   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |       |    |  |
|------------------------|--|------------------------|--|-----|-------------------|----|---|----|---|----|---|----|---|----|---|----|---|----|---|-------|----|--|
|                        | Total  | 10                     |  |     |                   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |       |    |  |
| c                      | Definition of frequency distribution with an example illustrating the organization of raw scores and summary of data in frequency distributions  | 02                     |  |     |                   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |       |    |  |
|                        | The usefulness of frequency distribution tables and graphs -- histogram and frequency polygon: clearly illustrated and explained   | 08                     |  |     |                   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |       |    |  |
|                        | Total  | 10                     |  |     |                   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |       |    |  |
|                        |  |                        |  |     |                   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |       |    |  |
| 5a.                    | Cognitive strategies that assist problem solving   |                        |  |     |                   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |       |    |  |
|                        | (i) Trial and error: explanation with example  | 1.5                    |  |     |                   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |       |    |  |
|                        | (ii) Algorithms: definition of term, explanation with example  | 2.5                    |  |     |                   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |       |    |  |
|                        | (iii) Heuristics: definition of term, explanation with example   | 2.5                    |  |     |                   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |       |    |  |
|                        | (iv) Insight: definition of term, explanation with example, relevant research  | 3.5                    |  |     |                   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |       |    |  |
|                        | Total  | 10                     |  |     |                   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |       |    |  |
| b                      | Happiness as relative to our past experience: the adaptation-level phenomenon – recalibration and adjustment to new neutral levels: relevant examples  | 05                     |  |     |                   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |       |    |  |
|                        | Happiness relative to others' success: inflated expectations, sense of relative deprivation, income rank, comparison other comparison other better off → disappointment and envy; comparison other worse off → greater satisfaction and contentment: relevant examples and research  | 05                     |  |     |                   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |       |    |  |
|                        | Total  | 10                     |  |     |                   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |       |    |  |
| c                      | What is positive psychology? Reasons behind the development of the positive psychology movement,   | 03                     |  |     |                   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |       |    |  |
|                        | Difference from humanistic psychology: positive psychology science   | 04                     |  |     |                   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |       |    |  |
|                        | Positive emotions, positive character traits, enabling institutions: pillars of the positive psychology movement   | 03                     |  |     |                   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |       |    |  |
|                        | Total  | 10                     |  |     |                   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |       |    |  |
| d.                     | Scores arranged in order and tabulation columns correct (score → $x$ and $f$ → frequency = 2   | 06                     |  |     |                   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |       |    |  |
| (i)                    | marks; accuracy in frequencies = 4 marks   |                        |  |     |                   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |       |    |  |
|                        | <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">Frequency Distribution</th> </tr> <tr> <th><math>x</math></th> <th>Frequency (<math>f</math>)</th> </tr> </thead> <tbody> <tr> <td>30</td> <td>1</td> </tr> <tr> <td>31</td> <td>3</td> </tr> <tr> <td>32</td> <td>4</td> </tr> <tr> <td>33</td> <td>8</td> </tr> <tr> <td>34</td> <td>8</td> </tr> <tr> <td>35</td> <td>5</td> </tr> <tr> <td>36</td> <td>1</td> </tr> <tr> <td>Total</td> <td>30</td> </tr> </tbody> </table> | Frequency Distribution |  | $x$ | Frequency ( $f$ ) | 30 | 1 | 31 | 3 | 32 | 4 | 33 | 8 | 34 | 8 | 35 | 5 | 36 | 1 | Total | 30 |  |
| Frequency Distribution |  |                        |  |     |                   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |       |    |  |
| $x$                    | Frequency ( $f$ )  |                        |  |     |                   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |       |    |  |
| 30                     | 1  |                        |  |     |                   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |       |    |  |
| 31                     | 3  |                        |  |     |                   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |       |    |  |
| 32                     | 4  |                        |  |     |                   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |       |    |  |
| 33                     | 8  |                        |  |     |                   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |       |    |  |
| 34                     | 8  |                        |  |     |                   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |       |    |  |
| 35                     | 5  |                        |  |     |                   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |       |    |  |
| 36                     | 1  |                        |  |     |                   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |       |    |  |
| Total                  | 30   |                        |  |     |                   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |       |    |  |
| (ii)                   | Definition of the term 'correlation coefficient' (02 marks) explanation of magnitude of correlation coefficient with example (01 mark) explanation of direction of correlation with example (01 mark)  | 04                     |  |     |                   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |       |    |  |
|                        | Total  | 10                     |  |     |                   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |       |    |  |