AQA

General Certificate of Education

Psychology 1186
Specification B

Unit 1 (PSYB1)   Introducing Psychology

Mark Scheme

2010 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.

Section A Key Approaches and Biopsychology

Question 1a i
[AO2 = 2]

AO2   One mark for relevant features eg a (innate) tendency to reach
one's full potential; reference to motivation/drive; features of hierarchy of needs;
characteristics of self-actualisation, etc.
One further mark for an appropriate expansion of the term.

Credit features of either Maslow, Rogers or both.

Question 1a ii
[AO2 = 2]

 AO2 One mark for an appropriate identification of a problem.
One mark for a brief explanation of the problem.

Likely answers: it may not be possible to achieve self-actualisation; people may not
always feel accepted by others; not a unitary concept; difficult to define the concept;
hard to measure; a Western concept that might not apply to all cultures; self-
actualisation may be achieved in different ways eg religion; unrealistic optimism, etc.

Question 1b i
[AO1 = 1]

AO1 One mark for identification of an appropriate model.

Likely answers: information-processing model; input-process-output; computer model;
computational model; connectionist model; models of memory eg multi-store; models of
attention eg Broadbent etc.

Credit any other appropriate cognitive model.

Question 1b ii
[AO3 = 2]

AO3   Up to two marks for a plausible reason.

One mark for a basic response.
Two marks for an appropriate elaboration of the reason.

Likely answers: simplifies complex process; turns abstract concept into concrete form;
provides a framework for research, etc.

Question 1c i
[AO1 = 1]

AO1   One mark for an appropriate answer.

Likely answers: a way of protecting the conscious self from anxiety/unpleasant events;
protection of ego; unconscious coping strategy.

Do not credit conscious behaviours.

Question 1c ii
[AO1 = 2]

AO1 One mark for identification of a defence mechanism.

Likely answers: repression; regression; denial; displacement; sublimation; rationalisation, etc.

One further mark for outline of the defence mechanism.

Credit candidates who provide a description of a defence mechanism by use of an example.

Question 1d
[AO1 = 5, AO2 = 5]

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very good (9-10 marks), Good (6-8 marks), Average to weak (3-5 marks) or Poor (1-2 marks). Examiners should be guided by the band judgement when annotating the script.

AO1 Up to five marks for a description of the features of the behaviourist approach in psychology. Features may include – the focus on observable behaviour. All behaviour is learned and can be best understood in terms of associations between stimulus and response. Behaviour is determined by our interactions and experiences in the environment. Candidates must refer to the principles of both classical and operant conditioning in their response. Classical conditioning – temporal associations between neutral stimulus and unconditioned stimulus (credit diagrammatic representation). Operant conditioning – the use of consequences/reinforcement to shape behaviour. Psychology should be both scientific and objective. The nomothetic approach to psychology. How it is possible to apply the findings from animal research in order to explain human behaviour.
Credit up to 2 marks for description of relevant evidence.

AO2 Up to five marks for discussion. In terms of the strengths, the approach has been praised for its use of highly controlled and scientific methods of research. In terms of the limitations, candidates may state how the behaviourist approach oversimplifies the stimulus-response links used to explain all forms of behaviour. The approach neglects the role of mental processes in determining behaviour, unlike the cognitive approach in psychology. The behaviourist approach suggests that all behaviour is determined by our environment thereby stating that there is no free-will – a point criticised by humanistic psychologists. The behaviourist approach focuses on the importance of the environment/nurture in contrast to the nature aspect of the biological approach. The approach has been viewed as crude in extrapolating the findings from animal research to explain human behaviour. In terms of application of the behaviourist approach to psychology, candidates may portray the many practical applications of the behaviourist approach – token economy programmes for criminals; behaviour modification therapy for autism, etc.
Credit use of relevant evidence.

Maximum 6 marks if no reference to conditioning theory.

Mark bands

9 – 10 marks **Very good answers**

There is accurate, well-organised and detailed description of the behaviourist approach in psychology including reference to both classical and operant conditioning. The evaluation is clear, coherent and detailed. The answer is well focused with little or no misunderstanding.

The answer is well structured with effective use of paragraphs, sentences and psychological terminology. There are few errors of spelling and punctuation.

6 – 8 marks **Good answers**

There is a reasonably accurate and organised description of the features of the behaviourist approach though some detail may be lacking. There is some reference to conditioning theory (either classical conditioning, operant conditioning or both). Evaluation is present but it may be limited in either depth or breadth. There may be some misunderstanding, irrelevance or limited focus.

The answer has some structure with appropriate use of paragraphs, sentences and psychological terminology. There are some errors of spelling and punctuation.

3 – 5 marks **Average to weak answers**

There is some knowledge of the behaviourist approach and/or basic/limited evaluation. The answer may lack focus. There may be substantial inaccuracy and/or irrelevance.

Some basic ideas are expressed adequately though the answer may lack structure. Psychological terminology may be missing or used inappropriately. There may be some intrusive errors of grammar, spelling or punctuation.

1 – 2 marks **Poor answer**

There is extremely limited knowledge/evaluation of the behaviourist approach. There must be some relevant information.

Basic ideas are poorly expressed. There is little evidence of structure. There may be many errors in grammar, spelling and punctuation.

0 marks **No relevant content**

Section B Gender Development

Question 2a
[AO1 = 1, AO2 = 2]

AO1 One mark for correct definition of the term eg beliefs/attitudes/expectations about what are appropriate and typical behaviours/characteristics for males and females.

AO2 Up to two marks for reference to the comments made by Jemima and Abbie.

Possible answer: Jemima has not yet developed an understanding of gender stereotypes when she says she wants "to be a builder" (AO2, 1). Her older sister Abbie however, shows how gender stereotypes have influenced her perception of appropriate roles for girls and boys when she says "Only boys can be builders" (AO2, 1).

Question 2b
[AO3 = 3]

AO3 Up to three marks for method(s).

One mark for a brief account.

Two further marks for elaboration of the method(s) in relation to gender schema.

Note: There are a number of ways in which gender schema has been investigated.

Likely studies used as a basis: Martin and Halverson (1983); Damon (1977); Cordua et al (1979); Boston and Levey (1991), etc.

Credit answers which portray plausible methodology.

Candidates can briefly refer to a number of ways in which gender schema has been investigated or expand on one way.

Candidates must refer to the method itself eg task, materials, sample, comparison of different age/cultural groups, data collection method, general research method eg interview, etc.

Question 2c i
[AO1 = 1]

AO1 One mark for identification of an appropriate study.

Likely studies: Mead (1935); La Fromboise et al (1990); Best et al (1994); Roscoe (1998), etc.

Credit candidates who identify a study by the researcher name(s) and/or feature(s) of the study.

Question 2c ii
[AO3 = 3]

AO3   Up to three marks for evaluation eg reliability; validity; bias; ethnocentricity; subjectivity, etc.

      Candidates may refer to a number of evaluative points or expand on just one evaluative point for full credit.

Question 2d
[AO1 = 5, AO2 = 5]

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very good (9-10 marks), Good (6-8 marks), Average to weak (3-5 marks) or Poor (1-2 marks). Examiners should be guided by the band judgement when annotating the script.

AO1   Up to five marks for description of biological explanations of gender development. Candidates may focus on how genetic factors cause gender-appropriate behaviour – gender and sex are interrelated. Any differences in gender behaviour are due to physiological differences. Candidates may choose to focus on hormones e.g. testosterone that controls behaviour such as aggression in men. Atypical sex chromosomes eg XYY – Supermale; XO – Turner's syndrome; XXY – Klinefelter's syndrome may be described in terms of the effect these syndromes have on gender development. Candidates may choose to focus on non-human research e.g. Gorski et al (1980) found male rats' sexually dimorphic nucleus (SDN) to be larger in anatomical structure compared to female rats' SDN which might account for differences in behaviour. Credit up to two marks for description of relevant evidence.

AO2   Up to five marks for an evaluation of biological explanations of gender development. Candidates are required to refer to at least one other explanation in their answer. Candidates may choose to contrast biological explanations of gender development with social learning theorists who state that gender is learnt as a result of socialisation (nurture). The cognitive explanation can be used to criticise biological explanations of gender as being too deterministic – surely children have some choice in how they think about their gender and how they behave as a result. Candidates may also focus their response on supporting/conflicting evidence for biological explanations. For example, Money (1975), in the case of the penectomised twin, suggested that nurture was responsible for gender development thereby rejecting nature/biology. However, in a follow-up study by Diamond (1998), Brenda had never felt happy as a girl and resumed her masculine identity (nature) thereby supporting biological explanations. Diamond injected pregnant rats with testosterone and observed that the female offspring displayed male behaviours such as copulation thereby supporting nature/biology. Candidates may raise methodological issues associated with extrapolation of findings from animal research to explain human behaviour. Candidates may focus on general limitations of biological explanations eg reductionist; sex and gender need not correspond, etc.
Credit use of relevant evidence.

Maximum 6 marks If no reference to another explanation

Mark bands

9 – 10 marks **Very good answers**
There is accurate, well-organised and detailed description of biological explanations of gender development. The evaluation is clear, coherent and detailed. There is appropriate reference to at least one other explanation of gender development. The answer is well focused with little or no misunderstanding.

The answer is well structured with effective use of paragraphs, sentences and psychological terminology. There are few errors of spelling and punctuation.

6 – 8 marks **Good answers**
There is a reasonably accurate and organised description of biological explanations of gender development though some detail may be lacking. There is some reference to at least one other explanation of gender development. Evaluation is present but it may be limited in either depth or breadth. There may be some misunderstanding, irrelevance or limited focus.

The answer has some structure with appropriate use of paragraphs, sentences and psychological terminology. There are some errors of spelling and punctuation.

3 – 5 marks **Average to weak answers**
There is some knowledge of biological explanations of gender development and/or basic/limited evaluation. The answer may lack focus. There may be substantial inaccuracy and/or irrelevance.

Some basic ideas are expressed adequately though the answer may lack structure. Psychological terminology may be missing or used inappropriately. There may be some intrusive errors of grammar, spelling or punctuation.

1 – 2 marks **Poor answer**
There is extremely limited knowledge/evaluation of biological explanations of gender developement. There must be some relevant information.

Basic ideas are poorly expressed. There is little evidence of structure. There may be many errors in grammar, spelling and punctuation.

0 marks **No relevant content**

Section C Research Methods

Question 3a
[AO3 = 2]

AO3   One mark for type of correlation shown – a negative correlation.

One mark for the explanation of data, eg as attitude towards healthy eating increases, weight decreases.

Credit appropriate alternative answers eg reference to strength of correlation.

Question 3b
[AO3 = 2]

AO3   Zero marks for a hypothesis that refers to a difference/effect and zero marks for a hypothesis that is worded for example, as an aim.
One mark if one variable is present or the response is partially correct.
Two marks for both variables identified but need not be fully operationalised.

Directional: There will be a negative correlation between a positive attitude towards healthy eating scores (AO3, 1) and weight (kgs) (AO3, 1).

Non-directional: There will be a relationship between attitudes toward healthy eating scores (AO3, 1) and weight (kgs) (AO3, 1).

Question 3c
[AO3 = 2]

AO3   One mark for correct definition of the term.

Possible answer: A pilot study is an initial run-through of the procedures to be used in an investigation; small-scale study done before the main study; trial of the method and/or materials (AO3, 1).

One mark for a plausible reason.

Likely answers: to check for ambiguity; any flaws in the questionnaire, to check for floor/ceiling effect etc.

Question 3d i
[AO3 = 1]

AO3   One mark for an appropriate statement.

Possible answer: 'I believe that fast-food is unhealthy'.

Accept negative statements eg 'I love chips.'

Do not accept statement given in the stem verbatim. However, if modified to a negative statement, then credit.

Do not credit responses worded as a question.

Question 3d ii
[AO3 = 2]

AO3 One mark for identification of an appropriate disadvantage.

Likely answers: self-report – subjective/biased; produces socially desirable answers; can sometimes lack validity if poorly designed; possible response set, etc.

One further mark for explanation of the disadvantage.

Credit answers that specifically refer to a disadvantage of open/closed questions.

Question 3e i
[AO3 = 1]

AO3 One mark for a correct response eg the selection of participants who are both accessible and available to take part in the research.

Question 3e ii
[AO3 = 1]

AO3 One mark for identification of an alternative sampling method.

Candidates are most likely to refer to those sampling methods named in the specification eg random, stratified, systematic.

Credit other sampling methods not named in the specification eg quota, snowball, etc.

Question 3e iii
[AO3 = 2]

AO3 One mark for identification of a strength of the sampling method identified in (e)(ii). One further mark for saying why it is better than opportunity sampling. This may be implicit in the answer.

Likely answers: issues associated with bias; representativeness; generalisability, etc.

Question 3f
[AO3 = 3]

AO3 One mark for identification of an appropriate ethical issue.
Likely answers: consent; right to withdraw; confidentiality; respect, etc.

Up to two marks for elaboration of the ethical issue in relation to this study. This might include how the issue would be overcome by the students.

Possible answer: Confidentiality (AO3, 1). Some participants may feel humiliated if details about their weight were disclosed (AO3, 1). It is important to therefore maintain participants' anonymity (AO3, 1).

Credit old or revised BPS ethical guidelines eg respect; integrity, etc.

Question 3g
[AO3 = 2]

AO3   One mark for identification of a feature that can be used as a comparison eg an experiment can establish cause and effect.
One further mark for explicit comparison to the other method eg a correlation establishes a relationship.

Likely answers: IV versus no IV; cause and effect versus no cause and effect; difference versus relationship; control versus no control; manipulation versus no manipulation, etc.

Question 3h
[AO3 = 2]

AO3   Up to two marks for a brief discussion of the value of the method.

Discussion of the value of case studies could include consideration of their main features eg in-depth account and/or strengths/limitations.

Likely strengths: useful to gain a long-term view of participants; qualitative data; high in validity; can be used to challenge a theory, etc.

Likely limitations: generalisability; researcher bias; difficulties in replication; data usually retrospective; lacks reliability, subjective, etc.