



General Certificate of Education

Psychology 5186

Specification B

Unit 1 (PYB1) Introducing Psychology

Mark Scheme

2008 examination - June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

Copyright © 2008 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

Quality of Written Communication

Candidates are required to:

- select and use a form and style of writing appropriate to purpose and to complex subject matter;
- organise relevant information clearly and coherently, using specialist vocabulary where appropriate;
- ensure 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 in AS unit test questions. The following criteria should be applied in conjunction with the question mark scheme.

The bands for quality of written communication must be regarded as part of the mark scheme even though they are listed separately. If a candidate's quality of written communication fails to meet the achieved content band, then s/he will lose one mark.

Band 1: Good quality of written communication

The candidate expresses most ideas clearly and fluently, with consistently effective use of psychological terminology. Arguments are well structured, using sentences and paragraphs. There are few errors of grammar, punctuation and spelling. The overall quality of language is such that meaning will be only rarely obscured.

Band 2: Average quality of written communication

The candidate expresses most ideas clearly and makes some appropriate use of psychological terminology. There is some evidence of organisation, and use of sentences and paragraphs. Errors of grammar, punctuation and spelling may be frequent but are mostly minor, such that they obscure meaning only occasionally.

Band 3: Poor quality of written communication

The candidate shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent and often obscure meaning.

Note: The main body of the answer should be assessed for Quality of Written Communication. Neither a sketched plan at the start of an answer, nor a list of points at the end of an answer where a candidate has clearly run out of time, should be assessed for quality of written communication.

SECTION A: APPROACHES**1****Total for this question: 20 marks****(a) Describe **one** assumption of the behaviourist approach in psychology. (3 marks)****[AO1 = 3, AO2 = 0]**

- AO1** One mark for identification of a relevant assumption.
Two marks for identification and elaboration of the assumption but may be brief and/or slightly muddled.
Three marks for clear identification and elaboration of the assumption.

Likely answers: behaviour is learnt; behaviour is conditioned; learning by association; learning of new responses to stimuli; principles of classical conditioning; principles of operant conditioning; scientific nature of the approach; use of animals; studying the observable.

(b) Distinguish between scientific and common-sense explanations of behaviour. (3 marks)**[AO1 = 2, AO2 = 1]**

- AO1** One mark for appropriate detail about each explanation.
Possible answer: Scientific explanations involve the use of an empirical approach (AO1, 1) whereas common-sense explanations are based on personal impressions (AO1, 1).

- AO2** One mark for distinction between the explanations.

Possible answer: Scientific explanations of behaviour are objective whereas common-sense explanations are subjective (AO2, 1).

Credit use of appropriate examples.

Up to 3 marks may be credited for candidates who provide valid distinction points.

(c) Mark is 33 years old. He has low self-esteem and feels worthless. One day, his therapist asked him about his childhood. Mark said, "I never had a close relationship with my mother. She would only cuddle me if I was a good boy and did what I was told."

With reference to **one** assumption of the humanistic approach, explain a possible cause of Mark's problems. **(4 marks)**

[AO1 = 2, AO2 = 2]

- AO1** Up to two marks for reference to an assumption of the humanistic approach.

Likely answers: unconditional positive regard; Maslow's hierarchy of needs; congruence/incongruence; conditions of worth; emphasis on self.

- AO2** Up to two marks for reference to the stimulus material which explains the possible cause of Mark's problems.

(d) Discuss the cognitive approach in psychology. Refer to at least one other approach in your answer. (10 marks)

[AO1 = 4, AO2 = 6]

- AO1** Up to four marks for a description of features of the cognitive approach. Features could include – the comparison of the human mind to a computer in terms of information-processing; the idea that a person’s knowledge and beliefs influence their behaviour and experience; processing is limited capacity; sequential approach – input > storage/process > output; cause and effect; emphasis on scientific control – internal mental processes can be investigated scientifically by proposing models of psychological function. Credit description of a named model (one mark) multi-store. Credit description of relevant evidence (one mark).
- AO2** Up to six marks for discussion e.g. the cognitive approach has investigated many areas of interest in psychology that had been neglected by behaviourism. For example, how it is possible to study the internal processes that lie between stimulus and response. The cognitive approach places great emphasis on the use of more rigorous scientific methods unlike the psychodynamic approach. Candidates may contrast the mechanistic view of cognitive psychologists with the more humane approach adopted by humanistic psychologists. Credit may be given for general application of the cognitive approach e.g. use of the cognitive interview, cognitive therapies etc. Credit use of relevant evidence.

Maximum 6 marks if no reference to another approach.

Mark Bands

- 8 – 10 marks** **Good answers**
The answer shows accurate description of the cognitive approach. The approach is thoroughly discussed in relation to at least one other approach in psychology. The answer is mostly relevant with little misunderstanding.
- 4 – 7 marks** **Average answers**
At the top of the band, the answer shows description of the approach though it may lack some detail. Discussion is evident, and there is reference to at least one other approach. There may be some inaccuracy and/or irrelevance.

At the bottom of the band, the answer will be largely descriptive and one other approach may be absent. Discussion may be little more than a comment.
- 1 – 3 marks** **Poor answers**
The answer demonstrates limited understanding of the approach. The response is likely to be poorly focused.

Total AO1 marks for Question 1 = 11

Total AO2 marks for Question 1 = 9

Total marks for Question 1 = 20

2**Total for this question: 20 marks**

(a) Identify three divisions of the nervous system.	(3 marks)
--	-----------

[AO1 = 3, AO2 = 0]**AO1** Up to three marks for correct identification of the divisions of the nervous system.

Likely answers: central nervous system; peripheral nervous system; somatic nervous system; autonomic nervous system; sympathetic nervous system; parasympathetic nervous system; spinal cord; brain.

(b) Explain the difference between genotype and phenotype.	(3 marks)
--	-----------

[AO1 = 2, AO2 = 1]**AO1** One mark for knowledge of each term.

Possible answer: Genotype refers to a person's genetic make-up (AO1, 1). Phenotype refers to a person's characteristics that are determined by genetics and the environment (AO1, 1).

AO2 One mark for an appropriate difference between these terms.

Possible answer: Genotype is fixed whereas phenotype is malleable (AO2, 1).

Credit explanation of examples such as PKU.

Up to 3 marks may be credited for candidates who provide valid differences.

(c) Explain two limitations of the biological approach.	(4 marks)
--	-----------

[AO1 = 2, AO2 = 2]**AO1** One mark for identification of each limitation.

Likely answers: reductionist; undervalues nurture; deterministic; does not adequately explain how the mind and body interact; problems in extrapolation from animal research: methodological problems eg invasive.

AO2 One mark for explanation of each limitation.
This may be in the form of justification / illustration / counter-criticism.

-
- | |
|---|
| (d) Discuss the genetic basis of either schizophrenia or intelligence. Refer to evidence in your answer. (10 marks) |
|---|

[AO1 = 4, AO2 = 6]

- AO1** Up to four marks for description of either the genetic basis of schizophrenia or intelligence and evidence. Candidates may receive credit for the inclusion of genetic concepts e.g. heritability; concordance; DNA; chromosomes etc. Candidates who select schizophrenia may refer to twin studies e.g. Gottesman and Shields (1972) – concordance rates for schizophrenia in DZ twins is 9% and 42% in MZ twins. Other evidence suggests a difference in chromosomes. Sherrington et al (1988) found evidence for a cluster of genes on chromosome 5 which might make an individual more susceptible. Adoption studies provide further evidence. Heston (1966) found that adopted children whose biological mothers were schizophrenic were five times more likely to be diagnosed with schizophrenia. Candidates who select intelligence may refer to twin studies e.g. MZ twins have more similar IQs than DZ twins. Bouchard and McGue (1981) – MZ correlation of .85 and DZ correlation of .58. Bouchard et al (1990) – Minnesota study: 70% of IQ due to genetic variation. Maximum of two marks if only one study described.
- AO2** Up to six marks for discussion. Candidates who select schizophrenia may discuss evidence relating to psychological causes e.g. schizophrenogenic families: Fromm-Reichman (1948) – these families have high emotional tension where mothers are cold and promote feelings of guilt and fathers ineffectual. Discussion may refer to the diathesis-stress model which describes an interaction between biological and environmental factors. The more susceptible you are, the less stress is required to trigger schizophrenic symptoms. Candidates who select intelligence may refer to adoption studies which show a low genetic link. Scarr and Weinberg (1977) found that on average, adopted children have high IQs that are 10 to 20 points higher than those of their biological parents. Other environmental factors such as family influence may provide further support. Credit use of relevant evidence.

Maximum 6 marks if no reference to evidence.

Mark Bands

8 – 10 marks

Good answers

The answer shows accurate description of either the genetic basis of schizophrenia or intelligence. There is thorough discussion and reference to appropriate evidence. The answer is mostly relevant with little misunderstanding.

4 – 7 marks

Average answers

At the top of the band, the answer shows description of either the genetic basis of schizophrenia or intelligence though it may lack some detail. Discussion is evident and there is reference to evidence in the response. There may be some inaccuracy and/or irrelevance.

At the bottom of the band, the answer will be largely descriptive. Discussion may be little more than a comment.

1 – 3 marks

Poor answers

The answer shows limited understanding of the genetic basis of either schizophrenia or intelligence. The response is likely to be poorly focused.

Total AO1 marks for Question 2 = 11

Total AO2 marks for Question 2 = 9

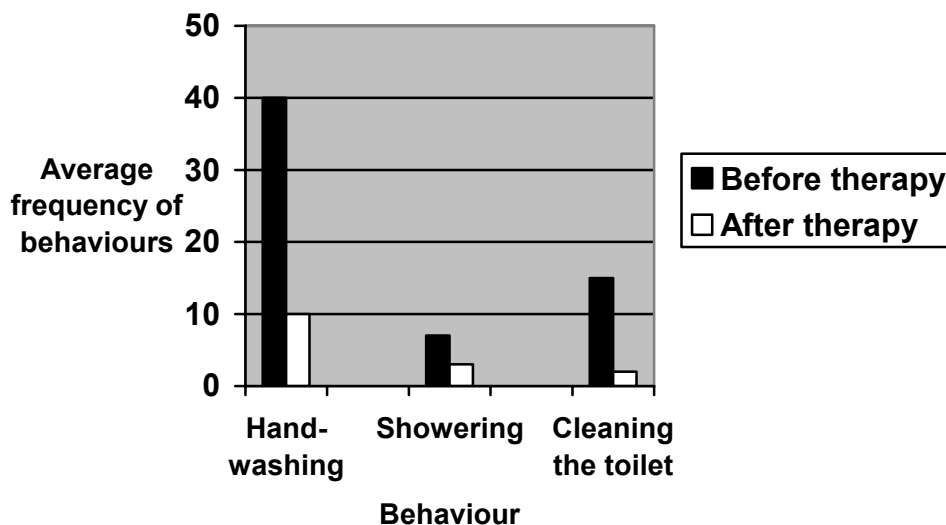
Total marks for Question 2 = 20

SECTION B: RESEARCH METHODS**3****Total for this question: 20 marks**

(a) In your answer book, sketch a bar chart of the data given in **Table 1**. Correctly label your bar chart. *(3 marks)*

[AO1 = 3, AO2 = 0]**AO1**

The average daily frequency of Janet's behaviours before and after therapy



To gain the maximum three marks, candidates must provide the following:

- A title for the bar chart
- Appropriate axes and labelled
- Accuracy of bars on the bar chart.

(b) What might be the psychologist's interpretation of the data shown in **Table 1**? *(2 marks)*

[AO1 = 0, AO2 = 2]

AO2 Two marks for interpretation of data. The therapy is successful in reducing symptoms of obsessive-compulsive disorder (AO2, 1). For example, the average frequency of Janet's behaviours after therapy is less compared to the average frequency of 40 before therapy (AO2, 1).

Credit appropriate alternative answers.

(c) State whether the data given in **Table 1** are quantitative or qualitative. (1 mark)

[AO1 = 1, AO2 = 0]

AO1 Quantitative data.

(d) The psychologist conducted a non-participant observation of Janet's behaviours before and after therapy.

Outline what is meant by *non-participant observation*. (2 marks)

[AO1 = 2, AO2 = 0]

AO1 Two marks for an appropriate definition of the term e.g. non-participant observation is where the researcher dissociates him/herself from the group being observed/the researcher does not intrude into the situation being observed/observes from a distance/should have no effect on the behaviour being observed.

(e) Briefly describe **one** strength of conducting an observation in a natural setting. (2 marks)

[AO1 = 2, AO2 = 0]

AO1 One mark for identification of an appropriate strength.
One further mark for description of the strength.

Likely answers: high ecological validity; participants respond naturally; etc.

(f) Identify and briefly explain **one** methodological problem that might have arisen because only one psychologist observed Janet's behaviour. (3 marks)

[AO1 = 1, AO2 = 2]

AO1 One mark for identification of a problem.

Likely answers: observer bias; reliability of observations.

AO2 Up to two marks for explanation of the problem identified.

Possible answer: One methodological problem might be observer bias (AO1, 1). The psychologist may have looked for a particular behaviour which fitted with his expectations (AO2, 1) therefore reducing validity (AO2, 1).

(g) Explain **one** limitation of the case study method. (2 marks)

[AO1 = 1, AO2 = 1]

AO1 One mark for an appropriate limitation of the case study method.

AO2 One mark for elaboration of the limitation.

Likely answers: generalisability; researcher bias; difficulties in replication; data usually retrospective; lacks reliability.

Possible answer: A limitation of the case study method is the problem of generalisability (AO1, 1). What may be true of one person, may not reflect the rest of the population (AO2, 1).

(h) The questionnaire used to measure Janet's anxiety contained both open and closed questions.

(i) Write **one** open question that might have been used to obtain information about Janet's anxiety. (1 mark)

[AO1 = 0, AO2 = 1]

AO2 One mark for an appropriate example of an open question.

Possible answer: Describe how you feel before you wash your hands.

Note: Candidates should be credited on their ability to write an open question.

(ii) Write **one** closed question that might have been used to obtain information about Janet's anxiety. (1 mark)

[AO1 = 0, AO2 = 1]

AO2 One mark for an appropriate example of a closed question.

Possible answer: Do you sometimes panic if you are prevented from taking a shower? Yes/No.

Note: Candidates should be credited on their ability to write a closed question.

(i) (i) Identify **one** ethical issue raised by this study. (1 mark)

[AO1 = 1, AO2 = 0]

AO1 One mark for identification of an appropriate ethical issue.

Likely answers: consent; confidentiality; protection of participants; invasion of privacy; respect; integrity etc.

(ii) Explain how the psychologist might have overcome the ethical issue you have identified in your answer to (i)(i). (2 marks)

[AO1 = 0, AO2 = 2]

AO2 Up to two marks for explanation of the ethical issue.

Possible answer: In terms of consent (AO1, 1), the psychologist should have obtained consent from Janet (AO2, 1) in the form of a signed agreement (AO2, 1).

Total AO1 marks for Question 3 = 11

Total AO2 marks for Question 3 = 9

Total marks for Question 3 = 20

SECTION C: PSYCHOLOGY OF GENDER**4****Total for this question: 20 marks**

(a) Below are three definitions often used in the study of gender:

- A** the sense that someone has of either being male or being female;
- B** attachment to a male or female model who possesses qualities seen as rewarding;
- C** a part which a man or woman might expect to play in a given situation.

In your answer book, write down which definition (**A**, **B** or **C**) refers to

- (i) gender role;
- (ii) gender identity.

Label your answers clearly.

(2 marks)

[AO1 = 0, AO2 = 2]

- AO2**
- (i) C
 - (ii) A

(b) Explain the difference between sex and gender.

(3 marks)

[AO1 = 2, AO2 = 1]

AO1 One mark for knowledge of each term.

Possible answer: Sex refers to the biological differences between males and females (AO1, 1). Gender refers to the social/cultural attributes associated with the two sexes (AO1, 1).

AO2 One mark for an appropriate difference.

Possible answer: Although gender can change, sex does not (AO2, 1).

Up to 3 marks may be credited for candidates who provide valid differences.

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

(5 marks)

[AO1 = 5, AO2 = 0]

AO1 Any appropriate study in which the observational method was used to study gender e.g Dweck et al (1978), Lloyd (1989), Parke (1967), Fagot (1985), Janis and Janis (1976), Bandura (1965).

One mark – why the study was conducted (must go beyond the stem).

One mark – information about the method.

One mark – identification of the results.

One mark – indication of the conclusion drawn.

One mark – additional descriptive detail e.g. descriptive results (or credit evaluative point as long as it provides additional descriptive information).

- | |
|---|
| (d) Describe and discuss the use of cross-cultural research in studying gender. Refer to at least one cross-cultural study of gender in your answer. (10 marks) |
|---|

[AO1 = 5, AO2 = 5]

- AO1** Up to five marks for description of the technique and use of cross-cultural research. Cross-cultural research involves studying different cultures. The research often features observation; the same type of behaviour e.g., parenting, is compared in two or more different cultures. If behaviour is found to be similar across cultures then this leads psychologists to conclude that differences in behaviour are biologically based. However, if behaviour is found to be different across cultures, then psychologists may conclude that these behaviours are nurtured by the environment. Cross-cultural research is therefore useful as it contributes to the nature-nurture debate in psychology. Credit up to two marks for description of relevant evidence and/or studies.
- AO2** Up to five marks for discussion in relation to gender. Discussion may focus on the importance of discovering innate, universal gender behaviours, for example. Candidates may refer to cross-cultural studies of gender such as Mead (1935) who concluded that gender is culturally determined. Comparison to Western cultures allows for a greater understanding of cultural diversity (Fromboise, Heyle and Ozer, 1990). Hargreaves (1986) observed that sexual division of labour varied between cultures. Candidates may also be credited for raising methodological and/or ethical issues in relation to cross-cultural research. For example, Mead may be criticised in terms of invasion of privacy and cultural bias. Castleden and Kurszewski (2000) state that cultural bias may be overcome by including at least one member of the culture being studied in the research team. Credit use of relevant evidence and/or studies.

Maximum 6 marks if no reference to a gender study.

Mark Bands

- 8 – 10 marks** **Good answers**
The answer shows accurate description of the use of cross-cultural research in studying gender. Discussion of the method with reference to at least one gender study is accurately presented throughout the answer and with focus on the question. The answer is mostly relevant with little misunderstanding.
- 4 – 7 marks** **Average answers**
At the top of the band, there is description of the use of cross-cultural research in studying gender. For 7 marks, there must be reference to at least one gender study. The answer may be slightly inaccurate and/or irrelevant.

At the bottom of the band, there is description of the use of cross-cultural research. There is some reference to gender, but the answer lacks relevance in relation to the use of the method. Discussion may be little more than a comment. There may be no reference to a gender study.
- 1 – 3 marks** **Poor answers**
There may be reference to the use of cross-cultural research but there are inaccuracies in the explanation. No specific relation to gender is present in the answer. The answer is likely to be poorly focused.

Total AO1 marks for Question 4 = 12

Total AO2 marks for Question 4 = 8

Total marks for Question 4 = 20

5**Total for this question: 20 marks**

(a) Outline one criticism of social learning theory explanations of gender development. (2 marks)

[AO1 = 2, AO2 = 0]

AO1 One mark for identification of an appropriate criticism.
One further mark for elaboration of the criticism identified.

Likely answers: does not explain all individual differences; does not account for differences which exist between children of the same sex who have been raised in the same household; does not take account of genetic influences unlike the biological approach.

(b) (i) Give one effect that testosterone might have on a person's behaviour. (1 mark)

[AO1 = 1, AO2 = 0]

AO1 One mark for an appropriate effect.

Likely answers: increased aggression; increased sexual drive; masculinity.

(ii) Give one effect that oestrogen might have on a person's behaviour. (1 mark)

[AO1 = 1, AO2 = 0]

AO1 One mark for an appropriate effect.

Likely answers: pre-menstrual tension (PMT); mood swings; irritability; crying.

(c) Kohlberg proposed a stage theory of gender development.

State what Kohlberg meant by *gender identity*, *gender stability*, and *gender constancy*. For **each** stage, give an example of how a child might show or explain his/her understanding of gender. Label your answers clearly.

(6 marks)**[AO1 = 3, AO2 = 3]**

AO1 One mark for correct definition of each term.

Likely answers:

Gender Identity – a child is able to label his/her own sex correctly and to identify other people as boys or girls.

Gender Stability – a child understands that he/she stays the same sex throughout life.

Gender Constancy – a child understands that someone stays the same biological sex even though he/she may appear to change by wearing different clothes, for example.

AO2 One mark for an appropriate example of each term.

Possible answers:

Gender Identity – “My name is Rashid and I am a boy.”

Gender Stability – “My name is Katy and when I grow up, I am going to be a mummy.”

Gender Constancy – “Even though my brother has long hair, I know that he is still a boy.”

Credit any appropriate alternative answers.

(d) Describe and discuss a psychoanalytic explanation of gender development. Refer to evidence in your answer. *(10 marks)*

[AO1 = 5, AO2 = 5]

AO1 Up to five marks for description of a psychoanalytic explanation of gender development. Candidates are likely to describe Freud’s theory of gender development. Candidates may focus on the role of the parents in the acquisition of gender; identification during the phallic stage of psychosexual development; Oedipus and Electra complexes.
Credit description of relevant evidence/studies e.g. Little Hans (one mark).

AO2 Up to five marks for discussion of a psychoanalytic explanation of gender development. Candidates may refer to Nancy Chodorow, who stated that the early mother-child relationship forms the basis of gender identity. Other theorists have questioned Freud’s theory of the Oedipus complex e.g., Malinowski (1929) – in a study of Trobriand islanders, no evidence was found that young boys had experienced the Oedipus conflict. Candidates may refer to the issue of one-parent families i.e. how children are still able to acquire their gender identity in the absence of the same-sex parent. Candidates may receive credit for reference to other explanations of gender development in support/criticism of psychoanalytic theory. For example, candidates may contrast the timing of gender identity during the phallic stage with the cognitive explanation which views this process as developing over a number of years in childhood. The psychoanalytic explanation emphasises the unconscious in gender acquisition which is in contrast to social learning theory.
Credit use of relevant evidence/studies.

Maximum 6 marks if no reference to evidence

Mark Bands

8 – 10 marks

Good answers

The answer shows accurate and detailed description of the features of a psychoanalytic explanation of gender development. Discussion of the explanation with reference to evidence is shown throughout the answer. The answer is mostly relevant with little misunderstanding.

4 – 7 marks

Average answers

At the top of the band, the answer shows description of a psychoanalytic explanation of gender development though it may lack some detail. There must be reference to evidence for 7 marks. Discussion is evident in the answer. There may be some inaccuracy and/or irrelevance.

At the bottom of the band, the answer may be largely descriptive. There may be evidence of discussion but it is little more than a comment.

1 – 3 marks

Poor answers

The answer may show minimal description of a psychoanalytic explanation to gender development. There may be some relevant content, but this is largely inaccurate and/or muddled. The response is likely to be poorly focused.

Total AO1 marks for Question 5 = 12

Total AO2 marks for Question 5 = 8

Total marks for Question 5 = 20

AS/A PSYCHOLOGY SPECIFICATION B

ASSESSMENT OBJECTIVE GRID – UNIT 1: INTRODUCING PSYCHOLOGY – JUNE 2008

Question	Weighting for knowledge and understanding (AO1)		Weighting for analysis and application (AO2)		Total marks
	Marks	Percentage	Marks	Percentage	
Q1 (a) (b) (c) (d)	3 2 2 4	55	0 1 2 6	45	20
Q2 (a) (b) (c) (d)	3 2 2 4	55	0 1 2 6	45	20
Q3 (a) (b) (c) (d) (e) (f) (g) (i) (g) (ii) (h) (i) (h) (ii)	3 2 1 2 1 1 0 0 1 0	55	0 1 1 1 0 2 1 1 0 2	45	20
Q4 (a) (b) (c) (d)	0 2 5 5	60	2 1 0 5	40	20
Q5 (a) (b) (i) (b) (ii) (c) (d)	2 1 1 3 5	60	0 0 0 3 5	40	20