

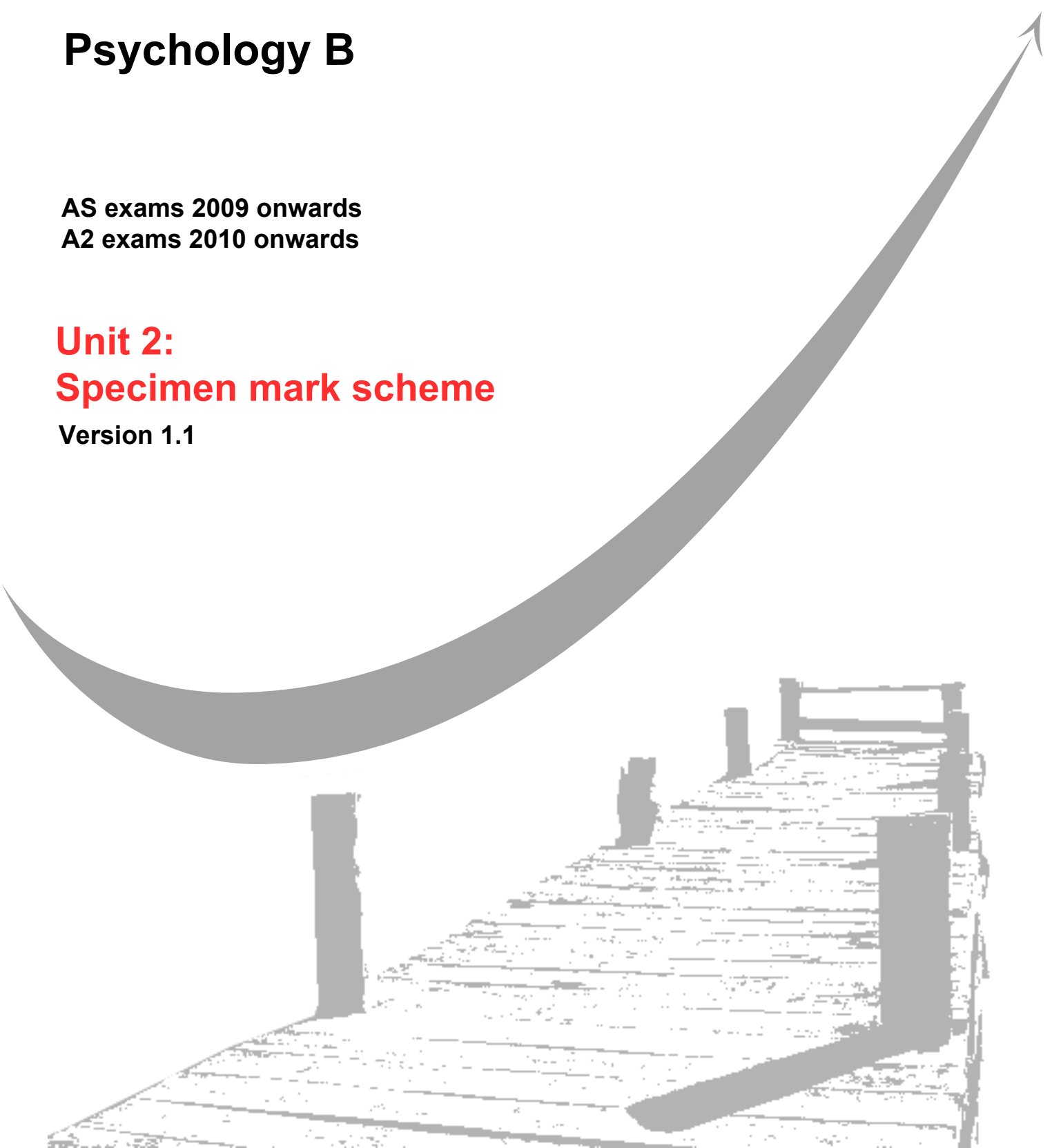
**GCE**  
**AS and A Level**

# **Psychology B**

**AS exams 2009 onwards**  
**A2 exams 2010 onwards**

## **Unit 2:** **Specimen mark scheme**

**Version 1.1**





## **General Certificate of Education**

# **Psychology**

## *Specification B*

**Unit 2 (PSYB2)    Social Psychology,  
Cognitive Psychology and  
Individual Differences**

# **Specimen Mark Scheme**

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## Section A Social Psychology

1

Total for this question: 20 marks

In a study of social facilitation, students were each asked to throw balls into a bin from a distance of 4 metres. Each student was given 5 balls.

In condition 1, each student in the group was alone during the task. In condition 2, a different group of students was then asked to carry out the same task, but this time with an audience of students watching.

The number of balls in the bin was counted after each student performed the task.

The results were as follows.

Table 1(not shown here)

(a) (i) Explain whether or not the results in **Table 1** show that social facilitation took place in this experiment. (2 marks)

**[AO3 = 2]**

1 mark for stating that the results demonstrate social facilitation, plus 1 mark for explanation, which might be in terms of the difference between the means or in terms of explanation of the meaning of social facilitation. Accept other valid explanations.

(a) (ii) Explain **one** advantage and **one** disadvantage of using a different group of students in condition 2 of the experiment. (4 marks)

**[AO3 = 4]**

Up to 2 marks for advantage. Likely points include: there will not be a practice effect; so procedural variables are better controlled.

Up to 2 marks for disadvantage. Likely points include: there might be uncontrolled subject variables/students in one group might happen to be better at throwing the balls.

1(b) A group of designers have to decide on a new company logo. The majority of the group prefer a modern logo but Jack prefers a more traditional design. Identify **two** factors which, according to Asch, might have an effect on whether or not Jack conforms to the group norm. For **each** factor explain whether it would lead to an increase or a decrease in the likelihood of Jack conforming. (4 marks)

**[A01 = 2, A02 = 2]**

1 (A01) mark for identifying each factor, up to 2, plus 1 (A02) each for stating the effect it would have on Jack's decision. Likely answers:

Group size (1) Jack's conformity would increase with group size/but only up to 3 or 4 (1)  
Unanimity/size of majority (1) Unanimous majority more likely to lead to Jack's conformity (1)  
Task difficulty (1) Jack's conformity would increase with task difficulty (1)  
Presence of another dissenter (1) Would decrease Jack's conformity (1)  
Presence of another dissenter, who then begins to conform (1) Would increase Jack's conformity (1)  
Opinion expressed in public (rather than in private) (1) Would increase Jack's conformity (1)  
Fear of ridicule (1) increases conformity (1)  
Perceived competence of other members (1) High perceived competence would increase Jack's conformity (1).

1(c) With reference to ethical issues, describe and evaluate Milgram's study of obedience. (10 marks)

**[A01 = 5]**

1 mark each (up to 3) for identifying relevant ethical issues: protection of participants; right to withdraw; informed consent; deception. Up to 2 marks each for description which could be a description of what the issue is about, or a description of how that issue occurred in Milgram's work (or a combination).

**[A02 = 5]**

Marks should be awarded for evaluative points explaining the potential negative consequences of the issues described. For example, candidates might refer to the potential for continued distress or the effect of the issue on the reputation of psychology.

Marks should also be awarded for valid counter-arguments justifying the research, eg that giving the right to withdraw would mean that obedience could not be tested. Reference to debriefing, even if not referred to in (c)(i) can also be made relevant here.

**Maximum 6 marks if only one issue referred to**

**Mark Bands**

8 – 10 marks **Good answers**

The answer gives an accurate, well-organised and detailed description of relevant ethical issues. There is clear, coherent and detailed evaluation. The answer is well focused with little or no misunderstanding.

The answer is well-structured with effective use of paragraphs and sentences. There are very few errors of spelling and punctuation.

4 – 7 marks    **Average answers**

The answer gives a reasonably accurate and organised description of ethical issues. There is reasonable evaluation, although it may lack clarity and coherence. There might be some irrelevance, inaccuracy or lack of focus.

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

1 - 3 marks    **Poor answers**

The answer is likely to be poorly focused but gives some basic or limited knowledge and/or evaluation of a relevant ethical issue.

There is little evidence of structure in terms of correct use of sentences and paragraphs. There are frequent errors of spelling and punctuation.

0 marks        **No relevant content**

Total A01 marks for question 1 = 7

Total A02 marks for question 1 = 7

Total A03 marks for question 1 = 6

**Total marks for question 1 = 20**

2

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

- (a) Outline what is meant by the *primacy effect* and briefly explain how it might affect a judge's impression of an ice-skater's performance in an ice-skating competition. (4 marks)

**[A01 = 2, A02 = 2]**

2 A01marks for knowledge of the primacy effect. Relevant points: Information presented at the start of an encounter (1) influences (social perception) more than information presented later. (1)

2 A02 marks for application to the example.

Sample answer: a skater who skates well at the start of the performance might be judged to be judged more positively/get higher marks (1).

- (b) In a study of the primacy effect, a researcher gave one group of participants (Group A) a list of traits describing a person. The list started with positive traits, such as 'intelligent' and ended with negative traits, such as 'stubborn'.

The researcher then asked the participants to rate how likeable that person was, using the rating scale below.

1	2	3	4	5	6	7	8	9	10
<b>Not at all likeable</b>					<b>Very likeable</b>				

A different group of participants (Group B) completed the same task, except that the list of traits was presented in the reverse order, i.e. negative traits first.

- (i) Assuming a primacy effect occurred in this experiment, explain how the participants' ratings in the two groups might be expected to differ. (2 marks)

**[A03 = 2]**

2 marks for clear statements such as: Participants in group A are likely to give more positive/higher ratings of likeability than those in Group B. Less clear or partial answers may receive 1 mark.

- (ii) Briefly explain how this experiment might be said to lack ecological validity. (2 marks)

**[A03 = 2]**

Up to 2 marks for explaining lack of ecological validity in this case. Likely points: Participants judged a person on the basis of a list of traits, not on the basis of meeting/observing them (1) We rarely/never form judgements of people in this way (1) so the study was not true to life (1).

- (iii) Briefly explain **one** way in which the researcher could have increased ecological validity in this study. (2 marks)

**[A03 = 2]**

Up to 2 marks for one way of increasing ecological validity; Likely answers: use more detailed descriptions of a person (1) like the description of 'Jim' used by Luchins (1); or use observation of a real person (1) e.g. observe a person answering questions, as in Jones et al (1).

2(c) Describe and evaluate the Authoritarian Personality as an explanation for prejudice.  
(10 marks)

[A01 = 5, A02 = 5]

Up to 5 marks for description. Likely points: A person who is hostile to /dismissive of people of lower status; but respectful of people of higher status; highly conformist; tending to extreme political views; fascism/ anti-Semitism; believed to result from harsh parenting.

Up to one mark for description of relevant evidence.

Up to 5 marks for evaluation, likely to include

- analysis of how this leads to prejudice (projection of hostility towards parents onto minority groups);
- reference to supporting or contradictory evidence (eg Adorno et al);
- arguments against, eg personality unlikely to explain prejudices that are very extensive in the population; unlikely to provide a complete explanation.
- reference to and analysis of other more plausible explanations, eg competition for resources, Social Identity Theory

### Mark Bands

#### 8 – 10 marks **Good answers**

The answer gives an accurate, well-organised and detailed description, with clear, coherent and detailed evaluation. It is well focused with little or no misunderstanding.

The answer is well-structured with effective use of paragraphs and sentences. There are very few errors of spelling and punctuation.

#### 4 – 7 marks **Average answers**

The answer gives a reasonably accurate and organised description. There is reasonable evaluation, though it may lack some clarity, coherence and detail. There might be some irrelevance or lack of focus.

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

#### 1 – 3 marks **Poor answers**

The answer is likely to be poorly focused but gives some basic or limited relevant knowledge/evaluation.

There is little evidence of structure in terms of correct use of sentences and paragraphs. There are frequent errors of spelling and punctuation.

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

Total A01 marks for question 2 = 7

Total A02 marks for question 2 = 7

Total A03 marks for question 2 = 6

**Total marks for question 2 = 20**



## Section B Cognitive Psychology

3

Total for this question: 20 marks

- (a) The table below (not included here) lists some features of the multi-store model of memory.

In your answer book, write down the words or phrases that have been missed out from the table for (i), (ii), (iii) and (iv). (4 marks)

**[A01 = 4]**

1 mark each for:

- (i) Long-term memory/store
- (ii) Limited/7 (+/- 2)
- (iii) Up to a lifetime
- (iv) (Mainly) acoustic

- (b) (i) Name and outline **one** explanation for forgetting from short-term memory.

(2 marks)

**[A01 = 2]**

1 A01 mark for naming explanation – likely to be decay or displacement.

1 A01 mark for explanation – depending on explanation chosen.

Decay, loss/fading of memory trace with time.

Displacement, stored information pushed out by incoming information.

- (b) (ii) Suggest **one** criticism of the explanation for forgetting you have used in your answer to (b) (i). (1 mark)

**[A02 = 1]**

One mark for relevant criticism.

Eg displacement does not explain why it is not always the earliest information in the sentence that is lost; decay theory does not really explain short term forgetting since the information has not been permanently stored in the first place.

- (c) Episodic, semantic and procedural are types of long-term memory. In your answer book, write down whether **each** of the following statements is an example of episodic, semantic or procedural memory.

- (i) John can remember information for the 'theory' part of the driving test;
- (ii) John can remember where the driving test centre is;
- (iii) John can remember how to change gear, without really thinking about it.

(3 marks)

**[A02 = 3]**

- (i) semantic    (ii) semantic    (iii) procedural

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(d) Describe and evaluate the working memory model.	(10 marks)
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**[A01 = 5]**

Up to 5 marks. 1 each (up to 2) for identifying components: central executive, articulatory loop, primary acoustic store, visuo-spatial sketchpad. Credit alternative wording eg phonological loop. Plus 1 mark each for correctly describing these. Also credit other features of the model, eg not a unitary store, limited capacity and duration (1 mark each).

**[A02 = 5]**

Up to 5 marks for evaluation:

- Identifying and explaining how the model improves on the STM, eg recognition of several modalities, recognition that more than one task can be performed at the same time; recognition of this as an active store.
- Use of evidence to support or refute the model.
- Analysis involved in explaining studies, eg how articulatory suppression studies work
- Reference to practical applications of the model, eg in reading skills

**Mark Bands**

**8 – 10 marks Good answers**

The answer gives an accurate, well-organised and detailed description, with clear, coherent and detailed evaluation. It is well focused with little or no misunderstanding.

The answer is well-structured with effective use of paragraphs and sentences. There are very few errors of spelling and punctuation.

**4 – 7 marks Average answers**

The answer gives a reasonably accurate and organised description. There is reasonable evaluation, although it may lack some clarity, coherence and detail. There might be some irrelevance or lack of focus.

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

**1 – 3 marks Poor answers**

The answer is likely to be poorly focused but gives some basic or limited relevant knowledge/evaluation.

There is little evidence of structure in terms of correct use of sentences and paragraphs. There are frequent errors of spelling and punctuation.

**0 marks No relevant content**

Total A01 marks for question 3 = 11

Total A02 marks for question 3 = 9

**Total marks for question 3 = 20**

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4

**Total for this question: 20 marks**

(a) Identify **two** monocular depth cues in the drawing above. (2 marks)

**[A02 = 2]**

1 mark each for two relevant cues: linear perspective; superimposition; relative size; texture gradient; height in plane

(b) Describe **one** study in which the effect of emotion on visual perception was investigated. Indicate why the study was conducted, the procedure used, the results obtained and the conclusion drawn. (4 marks)

**[A01 = 4]**

Likely studies include McGinnes (1949), Lazarus & McCleary (1951), Worthington (1969).

1 mark – why study was conducted (must go beyond the stem), eg by specifying the influence, eg perceptual defence or sensitisation.

1 mark - information about the procedure

1 mark – indication of results

1 mark – indication of conclusion to be drawn

(c) (i) Outline what is meant by a distortion illusion. (2 marks)

**[A01 = 2]**

2 (A01) marks for outline. Likely points: A 2D/pictorial image (1) leads viewer wrongly to infer depth, such that the observer is likely to make a false judgement (1), eg of the length/size of one part of the image relative to another (1)

(c) (ii) Explain **one** limitation of using illusions to study perception. (2 marks)

**[A02 = 2]**

Likely answer: illusions are artificial stimuli (1) therefore do not inform about the workings of perception in real life (1).

4(d)	Describe and evaluate Gregory's theory of visual perception.	(10 marks)
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**[A01 = 5]**

Up to 5 marks for description. Likely points include: The theory assumes that what we perceive is a 'hypothesis'/inference (1) influenced by past experience (1) and expectations (1). This is a top-down approach (1) a constructivist theory (1) Concept driven (1)

**[A02 = 5]**

Up to 5 marks for evaluation:

- use of studies to support or refute the theory
- giving supporting examples, such as Gregory's explanation for ambiguous figures and distortion illusions
- analysis of how these explanations work, eg why the Necker cube percept alternates
- criticisms, eg that supporting evidence is based on artificial cases of illusion, not everyday visual experience
- use of contrasting theories, eg Gibson specifically to criticise constructivist approach

**Mark Bands**

**8 – 10 marks Good answers**

The answer gives an accurate, well-organised and detailed description with clear, coherent and detailed evaluation. It is well focused with little or no misunderstanding.

The answer is well-structured with effective use of paragraphs and sentences. There are very few errors of spelling and punctuation.

**4 – 7 marks Average answers**

The answer gives a reasonably accurate and organised description. There is reasonable evaluation although it may lack some clarity, coherence and detail. There may be some irrelevance or lack of focus.

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

**1 – 3 marks Poor answers**

The answer is likely to be poorly focused but gives some basic or limited relevant knowledge/evaluation.

There is little evidence of structure in terms of correct use of sentences and paragraphs. There are frequent errors of spelling and punctuation.

**0 marks No relevant content**

Total A01 marks for question 4 = 11

Total A02 marks for question 4 = 9

**Total marks for question 4 = 20**

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## Section C Individual Differences

5

Total for this question: 20 marks

- (a) (i) If Colin goes into the town centre, he begins to feel faint and sweaty. He is terrified that something awful is going to happen to him.

State whether or not Colin has a phobia. Justify your answer. (2 marks)

**[A02 = 2]**

This is a phobia (1) plus justification such as an irrational panic response (1)

- (ii) Mandy is taking her pet dog for a walk, when a much larger dog runs towards her, growling. Mandy feels scared and her mouth goes dry. State whether or not Mandy has a phobia. Justify your answer. (2 marks)

**[A02 = 2]**

This is not a phobia (1) plus explanation, eg the fear is not irrational – dogs can be dangerous (1)

- (b) With reference to a behaviourist explanation for phobias, suggest why someone might develop a phobia of trains. (4 marks)

**[A01=3, A02=1]**

Up to 3 (A01) marks for knowledge of a behaviourist explanation for phobias. Likely points include: exposure to one unpleasant experience (1) can lead to classical conditioning/learning of an association between a feature of that experience and a fear response (1) including up to 2 marks for use of relevant terminology e.g. conditioned stimulus. Credit appropriately labelled diagram.

1 (A02) mark for application to train scenario, eg a person developing a phobia of trains after seeing shocking photos of train crash victims.

- (c) Outline the process of flooding as used to treat phobias. (2 marks)

**[A01 = 2]**

Up to 2 marks for: Sudden/total (1) exposure to fear arousing situation (1) illustration with consistent example, eg shutting a person in a room with spiders (1). Accept answers based on real or imaginal exposure.

(d) Describe and evaluate a psychodynamic explanation for obsessive-compulsive disorder. (10 marks)
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**[A01 = 5]**

Up to 5 marks for information about psychodynamic explanation. Likely points: the condition results from fixation; at the anal stage of psychosexual development; the real motive behind the disorder is concealed/unconscious; the real motive might not be closely related to the object of the OCD; the object of the OCD might symbolise the real object; eg fear of dirt symbolising fear of sex.

One of the description marks may be awarded for displaying knowledge of the nature of OCD – likely points; frequent/repeated involuntary thoughts about one thing; frequent/repeated/ritualistic behaviour related to the object of the obsession, eg excessive fear of germs/excessive hand washing.

**[A01 = 5]**

Up to 5 marks for evaluation eg:

- Commenting on the plausibility/implausibility of the explanation
- Commenting on the difficulty of testing such an explanation
- Use of studies to refute or support explanation.
- Use of other explanations, eg cognitive, behaviourist, etc, specifically to criticise the psychodynamic explanation
- Commenting on (the relative) effectiveness/ineffectiveness of the psychodynamic approach to treat OCD as evaluation of the explanation.

**Mark Bands**

**8 – 10 marks Good answers**

The answer gives an accurate, well-organised and detailed description with clear, coherent and detailed evaluation. It is well focused with little or no misunderstanding.

The answer is well-structured with effective use of paragraphs and sentences. There are very few errors of spelling and punctuation.

**4 – 7 marks Average answers**

The answer gives a reasonably accurate and organised description. There is reasonable evaluation, although it may lack some clarity, coherence and detail. There might be some irrelevance or lack of focus.

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

1 – 3 marks **Poor answers**

The answer is likely to be poorly focused but gives some basic or limited relevant knowledge/evaluation.

There is little evidence of structure in terms of correct use of sentences and paragraphs. There are frequent errors of spelling and punctuation.

0 marks **No relevant content.**

Total A01 marks for question 5 = 10

Total A02 marks for question 5 = 10

**Total marks for question 5 = 20**

6

Total for this question: 20 marks

(a) Three of the following are symptoms that commonly occur in cases of autism. In your answer book, write down the **three** that **are** symptoms of autism.

Persistent clinging to parents

Extreme sensitivity to pain

Restricted speech

Repetitive behaviours

Excessive pretend play

Lack of empathy

(3 marks)

[A01 = 3]

1 mark each (up to 3) for: restricted speech, repetitive behaviours, lack of empathy.

(b) (i) Outline what is meant by *aversion therapy*.

(2 marks)

[A01= 2 ]

2 marks; Likely points: Associating an unpleasant stimulus (1) with another stimulus that is the focus of some problem behaviour (1). One of these points can be made using an example, eg use of an emetic drug to 'cure' addiction.

(b) (ii) Briefly explain how aversion therapy has been used in cases of autism. (3 marks)

[A02 = 3]

Up to 3 marks for specific details of application. Sample answer: to reduce self harm (1) a loud noise (1) could be made every time the client intentionally hits his head (1).

(b) (iii) Outline **one** criticism of the use of aversion therapy in cases of autism. (2 marks)

[A02 = 2]

1 mark for stating criticism, plus 1 for elaboration/accurate detail. Several answers are likely, including:

The use of aversive stimuli is unethical; intentionally causes suffering.

Aversion therapy treats the symptoms, not the cause.

The therapy suppresses some behaviours, but other problem behaviours are often developed as substitutes, eg less observable techniques of self-harm.



(c) Describe and evaluate the theory of mind explanation of autism. Refer to empirical evidence in your answer. (10 marks)
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**[A01 = 5, AO2 = 5]**

Up to 5 marks for description. Likely points include: the view that some problems associated with autism result from the lack of an understanding of the mental states of others; and the links between mental state and behaviour; also known as mind blindness; leading to difficulty in attributing states of mind to others; and understanding the likely intentions of others. Up to 2 of these marks can be credited for illustration of these points, eg with reference to empirical evidence.

Up to 5 marks for evaluation eg:

- Commenting on the value of TOM as an explanation for specified symptoms – mainly lack of social skills/empathy; ability of TOM to explain why cognitive deficits apply mainly to social cognition.
- Criticisms including points such as; fails to explain the full range of autistic symptoms/deficits; fails to explain the positive symptoms of some autistic people, eg exceptional abilities
- Use of other explanations specifically to criticise TOM, eg weak central coherence explanation
- Use of evidence, eg Baron-Cohen, Leslie & Frith (1985) to support or refute explanations.

### Mark Bands

#### 8 – 10 marks **Good answers**

The answer gives an accurate, well-organised and detailed description, with clear, coherent and detailed evaluation. It is well focused with little or no misunderstanding.

The answer is well-structured with effective use of paragraphs and sentences. There are very few errors of spelling and punctuation.

#### 4 – 7 marks **Average answers**

The answer gives a reasonably accurate and organised description. There is reasonable evaluation, although it may lack some clarity, coherence and detail. There might be some irrelevance or lack of focus.

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

#### 1 – 3 marks **Poor answers**

The answer is likely to be poorly focused but gives some basic or limited relevant knowledge/evaluation.

There is little evidence of structure in terms of correct use of sentences and paragraphs. There are frequent errors of spelling and punctuation.

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

Total A01 marks for question 6 = 10  
Total A02 marks for question 6 = 10  
**Total marks for question 6 = 20**

**ASSESSMENT OBJECTIVE GRID - PSYB2**

<b>Question</b>	<b>A01</b>	<b>A02</b>	<b>A03</b>	<b>Total</b>
1 (a) (i) (ii) (b) (c)	2 5	2 5	2 4	20
2 (a) (b) (i) (ii) (iii) (c)	2 5	2 5	2 2 2	20
3 (a) (b) (i) (ii) (c) (d)	4 2 5	1 3 5		20
4 (a) (b) (c) (i) (ii) (d)	4 2 5	2 2 5		20
5 (a) (i) (ii) (b) (c) (d)	3 2 5	2 2 1 5		20
6 (a) (b) (i) (ii) (iii) (c)	3 2 5	3 2 5		20
<b>Total</b>				<b>60</b>