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Psychology B PSYB1

(Specification 2185)

Unit 1: Introducing Psychology

Final

Mark Scheme

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 students' 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 students' 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.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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 1ai
[AO1 = 1]

AO1 Genotype: refers to the genes an individual possesses/an individual's genetic make-up.

Question 1aii
[AO1 = 1]

AO1 Phenotype: refers to the observable traits or characteristics shown by the individual; these traits/characteristics are due to the combined effect of genes and environment.

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

AO1 Up to 2 marks for description of the actions of the autonomic nervous system.
Likely points: one section of the autonomic nervous system (sympathetic nervous system) responds to a perceived threat/ it produces physiological changes that prepare the body for fight or flight (the alarm response) (1), and the other section (parasympathetic nervous system) restores normal physiological functioning when the threat has passed (1).
If candidates simply state *flight or flight* and *rest and digest* with no further explanation 1 mark only.

AO2 Up to 2 marks for application to the description. One mark for application to sympathetic activity – breathing quickens, mouth dries, heart pounds. One mark for application to parasympathetic – breathing slows down/becoming calm.

Maximum of 2 marks if 'sympathetic' and 'parasympathetic' sections are mislabelled in AO1 description

Question 1ci
[AO2 = 2]

AO2 Up to 2 marks for application of knowledge of the psychodynamic approach to Marc's behaviour. There must be a link to Marc's behaviour – either controlled or violent – in the answer.

Likely points: use of defence mechanisms to cope with Marc's anxieties/uncontrolled id/weak superego – kicking the drinks machine; repressed anger – keeping feelings under control.
Candidates might suggest Marc's behaviour is a result of childhood trauma or maternal deprivation or identification with a violent father.

One mark for a brief/muddled applied answer

Question 1cii
[AO2 = 2]

AO2 Up to 2 marks for application of knowledge of the behaviourist approach to Marc's behaviour. There must be a link to Marc's behaviour – either controlled or violent – in the answer.

Likely points: learning by association, principles of operant conditioning and/or types of reinforcement of violent acts/violent acts have resulted in direct rewards. Accept vicarious reinforcement as an explanation – violent behaviours acquired after exposure to violent actions in the environment.

One mark for a brief applied answer or muddled reference to behaviourist concepts in an applied answer

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), average to weak (3 – 5 marks) or poor (1 – 2 marks). Examiners should be guided by the band judgement when annotating.

AO1 Up to 5 marks for knowledge in detail of features and/or assumptions of the cognitive approach. These might include: the requirement that cognitive processes must be studied if human behaviour is to be understood; mental processes mediate between the stimulus and response; human information processing is analogous to the way a computer works – input, storage and retrieval systems, hardware and software; the use of models to explain internal/mental processes; propose stage-based processing; human behaviour should be studied scientifically.
Credit description of models to illustrate features – max 2 marks
Credit description of evidence – 1 mark.

AO3 Up to 5 marks for discussion of the strengths and limitations of methods used by cognitive psychologists. Candidates are likely to refer to the use of laboratory based experiments.
Credit evaluation of use of models and evaluation of methods used in cognitive neuroscience.
Likely strengths which might be expanded by discussion: there is a high degree of control over variables which means that a cause and effect relationship can be established; variables are operationalised to make measurements accurate and objective; standardisation of procedures means research can be replicated to enhance reliability; as participants are usually aware they are participating there is a measure of ethical treatment; participants are usually human rather than animal research. Credit reference to field experiments and the inclusion of observation as part of the research method in some instances with resulting increased ecological validity. Credit reference to the use of case studies and their impact on theory and the suggestion that these may be more scientific in cognitive psychology than in psychodynamic.
Likely limitations which might be expanded by discussion: artificiality of the situation impacts on ecological validity; ecological validity often affected by narrowness of dependent variables so that sight is lost of behaviour as a whole; use of artificial stimuli – eg nonsense words/ambiguous figures affect generalisability; awareness of participation means people taking part may exhibit demand characteristics which could affect reliability and/or validity of the research.
Credit contrast with methods used in other approaches where the relevance to strength or limitation is made clear.
Credit use of evidence to illustrate discussion of strengths and limitations of the research methods used in the cognitive approach.

Mark Bands

9 – 10 marks Very good answers

There is accurate, well organised and detailed description of the features of the cognitive approach showing sound knowledge. There is clear, coherent and detailed evaluation of the research methods used in the approach with focus on both strength(s) and limitation(s). Most discursive points are well developed. The answer is well focused and contains 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 accurate description of the cognitive approach showing knowledge of some of the features of the approach. There is evaluation of the research methods used in the approach. Some discursive points are well developed although some points may be stated rather than discussed. The answer is mostly focused on the question, shows some organisation although there may be some misunderstanding.

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 knowledge of the cognitive approach and/or basic/limited evaluation of the research methods used in the approach. The answer may lack balance between description and evaluation. The answer may lack focus. There may be substantial inaccuracy and/or irrelevance at the bottom of the band.

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 cognitive approach and/or evaluation of the research methods associated with that 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: 9
Total AO2 marks for Question 1: 6
Total AO3 marks for Question 1: 5
Total marks for Question 1: 20

Section B Gender Development

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

AO1 One mark for a brief explanation of modelling in gender development.
Likely answers: modelling is a process whereby a child/individual imitates the (gender-related) behaviour of a chosen person – a role model.

AO2 One mark for application to the article.
The article suggests that the young girl models the behaviour of her mother by imitating 'putting on make-up'.

Alternative answer: [When people produce behaviours they are modelling them – providing an opportunity for others to learn how to do something.]
Modelling is when an adult exhibits (gender related) behaviour for a child to imitate/copy, (AO1). In the article, the mother is modelling 'putting on make-up' and the young girl imitates this behaviour by trying to do the same, (AO2).

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

AO1 One mark for the reason suggested.
Likely reasons: copying is not perceived to be appropriate; lack of identification or similarity between model and other; presence of punishment or criticism for the behaviour; lack of 'attractiveness' of the model; lack of: attention to the behaviour or model/motivation to produce the behaviour/retention of the behaviour/competence to produce the behaviour.

AO2 One mark for a gender-related example of a behaviour that is not imitated that matches the reason given.
Possible answers: an example of presence of criticism would be the young girl does not copy her father washing the car because she has been told, 'that's a man's job.'

Question 2c
[AO2 = 3]

AO2 One mark for recognition that all the children have acquired gender identity/can label themselves (and others) as male or female accurately.

One mark for recognition that few have acquired gender constancy/ understood that each person's gender is fixed across time and situations, despite superficial changes like clothing.

One mark for valid interpretation of the results in the table for both questions eg expressed as 'higher/fewer, more than.'
This mark might be embedded in the answers given above, ie the stage descriptions.

Question 2d
[AO3 = 3]

AO3 One mark for identification of a methodological problem that could be relevant to asking young children questions.
Likely answers: children may not understand the questions being asked; children may have limited communication skills; subjectivity involved in categorising the responses; practical issue of gaining consent.
Can accept conferring.

One mark for an explanation of why/how this is a problem. Accept reliability/validity.

One mark for explanation of the impact of the problem identified on the results/investigation.

Possible answer: Children may have limited communication skills (1). This means that they may not be able to express their actual knowledge very clearly and/or the researcher may not be able to understand exactly what the child means (1). So the results of the study – the data obtained – may not reflect accurately the knowledge of the child – it is not measuring what it intends to measure so is not valid (1).

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 (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.

AO1 Up to 5 marks for knowledge in detail of features and assumptions of psychoanalytic theory that are relevant to gender development. Features might include: description of the stage theory of gender development – focus must be on the phallic stage; the Oedipus and Electra complexes; the role of the unconscious; the role of parents; identification process involving internalisation of same-sex parent's behaviours. Credit description of relevant evidence/studies eg Little Hans – 1 mark.

AO2 Up to 5 marks for evaluation of Freud's psychoanalytic theory of gender development.
Up to 3 of these marks are for the following:
Likely points, which must be evaluative rather than just statements: the explanation derives from concepts that are largely untestable – the unconscious conflicts in the phallic stage, unconscious use of defence mechanisms as in the case of Little Hans' phobia; the requirement of a same-sex parent for the process of identification – Malinowski 1929 Trobriand Islander study.
Credit comparison of psychoanalytic explanations of gender with alternatives other than the biological explanation.

Up to 2 marks are reserved for evaluation of the psychoanalytic explanation of gender which is based on comparison with the biological explanation of gender.

Likely points, which must be evaluative or analytical rather than just stated differences: Psychoanalytic explanations focus on the role of society, especially childhood experiences and familial relationships whereas biological explanations study chromosomal abnormalities such as Turner's and Klinefelter's syndromes. Biological factors impact on gender development rather than untestable/ unconscious forces. Biological explanations use scientific methods, studying sex hormones experimentally, (Van Goozen 1995, Tricker 1996, Dabbs 1995), which means the theories are testable, unlike Freudian explanations. Some biological research is conducted using non- human participants, psychoanalytic explanations do not do this.
Credit use of evidence.

Maximum 8 marks if evaluation does not make reference to the biological explanation for gender.

Mark Bands

9 – 10 marks Very good answers

There is accurate, well organised and detailed description of the features of the psychoanalytic explanation of gender development showing sound knowledge. There is clear, coherent and detailed evaluation of strengths and limitations of the psychoanalytic explanation and clear comparison with the biological explanation. Most discursive points are well developed. The answer is well focused on gender and contains 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 accurate description of the psychoanalytic explanation of gender development showing knowledge of some of the features. There is evaluation of the explanation which may include comparison with the biological explanations. Some discursive points are well developed although some points may be stated rather than discussed. The answer is mostly focused on gender, shows some organisation although there may be some misunderstanding.

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 psychoanalytic explanation of gender development and/or basic/limited evaluation of this explanation which might include reference to biological explanations. The answer may lack focus on gender. There may be substantial inaccuracy and/or irrelevance at the bottom of the band.

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 psychoanalytic explanation and/or evaluation of this explanation of gender development. 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: 7
Total AO2 marks for Question 2: 10
Total AO3 marks for Question 2: 3
Total marks for Question 2: 20

Section C Research Methods

Question 3a
[AO3 = 2]

AO3 One mark for either B or C.

One mark for an appropriate advantage of using open questions.
Likely points: open questions provide depth/detail/greater diversity of responses/more meaningful information in the response; they avoid participant frustration associated with fixed choice responses.

Question 3b
[AO3 = 2]

AO3 One mark for an appropriate conclusion that might be drawn, eg: the majority of people **regard themselves** as kind and helpful people.(Accept alternatives such as 'see themselves, believe or think they are/say they would')

One mark for justification of the answer with reference to the data given, eg: the number of people who reported they would help the person is much higher than any other response given (about 75% said they would help the person).

Accept other valid conclusions with an appropriate matching justification.

Question 3c
[AO3 = 2]

AO3 Up to 2 marks for an appropriate experimental hypothesis. For full credit the hypothesis must be a testable statement and contain both the IV and DV.

Possible answers for 2 marks:
Non-directional: There is a difference in the number of participants who go to help/ help someone when the participant waits alone and when the participant waits with another person.

Directional: More participants who wait alone go to help/help someone than participants who wait with another person. (Accept 'Fewer'.)

Accept null version of the hypothesis.

Possible answers for 1 mark:

There will be a difference in the number of participants who go to help/help in Condition 1 and Condition 2

People who wait alone are more likely to go to help/help than people than people who wait with someone else.

Question 3d
[AO3 = 3]

AO3 One mark for identification of a possible extraneous variable.
Likely answers: the behaviour of the interviewer who 'falls'; the behaviour of the confederate in the waiting room. Accept EVs based on participant variables eg gender and appropriate condition variables such as 'noise.'

One mark for explaining why the EV should be controlled.

One mark for explaining how it could be controlled.

Possible answers:
The behaviour of the interviewer who falls must be the same – the same sounds and cries so that each participant has the same incident to react to. This could be controlled by using a taped recording of the falling and crying out.
The behaviour of the confederate must be the same so that each participant has the same environment in the waiting room. This could be controlled by using the same person as a confederate who has a script he/she follows for each participant.

Question 3e
[AO3 = 3]

AO3 One mark for identification of the experimental design as independent groups/ measures.

Up to 2 marks for explanation of why this is a suitable design for this study.
Likely points: the participants can only be exposed to the person 'falling' once (1) as they will then have some understanding of what the study is trying to find out and their behaviour will be affected by this knowledge (lack of naivety) (1).

Maximum of 1 mark for generic explanations not linked explicitly to the study

Question 3f
[AO3 = 2]

AO3 Up to 2 marks for an outline of the procedure of random sampling:

Possible answer:
Put the name of every first year student at the university into a hat (number every first year student)(1).
Draw out 40 names or numbers for the sample (use a random number table/computer program to generate a set of 40 numbers – this represents the sample) (1).

Question 3g
[AO3 = 2]

AO3 One mark for an appropriate suggestion.
Likely answer: Bar chart/bar graph, frequency graph. Accept pie chart.

One mark for justification of the suggestion.
Likely point: the display clearly demonstrates the numerical difference between the two conditions. Credit discrete data/categorical data.

If more than one graphical display is listed – mark the first answer.

Question 3h
[AO3 = 4]

AO3 For each of the TWO points, allow one mark for identification of the point and one further mark for discussion of why that point should be raised when the participants are debriefed. Max 2 marks for each point.

For full marks at least one of these points must focus on imparting the aim/purpose of the study or detail of the two conditions.

One further mark for discussion of the chosen point.

Maximum 2 marks if only ethical issue(s) discussed. These 2 marks can only be given for **one** ethical issue (1) that is appropriately discussed (1).

Likely points: explanation of the aim of the study; explanation of the use of independent groups; ethical issues, (these include deception, protection from harm/treating participants with respect; right to withdraw data from the study.)

Verbatim answers are likely to be credited with a maximum of two marks as there would be no discussion/explanation.

Assessment Objectives Grid

Question	AO1	AO2	AO3
1ai	1		
1aii	1		
1b	2	2	
1ci		2	
1cii		2	
1d	5		5
Total	**9**	**6**	**5**
2a	1	1	
2b	1	1	
2c		3	
2d			3
2e	5	5	
Total	**7**	**10**	**3**
3a			1+1
3b			2
3c			2
3d			3
3e			3
3f			2
3g			2
3h			4
Total	**0**	**0**	**20**
TOTAL	**16**	**16**	**28**

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