



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme January 2003

GCE

Psychology B

Unit PYB1

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Unit 1: Introducing Psychology

Quality of Written Communication

Where candidates are required to produce extended written material in English, the scheme of assessment must make explicit reference to the assessment of the quality of written communication. Candidates must be required to:

- Select and use a form and style of writing appropriate to purpose and complex subject matter;
- Organise relevant information clearly and coherently, using specialist vocabulary when appropriate; and
- Ensure text is legible, and spelling, grammar and punctuation are accurate, so that meaning is clear.

The assessment criteria for quality of written communication apply only to questions with 10 marks i.e. part (d) in AS unit test questions. The following criteria should be applied in conjunction with the mark scheme.

The awards of marks within a particular mark band can be achieved only if the criteria for the mark scheme and quality of written communication bands have been met.

The quality of written communication bands must be regarded as part of the appropriate mark scheme band even though they are listed separately in the mark scheme. If a candidate satisfies only part of the criteria, for either the mark scheme or the quality of written communication, then s/he cannot be awarded marks in that band. The next lower band must then be considered.

Band 1	Good quality of written communication	The candidate will express complex psychological ideas clearly and fluently, with well-linked sentences and paragraphs using appropriate psychological terminology. Presentation of psychological concepts and arguments will be relevant and well-structured. There will be few, if any, errors of grammar, punctuation and spelling.
Band 2	Average quality of written communication	The candidate will express complex psychological ideas clearly if not always fluently. Some limited but not consistent use of psychological terminology. Sentences and paragraphs reasonably well connected. Presentation of psychological concepts and arguments may sometimes be less relevant and poorly structured. Some errors of grammar, punctuation and spelling.
Band 3	Poor quality of written communication	The candidate will express simple psychological ideas clearly but be imprecise with more complex ideas. Sentences and paragraphs may not be connected and may be disjointed. Use of mainly non-specialist terms with only occasional psychological terminology. Presentation of psychological concepts and arguments may be of doubtful relevance or obscure. Errors of grammar, punctuation and spelling will be present and obtrusive.

Section A: Approaches

1

Total for this question: 20 marks

(a) Outline one assumption of the psychoanalytic approach in psychology.	(2 marks)
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[2 marks : AO1 = 2, AO2 = 0]

AO1 One mark if an assumption is outlined very briefly, or is a slightly inaccurate outline of an assumption. Two marks if accurate with appropriate detail.

Examples of assumptions could be recognition of the unconscious mind and unconscious processes, determinism, importance of inter-personal relationships in psychological development, defence mechanisms, tripartite division of self (*id, ego, superego*) focus on childhood, instinctual urges/drives.

(b) Identify three features of the humanistic approach.	(3 marks)
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[3 marks : AO1=3, AO2 = 0]

AO1 One mark for each correct feature. These might include importance of ‘self’, person-centred approach, idiographic, self-actualisation, uniqueness of individuals, non-scientific approach to understanding human behaviour, client-centred therapy, hierarchy of needs.

(c) With reference to Jemma and Paul’s conversation, distinguish between scientific and common-sense explanations of human behaviour.	(5 marks)
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[5 marks : AO1 = 2, AO2 = 3]

AO1 One mark for recognition of a key feature of each approach. These might include objective/subjective approach, reliance on theory and evidence/use of anecdotes, hypothesis testing/everyday observation.

AO2 One mark if candidates express their answer in the form of a distinction. One mark each for correct application of the stimulus material to common-sense and scientific explanations.

Example: Jemma’s reference to research relating to safe driving is an example of a scientific approach. Paul’s use of his own experience to make his point is an example of common-sense. (Alternatively Paul’s remark “everyone knows....” will be credited as common-sense.)

(d) Discuss **at least one** way in which Skinner has influenced the development of psychology.
(10 marks)

[10 marks : AO1 = 4, AO2 = 6]

AO1 At least one influence of Skinner will be described. If one influence, it should be described very well, or several described in less detail. Influences could include the development of Behaviourism through the introduction of his theory of operant conditioning, his emphasis on studying observable behaviour within controlled laboratory conditions, or his ideas relating to reinforcement and schedules of reinforcement, emphasis on stimulus/response, behaviour is environmentally determined, learning through consequences.

AO2 The candidate will explain how Skinner has influenced the development of psychology. Discussion could recognise the way in which operant conditioning has been applied in the field of education through behaviour modification programmes or token economies. The emphasis on studying observable behaviour has influenced not only behaviourism but also cognitive psychology, by shifting away from introspection (Wundt). Discussion might also focus on the limitations of these ideas in relation to human behaviour in that he failed to recognise the role of cognition in learning, or the fact that the behaviour of laboratory animals cannot be extrapolated with any confidence to humans. Laboratory animals are not susceptible to the same demand characteristics which are experienced with human participants. Credit answers which refer to Skinner's influence on the evolution of different perspectives, eg how humanistic approach arose as a reaction to Skinner's extreme determinism.

Mark bands

- 10 – 8 marks **Good answers**
The candidate will have recognised at least one influence which has been accurately described in some detail or there will be two or more described in less detail. The influence(s) will be discussed, and this discussion should include appropriate analysis.
- 7 – 4 marks **Average answers**
The candidate will have recognised and described at least one influence. At the top of the band there will be evidence of discussion though this may be limited or only apply to one issue. There may be some small inaccuracy in the discussion. At the bottom of the band at least one influence will be identified and described but discussion will be little more than a comment or completely absent.
- 3 – 1 marks **Poor answers**
The candidate will have presented a brief or largely inaccurate description. There is unlikely to be discussion. If it is present it will be little more than a comment. Some relevant content must be present.

Total AO1 marks for Question 1: 11

Total AO2 marks for Question 1: 9

2

Total for this question: 20 marks

(a) Identify **two** changes which take place in the body during the *fight or flight* response.

(2 marks)

[2 marks : AO1 = 2, AO2 = 0]

AO1 One mark for each correct identification. These could include accelerated heart rate, curtailing of digestion, increased respiration, increase in perspiration, release of glucose from the liver, pupil dilation, decrease in salivation, slowing of peristalsis, adrenaline release.

(b) Describe **one** advantage of using scans rather than neurosurgery to investigate cortical specialisation.

(3 marks)

[3 marks : AO1 = 2, AO2 = 1]

AO1 One mark for the identification of an advantage and a further mark for expansion. For example, scans can be used to see inside the living and working brain thus allowing us to see precisely which areas of the brain are functioning in particular activity, scans are non-invasive and therefore raise fewer ethical issues, eg less harm, scans can be used to compare the working of healthy brains with those which are damaged and can be used in controlled experimentation. Maximum 1 mark if just states easier/quicker.

AO2 One mark for showing how this is better than other techniques or for citing a limitation of other techniques - e.g. neurosurgery raises ethical issues if limited to small number of cases.

(c) Distinguish between the terms *genotype* and *phenotype*. Illustrate your answer with an example of each.

(5 marks)

[5 marks : AO1 = 2, AO2 = 3]

AO1 The candidate will define genotype and phenotype. Genotype should be defined in terms of an individual set of genes/genetic makeup. Phenotype should be defined in terms of actual/observable characteristics possessed by an individual.

AO2 One mark for an explicit reference to a distinction between the two terms, eg genotype never changes; phenotype can change over time. Two further marks for an example applied to each term. For example, in relation to intelligence they may explain that an individual might have an intellectual potential (genotype) but they require environmental stimulus such as education for this to develop. Alternatively PKU for which an individual may have the genotype and causes intellectual impairment but with a modified diet this may be prevented. Non-psychological examples will receive credit.

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|--|
| (d) Describe and discuss the use of selective breeding to investigate the genetic basis of behaviour. Refer to evidence in your answer. (10 marks) |
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[10 marks : AO1 = 5, AO2 = 5]

AO1 The candidate will describe selective breeding which could be in terms of taking animals with a particular trait and developing a breeding programme in order to observe whether the trait continues over successive generations. This description can be illustrated by reference to a study or type of study, for example maze bright/maze dull rats, (Tyron, 1940). Reference to pedigree animals will be accepted if the breeding programme is linked to behaviour; physical characteristics are not acceptable.

AO2 The candidates will explain that selective breeding is used in order to understand the role of genetics in behaviour. They might explain how animals have been of use in terms of their shorter gestation period, thus allowing us to observe generations in a short space of time. Alternatively, they may discuss ethical benefits/issues or explain the ability to have good control of variables. They might draw attention to the ethical issues of studying laboratory animals. Candidates might discuss the problems of extrapolation from rats to humans or they may compare this method with adoption and twin studies.

Accept references to eugenics.

Maximum of 5 marks if no reference to evidence (need not be empirical)

Mark bands

- 10 – 8 marks **Good answers**
There will be a detailed and accurate description of what is meant by selective breeding and how it has been used in relation to the investigation of the genetic basis of some aspect of behaviour. There will be appropriate and detailed reference to evidence. There will be discussion in terms of both the benefits and drawbacks of this approach.
- 7 – 4 marks **Average answers**
An adequate answer in which the candidate has offered a good description of selective breeding and referred to evidence. At the top of the band there will be some discussion though this may be limited in content and may contain some small inaccuracy in detail. Candidates cannot achieve more than 5 marks if there is no reference to evidence. At the bottom of the band the response will be either entirely descriptive or a very brief description with some limited discussion which is little more than a comment. Must be some discussion for 6/7 marks.
- 3 – 1 marks **Poor answers**
The answer will be brief and little more than a comment on the role of selective breeding or may be a brief study of selective breeding. It could be largely anecdotal or common-sense.

Total AO1 marks for Question 2: 11

Total AO2 marks for Question 2: 9

Section B: Research Methods

3

Total for this question: 20 marks

(a) Present the data in **Table 1** in the form of a bar chart. Label your chart appropriately. *(4 marks)*

[4 marks : AO1 = 0, AO2 = 4]

AO2 One mark for the correct drawing of the bar chart. One mark each for the accurate labelling of axes, title and key. (If a Key is not given the candidate should have clearly labelled the bars to give this amount of detail.)

(b) State **three** advantages of the use of questionnaires in psychological research. *(3 marks)*

[3 marks : AO1 = 3, AO2 = 0]

AO1 One mark for a correct identification of each advantage. **Examples:** able to get a large sample, generate numerical data – easier to analyse, reduces interviewer bias, gather information which cannot easily be obtained by other methods, relative ease of gathering information, anonymity, ease of scoring.

(c) Suggest **one** advantage of using two locations to distribute the questionnaire. *(2 marks)*

[2 marks : AO1 = 1, AO2 = 1]

AO1 Reason given, for example, ensure that the sample has respondents with a broad range of views, more representative sample, to allow for comparison between two groups.

AO2 Linking the reason to this study, for example, ensuring that his sample included people who had been asked to and may have given blood before as well as those considering giving blood for the first time.

(d) (i) What is a ‘pilot study’? *(1 mark)*

[1 mark : AO1 = 1, AO2 = 0]

AO1 One mark for identifying that this is a small-scale study conducted before the main study/preliminary/practice study.

(d) (ii) Give **two** reasons why a pilot study is important in this type of research. (2 marks)

[2 marks : AO1 = 2, AO2 = 0]

AO1 One mark for each reason. These may include discovering whether any of the questions were ambiguous, gave offence, language not understood, questionnaire too difficult in design for people to understand, or more general response such as check on misunderstandings, discover how long the questionnaire takes to complete, saves time as it avoids need to do the study again. If reasons are general, rather than related to questionnaire research, maximum 1 mark.

(e) Explain why the item in **Figure 1** is an example of a closed question. (2 marks)

[2 marks : AO1 = 0, AO2 = 2]

AO2 Possible answers: with a restricted range of responses, the options are fixed, that the data can be quantified, does not allow for elaboration. One mark each for any **two** of these ideas, or two marks for one done well.

(f) (i) Describe **one** sampling method the psychologist might have used to select interviewees. (2 marks)

[2 marks : AO1 = 2, AO2 = 0]

AO1 One mark for a brief description of an appropriate sampling technique eg random, quota, stratified, opportunity, and further mark for expansion.

Example: Random sampling is a method where every member of the target population is given an equal chance of being chosen.

(f) (ii) State **one** advantage of the method you identified in (i) above. (1 mark)

[1 mark : AO1 = 1, AO2 = 0]

AO1 Correct identification of the advantage. Must be related to sampling technique identified. Consider only the first advantage stated.

Example: If random sampling has been chosen, the candidate might state that this means that the sample will not be subject to any inherent bias on the part of the researcher selecting it.

(g) (i) What is meant by the term *unstructured interview*? (1 mark)

[1 mark : AO1 = 1, AO2 = 0]

AO1 One mark for recognising that it is an interview in which the issues for discussion are not predetermined by the researcher. (Any other appropriate definition is acceptable.)

(g) (ii) Explain **one** advantage of an unstructured interview. (2 marks)

[2 marks : AO1 = 0, AO2 = 2]

AO2 One mark for brief explanation of an advantage, further mark for expansion. Explanations might be in terms of greater detail as to why people hold the opinions which they do or the strength of the opinion, possibly can detect validity of responses through asking people to expand or reiterate what they have said which may show ambiguity or difference to what has been previously stated, or because the issues have not been predetermined by the investigator it allows for the possibility of new ideas to be generated – not previously known to the investigator, the opportunity to ask additional questions. Less formal than a structured interview, therefore easier to obtain valid data.

Total AO1 marks for Question 3: 11

Total AO2 marks for Question 3: 9

Section C: Psychology of Gender

4

Total for this question: 20 marks

- (a) Give **one** example of a sex-role stereotype associated with
- (i) men;
 - (ii) women.

*(2 marks)***[2 marks : AO1 = 0, AO2 = 2]**

AO2 One mark each for a stereotype about men and women. Accept any plausible example. The importance is that each statement demonstrates a stereotype rather than a statement of fact.

Examples: Men better at driving (than women), more aggressive, good at DIY
Females are caring, good with children, cannot read maps.

- (b) State what is meant by *content analysis*. Give **one** example of how this method can be used to study gender.

*(3 marks)***[3 marks : AO1 = 1, AO2 = 2]**

AO1 Correct identification of what content analysis involves, eg an indirect observation of images which are displayed in the media.

AO2 One mark for correct identification of an example, eg advertisements, books, films, personal ads in newspapers, and further mark for linking this to understanding gender.

- (c) Describe **one** study using the experimental method in which gender was investigated. Indicate in your answer why the study was conducted, the method used, results obtained and conclusion drawn.

*(5 marks)***[5 marks : AO1 = 5, AO2 = 0]**

AO1 Any appropriate experimental study, these may include Condry and Condry (1976), Williams (1986), Smith & Lloyd (1976), Damon (1977) and Bandura (1962) study of Motel etc will also be accepted as a Quasi experiment. Alternatively can include studies of non-humans such as Harrison (1994) and Dorner (1900).

1 mark: aim of study/why the study was conducted

1 mark: information about method

1 mark: indication of results

1 mark: indication of conclusion to be drawn

1 mark: additional detail. For example, expanded description of method or results which are easily available.

- (d) Describe **two** ethical issues which might arise when psychologists use case studies to investigate gender. Discuss how these issues could be dealt with. Refer to **at least one** study in your answer. (10 marks)

[10 marks : AO1 = 5, AO2 = 5]

AO1 Two issues are identified and described in some detail. The issue must relate to gender. Issues could be related to those in BPS guidelines, eg informed consent, particularly if it is a case where children are involved; psychological well-being which might be affected by drawing attention to the difference between the individual and the population in general; trust which might be jeopardised when the boundaries between doctor/psychologist and researcher become blurred. One study can be used to illustrate both issues.

AO2 The issues described in AO1 will be discussed in relation to gender. This discussion must recognise the way in which the issue could be addressed or was overcome in a particular case. If the candidate has selected informed consent, discussion could involve the importance of telling parents of all the possible consequences of agreeing to their child being reported as a case study, and if the child is old enough to understand they should also be informed. This might be discussed in terms of whether people actually understand the real implications of giving permission, where longitudinal studies are concerned the need to monitor and allow the participants to withdraw, including the child as they become older and more able to understand, the importance of maintaining client confidentiality and how this would be done.

Maximum of 5 marks if no reference to a study (need not be a case study)

Maximum of 6 marks if only refer to one issue

Mark bands

- 10 – 8 marks **Good answers**
The candidate will have described two ethical issues with accuracy and detail. The issues will be discussed by explaining the problems with the issue and ways of dealing with it. This will be illustrated by reference to a case study. The response will be accurate and focused on the question at all times.
- 7 – 4 marks **Average answers**
The candidate will have recognised and described two ethical issues which must be related to a specific study. The description may be limited and there may be slight inaccuracy or irrelevance. At the bottom of the band the response will be largely description and may not be specifically related to a case study, or there will be limited discussion which will be largely based upon undeveloped comments.
- 3 – 1 marks **Poor answers**
A descriptive response which is limited and probably contains inaccuracy. Any discussion will be little more than an unexplained comment.

Total AO1 marks for Question 4: 11

Total AO2 marks for Question 4: 9

5

Total for this question: 20 marks

(a) What do social learning theorists mean by the term *identification*? (2 marks)

[2 marks : AO1 = 2, AO2 = 0]

AO1 One mark for brief or slightly inaccurate definition. Two marks if definition is detailed and accurate.

Example: Identification occurs with another person (the model) and involves taking on observed behaviours, values, beliefs and attitudes of the person with whom you are identifying.

(b) Outline **one** criticism of the psychoanalytic explanation of gender development. (2 marks)

[2 marks : AO1 = 2, AO2 = 0]

AO1 One mark for brief identification of a criticism or slightly inaccurate expansion of a criticism. Two marks if criticism is appropriately and accurately outlined.

Criticisms might include, for example, lack of falsifiability, limited evidence, evidence based upon techniques not recognised as scientific, evidence relating to children brought up without a same sex parent refutes the idea.

(c) With reference to each of Kohlberg's three stages of gender development, explain what the comments made by these boys might suggest about their understanding of their gender. (6 marks)

[6 marks : AO1 = 3, AO2 = 3]

AO1 Correct identification of the three phases of Kohlberg's theory: gender identity, gender stability and gender constancy.

AO2 Each stage recognised in AO1 will be correctly linked to the stimulus provided.
Identity – these boys know they are male/own sex.
Stability – “patient boy” knows he will remain male.
Constancy – being/acting/appearing/looking like a girl does not make you a girl.
Or a definition of gender constancy.

(d) Discuss the biological explanation of gender. Refer to **at least one** study in your answer.
(10 marks)

[10 marks : AO1 = 4, AO2 = 6]

AO1 The candidate will have described features and/or assumptions of the biological explanation of gender which would include features such as gender is determined by the action of hormones or a result of evolutionary factors or genes linked to sex chromosomes. Studies could include case studies such as Imperato & McGinley (1979), Dorner (1990), Waber (1976), Dabbs, Carr, Frady (1995).

AO2 The candidate will have discussed how evidence supports the biological explanation of behaviour. This might relate to studies of people with atypical sex chromosomes, or case studies. This evidence will be discussed in terms of how the results and conclusions support the biological approach, and possibly the limitations of this evidence or alternative explanations for the results. Alternatively, the candidate might look at the issue of biological explanations contrasted with other explanations such as the psychoanalytic or social learning approach and evidence which supports these approaches.

Maximum 5 marks if no reference to evidence

Mark bands

10 – 8 marks **Good answers**
The candidate will have given an accurate description of the biological approach and evidence supporting it. There will be discussion in some detail in terms of the strength and limitations of the approach or strengths and limitations of the evidence. The whole answer will be focused on the question and contain no inaccuracy or irrelevance.

7 – 4 marks **Average answers**
At the top of the band the candidate will have recognised the biological approach and presented evidence which supports it. There will be discussion of the approach or evidence but this will be limited and may contain some minor inaccuracy or irrelevance.

At the bottom of the band there will be an extremely limited response to the question which may be largely descriptive or if discussion is present it will be little more than an unexplained comment.

3 – 1 marks **Poor answers**
An extremely limited response which will be either a brief description of the biological approach or a common-sense response, or a comment for and against the biological approach.

Total AO1 marks for Question 5: 11

Total AO2 marks for Question 5: 9

Assessment grid

Question	Weighting for knowledge and understanding (AO1)		Weighting for analysis and evaluation (AO2)		Total marks
	Marks	Percentage	Marks	Percentage	
Q1 (a)	2		0		20
(b)	3		0		
(c)	2		3		
(d)	4	55	6	45	
Q2 (a)	2		0		20
(b)	2		1		
(c)	2		3		
(d)	5	55	5	45	
Q3 (a)	0		4		20
(b)	3		0		
(c)	1		1		
(d)	3		0		
(e)	0		2		
(f)	3		0		
(g)	1	55	2	45	
Q4 (a)	0		2		20
(b)	1		2		
(c)	5		0		
(d)	5	55	5	45	
Q5 (a)	2		0		20
(b)	2		0		
(c)	3		3		
(d)	4	55	6	45	