



**General Certificate of Education (A-level)
January 2012**

Psychology B

PSYB1

(Specification 2185)

Unit 1: Introducing Psychology

Final

Mark Scheme

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Section A Key Approaches and Biopsychology

Question 1a

[AO1 = 3]

- AO1** One mark for reference to perceived threatening/stressful situation (could be through definition or example).
One mark for reference to physiological change.
One mark for example of response/action.

Question 1b

[AO3 = 3]

- AO3** Up to two marks for identification of a relevant strength or limitation and explanation of the strength or limitation.
One mark for relating the strength or limitation to cortical specialisation.

Likely points: precision/accuracy/control with the method; invasive procedure; ethical problems of intervention eg injection of radioactive glucose/informed consent; reliability of interpretation etc.

Question 1c

[AO2 = 4]

- AO2** Up to two marks each for knowledge and explanation of each relevant strength.

Maximum of one mark for knowledge of one or two strength(s)/feature(s) that are not explained or elaborated appropriately.

Likely answers: focus on experimental methodology; scientific aspect of the approach; universal laws of learning; provides explanations for a range of behaviours eg development; provides explanations for a specified behaviour eg phobias; contributes to the nature-nurture debate; approach can be applied to behavioural problems eg token economy etc.

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, good, average to weak, or poor. Examiners should be guided by the band judgement when annotating.

AO1 Up to five marks for a description of the features of the humanistic approach in psychology. Features could include the concept of free will; focus on self and self-concept; personal growth; (un)conditional positive regard; each person is unique and should be treated as such; study of subjective experience; client related therapy; Rogers/Maslow's Hierarchy of Needs; self-actualisation; research methods used – Q-sort technique/open-ended interviews.
Credit description of relevant evidence (one mark).

AO2 Up to five marks for differences between this approach and the psychodynamic approach.

Likely differences: The humanistic approach focuses on the present/future versus the retrospective accounts of the psychodynamic approach; humanistic psychologists are more positive in their outlook of human behaviour versus the negative views of the psychodynamic approach; humanistic psychologists focus on the person's conscious mind whereas the psychodynamic approach focuses on the unconscious mind; humanistic psychologists focus on eg Maslow's drive for self-actualisation versus the psychodynamic view of motivational/underlying physiological forces; the humanistic approach is based on free-will versus the psychodynamic focus on determinism; different approaches to therapy (directive versus client-centred).

One approach being more or less 'x' than the other is an acceptable contrast.

Mark bands

9 – 10 marks Very good answers

There is accurate, well organised and detailed description of the features of the humanistic approach. The discussion of the differences between the approaches 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 answer

There is reasonably accurate and organised description of the features of the humanistic approach though some detail may be lacking. Differences between the approaches are present but discussion may be minimal or limited. 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 answer

There is some knowledge of the humanistic approach and/or basic/limited knowledge of differences. 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 of the humanistic 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

Total AO1 marks for Question 1: 8

Total AO2 marks for Question 1: 9

Total AO3 marks for Question 1: 3

Total marks for Question 1: 20

Section B Gender Development

Question 2ai

[AO1 = 1]

AO1 One mark for knowledge of a relevant difference.

Likely differences: chromosomal make up; size of genitalia; limb length; differences in timings of language development, temperament, passivity, shyness etc.

Accept other valid differences.

Question 2aii

[AO3 = 2]

AO3 One mark – for comparison with individuals with typical sex chromosome patterns. One mark – inferences may be made of a chromosomal/biological basis/nature-nurture regarding gender development should there be differences found between atypical and typical sex chromosome individuals.

Credit answers that focus on therapeutic value.

Question 2b

[AO1 = 1, AO2 = 1]

AO1 One mark for a relevant limitation.

AO2 One mark for how/why it is a limitation.

Likely limitations: reductionist; crude to suggest differences in complexity of gender are a result of chromosomes; underemphasises nurture/role of the environment; comparison with other explanations may receive credit eg social learning theory only if **used** to elaborate or explain the limitation etc.

Accept reasoned argument of limitation of the use of animals for testing influences on gender development such as difficulty of generalising results.

Question 2c

[AO1 = 1, AO2 = 1]

AO1 1 mark for stating that Ross has identified with his father.

AO2 One further mark for showing knowledge of what is involved in the Oedipus complex: internalised his father's characteristics/values/behaviours; this happened in the phallic stage; resolution of conflict (castration anxiety); development of superego etc.

Question 2d

[AO3 = 3]

AO3 One mark for identification of a relevant problem.
Up to two marks for relating the problem to the study.
Likely studies: Mead – Three tribes; La Fromboise; Buss etc.

Likely problems: validity; researcher bias; ethnocentrism; subjectivity on the part of the researcher, lack of inter-rater reliability etc.

Maximum of one mark if answer is totally generic and no study is identifiable.

Question 2e

[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, good, average to weak or poor. Examiners should be guided by the band judgement when annotating.

AO1 Up to five marks for a description of Kohlberg's cognitive theory of gender development. Candidates are likely to describe each of Kohlberg's three stages: Gender identity (2-3 years) – a child is able to label themselves as a boy or girl and label others as boys or girls. Gender stability (3-4 years) – a child understands that they will stay the same sex forever/fixed. Gender constancy (4½- 7 years) - a child understands that he or she does not change sex by changing appearance or being in different situations (applies to others too).

Candidates may receive credit for the provision of examples/questions that may be asked to measure a child's understanding of their own gender development (maximum one mark).

Credit description of relevant evidence (up to two marks).

AO2 Up to five marks for an evaluation of Kohlberg's cognitive theory of gender development. Candidates may focus on how there is support for Kohlberg's theory of gender development eg Damon's study; cross cultural support eg Munroe. Candidates may criticise Kohlberg's theory as being more descriptive than explanatory. Kohlberg underestimated the age with which children can identify their own sex – there is evidence to suggest that gender identity occurs earlier than Kohlberg suggested. Alternatively, candidates may use other explanations of gender development as part of their evaluation. For example, the biological explanation states that gender is determined by genes, chromosomes, hormones – factors outside of the child's control. Psychoanalytic psychologists would argue that Kohlberg does not consider the importance of the unconscious mind in the development of gender. Social learning theorists would criticise Kohlberg's assumption that the acquisition of a child's understanding of gender is passive in nature.

Credit use of relevant evidence.

Maximum 6 marks if no evidence

Mark bands

9 – 10 marks Very good answers

There is accurate, well organised and detailed description of the features of Kohlberg's theory. 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 answer

There is reasonably accurate and organised description of the features of Kohlberg's theory though some detail may be lacking. There is some reference to evidence. 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 answer

There is some knowledge of Kohlberg's theory 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 Kohlberg's theory. 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

Total AO1 marks for Question 2: 8

Total AO2 marks for Question 2: 7

Total AO3 marks for Question 2: 5

Total marks for Question 2: 20

Section C Research Methods

Question 3a

[AO3 = 2]

AO3 For two marks, a clear, testable statement containing both conditions of the IV and an operationalised DV.

For one mark, a statement containing both conditions of the IV and a DV.

No marks for expressions of aim, questions, correlational hypotheses or statements without two conditions.

Possible answers:

Directional: Participants will successfully shoot more netballs through the hoop in the presence of an audience than in the absence of an audience.

Note: Also accept a directional hypothesis opposite to the above.

Non-directional: There will be a difference in the number of netballs successfully shot through the hoop for participants who perform in the presence of an audience and participants who perform in the absence of an audience.

Credit null hypothesis.

Question 3b

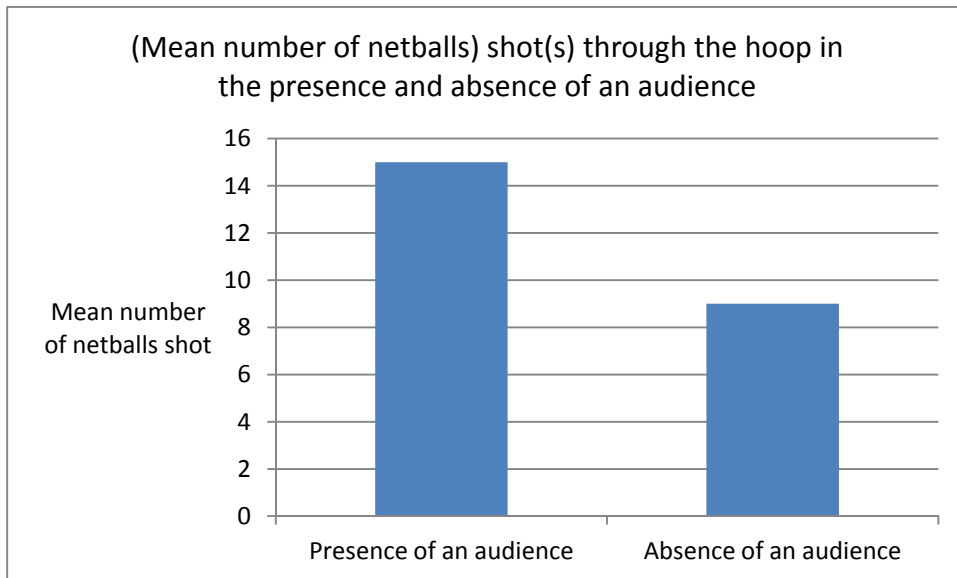
[AO3 = 2]

AO3 One mark for an appropriate conclusion eg the presence of an audience has a positive effect on the performance of the task (or similar response) (AO3, 1).

One mark for the justification of the response eg the mean number of netballs successfully shot through the hoop is higher when there is an audience than when there is no audience (or similar response) (AO3, 1).

Question 3c

[AO3 = 3]



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

- An appropriate title for the graphical display
- Appropriate axes and labelled eg presence/absence of an audience
- Plotting of data using a sensible scale/no penalty for joined bars.

Line graphs can be credited for title and axes only.

Question 3d

[AO3 = 2]

AO3 One mark for a relevant strength.
One mark for how/why it is a strength.

Likely strengths: more likely to be representative of the target population; able to generalise to the target population; to exclude researcher bias etc.

Question 3ei

[AO3 = 2]

AO3 One mark for a relevant limitation of an independent groups design.
One mark for how/why in relation to this study eg individual differences in ability/height etc.

Question 3eii

[AO3 = 2]

AO3 Up to two marks for an appropriate explanation of how the problem may have been overcome.

Possible answer: Using a repeated measures design (1) plus explanation of how this could be done or why this would improve the study.

Credit answers that refer to matched pairs/need for random allocation.

Can credit 3eii in respect of incorrect answer to 3ei.

Question 3fi

[AO3 = 1]

AO3 One mark for correct knowledge of the term.

Possible answer: A variable other than the independent variable or an additional/or another variable that might have an effect on the dependent variable, only accept the word 'results' for DV (1).

Question 3fii

[AO3 = 2]

AO3 One mark for stating that if EVs are not controlled for, then the results may be confounded (1) the researcher does not know what is causing the effect (1) or other suitable expansion eg effect on reliability or validity.

Do not accept - results will not be accurate.

Credit answers that refer to the study by way of illustration.

Question 3g

[AO3 = 4]

AO3 Instruction must be written verbatim for more than 1 mark.

Essential points - reference to presence of audience
- reference to shooting (hoops) throwing (hoops)

Optional - where to stand
- ethics
- introduction of self

4 marks Both essential and at least one optional point addressed clearly such that completion of the task in the experimental condition would be easily possible. Information should be clear, relevant, sensible and logically structured. Must be verbatim.

3 marks Both essential points are addressed such that completion of the task in the experimental condition would be relatively easy. There may be deficiencies in clarity, some irrelevance, illogical sequencing or inappropriate content. Must be verbatim.

2 marks Any two points are addressed. There may be omissions/irrelevancies/muddle such that completion of the task would be very difficult. Must be verbatim.

1 mark There must be at least one relevant point (optional or essential). Information may be unclear/inappropriate/irrelevant/muddled such that completion of the task would be very difficult.

0 mark No relevant information. Completion of the task would not be possible.

NB 2 - 4 marks = Verbatim Instructions

Total AO3 marks for Question 3: 20

Total marks for Question 3: 20

Assessment Objectives

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

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