



**General Certificate of Education (A-level)  
January 2011**

**Psychology B**

**PSYB1**

**(Specification 2185)**

**Unit 1: Introducing Psychology**

**Post-Standardisation**

***Mark Scheme***

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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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process 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 standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

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## Section A Key Approaches and Biopsychology

### Question 1a i [AO1 = 1]

**AO1** One mark for a correct answer eg, the thought processes that lie between stimulus and response/internal mental processes.

Do not credit specific processes eg thinking, attention, memory, perception, language

### Question 1a ii [AO3 = 1]

**AO3** One mark for an appropriate suggestion eg lack of objectivity/unobservable/has to be inferred/issue of validity/modern methods require specialist technology, etc.

### Question 1b [AO1 = 1, AO2 = 2]

**AO1** One mark for naming an appropriate psychosexual stage of development eg, oral, anal, phallic, latent, genital.

**AO2** Up to two marks for an explanation of one behaviour typically exhibited by an adult in this stage.

One mark for an appropriate behaviour in relation to the named stage eg oral stage – pen chewing/anal stage – excessively tidy.

One mark for explanation clearly relating the behaviour to the stage eg reference to fixation.

Note: If candidates name the oral stage of development yet provide behaviours associated with the anal stage of development, then a maximum of one mark.

**Question 1c**

**[AO1 = 2, AO2 = 3]**

**AO1** One mark each for a correct definition of the terms.

Possible answer: Genotype refers to a person's genetic make-up (AO1, 1).  
Phenotype refers to the expression of genes shown by an individual (AO1, 1).

**AO2** One mark for a distinction between the two terms eg, carrying of the gene without displaying the characteristic; observable/non-observable; changeable/unchangeable; PKU, etc (AO2, 1).

Two further marks for explicit reference to the stem ie genotype and phenotype.

Possible answer: Derek and David share the same genotype as they share 100% of their genes / come from the same egg, etc. (AO2, 1). However, their phenotypes ie height are very different probably due to the contrasting environments in which they were raised (AO2, 1).

Do not credit repeat of the stem.

**Question 1d**

**[AO1 = 5, AO3 = 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), Weak to Average (3-5 marks) or Poor (1-2 marks). Examiners should be guided by the band judgement when annotating scripts.**

**AO1** Up to five marks for a description of the behaviourist approach in psychology. Features may include – 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 may 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.  
Credit up to three marks for description of studies and/or research methods.

**AO3** Up to five marks for an evaluation of the research methods used by behaviourist psychologists. Candidates are likely to refer to the controlled experimental methods and use of animals by behaviourists in their response.

**Controlled experimental methods:**

Strengths - establish cause and effect; manipulate IV; control for extraneous variables; scientific methods; objectivity, etc.

Limitations – artificiality of controlled experiments; lacks ecological validity; representativeness, etc.

**Use of animals:**

Strengths – short gestation period; more ethical than using humans; generalisability to human behaviour, etc.

Limitations – crude to extrapolate findings to explain human behaviour; lacks generalisability; representativeness, etc.

**Note:** Candidates may also receive AO3 credit by comparing the research methods used in other approaches in psychology.

### **Mark bands**

#### **9 – 10 marks Very good answers**

There is accurate, well-organised and detailed description of the behaviourist approach and associated methods in psychology. The evaluation of the research methods 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 reasonably accurate and organised description of the behaviourist approach though some detail may be lacking. There is some reference to the behaviourist methods. Evaluation of the research methods 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/methods used by behaviourists 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 answers**

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

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

#### **0 marks No relevant content**

## Section B Gender Development

### Question 2ai [AO1 = 1]

**AO1** One mark for stating a correct effect of the syndrome on psychological characteristics.

Likely answers: better verbal ability; low in mathematical ability; low in spatial ability, poorer social adjustment, etc.

Note: Do not credit physiological effects of the syndrome.

### Question 2aii [AO2 = 3]

**AO2** Up to three marks for an explanation.

Possible answer: Psychologists may compare people with typical sex chromosome patterns (AO2, 1) to people with atypical sex chromosome patterns (AO2, 1). Inferences may then be made as to whether or not differences in gender may be biological/chromosomal/to inform the nature/nurture debate (AO2, 1).

### Question 2b [AO2 = 3]

**AO2** Up to three marks for the difference/differences between the two uses of the term.

Difference: Psychodynamic theorist's state children identify with their same-sex parents (AO2, 1). Social learning theorists state that children may have a number of models with whom they identify (AO2, 1).

Credit any further elaboration of the difference between the terms eg age at which child identifies; vicarious reinforcement; attractiveness of the model (AO2, 1).

### Question 2c [AO1 = 1, AO3 = 2]

**AO1** One mark for knowledge shown of an appropriate study.

Likely studies: Martin and Halverson (1981); Boston and Levy (1991); Cordua et al (1979), Damon (1977), etc.

Accept other studies that show how people understand/represent gender eg sex role stereotypes 'Who is brave?'/Smith and Lloyd/Baby X/Slaby and Frey (1975).

**AO3** Up to two marks for a brief discussion of the study. This may be one issue discussed in depth or two different issues.

One AO3 mark may be given for analysis of the findings ie a conclusion.

Note: Discussion of the study may vary in terms of methodology **and/or** ethical issues. Both of these areas are appropriate and creditworthy.

**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), Weak to Average (3-5 marks) or Poor (1-2 marks). Examiners should be guided by the band judgement when annotating scripts.**

**AO1** Up to five marks for description of the concepts of nature and nurture in relation to gender development. For example, nature refers to the belief that gender differences are determined by genetics and hormonal factors. Therefore, any gender differences are maturational or innate. Nurture refers to the idea that gender differences are a result of social and cultural factors. Therefore, any gender differences are due to the environment.  
Credit description of cultural variations in gender.  
Credit up to two marks for description of relevant evidence.

**AO2** Up to five marks for discussion in relation to gender development. Candidates may choose to elaborate on concepts described in AO1 eg if gender is due to nature, then anatomy is destiny – we are unable to control and/or change our gender. Candidates may discuss how the concepts relate to our understanding of gender by focusing on key approaches eg biological and psychoanalytic argue that gender is due to nature – a deterministic view. Behaviourist and cognitive approaches argue that gender is a product of the environment. Candidates should refer to evidence in discussion of the concepts. For example, Dabbs (1995) showed how high levels of testosterone caused heightened arousal and aggressive behaviour in men. Mead (1935) – her evidence has been used to support the idea of the environment being the main force in gender role. Money and Erhardt (1972) concluded that gender is socially rather than biologically constructed. However, later reports eg Diamond, showed how nature was the determining factor in gender.  
Credit implications of the concepts of nature and/or nurture eg child-rearing; education; occupation etc.  
Credit use of relevant evidence.

**Maximum 6 marks if only one concept.**  
**Maximum 6 marks if no reference to evidence.**

## Mark bands

### 9 – 10 marks **Very good answers**

There is accurate, well-organised and detailed description of nature and nurture in relation to gender development. The evaluation is clear, coherent and detailed. There is appropriate reference to evidence. 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 reasonably accurate and organised description of nature and nurture in relation to gender development though some detail may be lacking. There is some reference to evidence. Discussion 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 nature/nurture in relation to gender development and/or basic/limited discussion. 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 answers**

There is extremely limited knowledge/discussion of nature/nurture in relation to gender development. There must be some relevant information.

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

### 0 marks **No relevant content**



### Section C Research Methods

**Question 3a**  
**[AO3 = 2]**

**AO3** One mark for an appropriate conclusion eg it is easier to recall a list of words presented with matching pictures than a list of words without pictures (AO3, 1).

One mark for justification of the response eg the mean score for words presented with matching pictures is higher (10.9) than the mean score for words without pictures (7.2) (AO3, 1).

**Question 3b**  
**[AO3 = 2]**

**AO3** One mark for an appropriate strength.

Likely answers: takes into account every score; sensitive measure of central tendency, etc.

One mark for an appropriate limitation.

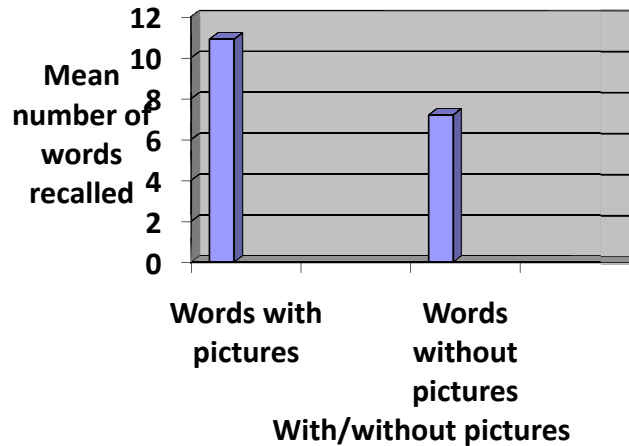
Likely answers: distorted by extreme scores; inappropriate for some types of data etc.

Do not credit 'hard to calculate' as a limitation.

**Question 3c**  
**[AO3 = 3]**

Possible answer:

**AO3 Mean number of words recalled for participants who learnt a list of words with matching pictures and participants who learnt a list of words without pictures**



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

- An appropriate title for the graphical display, including both the IV and DV
- Appropriate axes and labelled eg mean number of words recalled and with/without pictures
- Accuracy of bars on the bar chart

**Question 3d**  
**[AO3 = 2]**

**AO3** Two marks for an appropriate hypothesis  
One mark for both the IV and DV, need not be fully operationalised.  
One mark for the appropriate phrasing of a hypothesis

Possible answers:

Directional hypothesis: Participants who learn a list of words with matching pictures will recall more words than participants who learn a list of words without pictures.

Non-directional hypothesis: There will be a difference in the number of words recalled by participants who learn a list of words with matching pictures and participants who learn a list of words without pictures.

Accept null hypothesis.

**Question 3e**  
**[AO3 = 2]**

**AO3** One mark for correct name of the sampling method used.

- Opportunity sampling

Accept convenience sampling.

One mark for an appropriate advantage eg may be less time consuming than other methods; quick; convenient method, etc.

Do not credit cheap/easy.

If candidate names convenience sampling, do not credit “convenient” as an advantage.

Credit a relevant advantage of opportunity sampling even if sampling method has been named incorrectly.

**Question 3f**  
**[AO3 = 3]**

**AO3** One mark for correct identification of the experimental design.

- Independent groups design / independent measures / unrelated groups/ between groups /between participants.

One mark for an appropriate limitation of independent groups design.

Likely answers: greater participant variables; individual differences; can be time consuming to gather participants, the participants in the two groups are not matched etc.

One mark for an explanation of the limitation with explicit relation to the study.

Note: If candidates names the wrong design but goes on to give an appropriate limitation and explanation of independent measures then award up to 2 marks.

**Question 3g**  
**[AO3 = 4]**

**AO3** One mark each for identifying an appropriate reason.

Likely answers: control of EVs so participants perform in exactly the same conditions/ more precise manipulation of the IV and measurement of the DV/can infer cause and effect more confidently/replication.

One mark each for an explanation of why a laboratory experiment is better than a field experiment.

Possible answer: A laboratory experiment is better as there is a greater control over extraneous variables (AO3, 1). In field experiments, these extraneous variables are difficult to control thereby affecting the DV (AO3, 1).

**Question 3h**  
**[AO3 = 2]**

**AO3** Up to two marks may be credited for candidates who suggest two points that may include any of the following:

- Could the experimenter have a few minutes of the individual's time
- The experiment involves a memory task
- The experiment is not a test of IQ
- Checking the person is over 16
- Confidentiality assured
- Right to withdraw at any time
- Consent given by the individual to take part
- That the full purpose of the experiment will be explained at the end

This list is not exhaustive and should not be treated as such. Candidates may receive credit for any inclusion not mentioned above which has relevance to the brief / study.

**ASSESSMENT OBJECTIVE GRID – PSYB1**

**JANUARY 2011**

<b>QUESTION</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>TOTAL</b>
<b>1</b> (a)(i) (a)(ii) (b) (c) (d)	1  1 2 5	  2 3	   1 5	    20
<b>2</b> (a)(i) (a)(ii) (b) (c) (d)	1   1 5	  3 3 5	   2	    20
<b>3</b> (a) (b) (c) (d) (e) (f) (g) (h)			2 2 3 2 2 3 4 2	       20
<b>TOTAL</b>				<b>60</b>