Mark Scheme (Results)

Autumn 2020

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.

- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.

- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.

- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.

- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.

- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.

- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.

- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Section A - Social Psychology

Question Number	Answer	Mark
1	**AO2 (2 marks)** Up to **two** marks for a description of social impact theory in relation to the scenario. For example: • Mrs King is only one source of authority but there are 29 students, so her impact is divided over a high number of targets (1). The students ignore her instruction as there is a diffusion of responsibility across the targets so Mrs King's social force decreases (1). **Look for other reasonable marking points.** **Answers must relate to the scenario.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
2 (a)	**AO2 (3 marks)** **One** mark for correct identification of the measure of central tendency shown at each data point. • A - Mode (1) • B - Median (1) • C - Mean (1) **Look for other reasonable marking points.**	**(3)**

Question Number	Answer	Mark
2 (b)	**AO2 (1 mark)** **One** mark for accurately interpreting the data in relation to the scenario. For example: • Most drivers did not exceed the speed restriction of 30mph in Jake's local town (1). **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
3	**AO2 (4 marks)** Up to **four** marks for explanation of realistic conflict theory in relation to the scenario. For example: • The in-group and out-group formation starts with the netball teams being on opposing sides of the competition (1). Shouting at the opposing team supporters shows signs of outgroup hostility towards the other group (1) which increases the in-group solidarity between the supporters of the home netball team (1). The presence of the limited resource of the netball cup is a basis for increased conflict between the supporters (1). **Look for other reasonable marking points.** **Answers must relate to the scenario.** **Generic answers score 0 marks.**	**(4)**

Question Number	Indicative Content	Mark
4	**AO1 (4 marks), AO3 (4 marks)** **Burger (2009)** **AO1** • The same four verbal prods, such as 'please continue', were used with each participant throughout the experiment. • Participants were asked to electrocute a learner for incorrect responses to questions about word pairs. • The study was conducted in a laboratory room with equipment such as a shock generator and intercom. • The sample contained a total of 70 participants, with 29 men and 41 women whose ages ranged from 20 to 81 years. **AO3** • The same prods allowed Burger (2009) to accurately replicate the procedure each time to test the reliability of the obedience findings. • The task lacks mundane realism as people would not normally electrocute people for wrong answers, reducing task validity. • The context of the laboratory to test obedience was artificial and unnatural to the participants giving the findings low ecological validity for real life obedience. • There is population validity in Burger's (2009) results as his sample included a variety of ethnicities and both genders so may represent obedience in the general population. **Reicher and Haslam (2006)** **AO1** • A simulation prison was set up that included a standardised briefing about the rules and behaviours that they would be expected to follow in the prison setting. • The prisoners and guards were aware that their behaviour was being observed and recorded. • A sample of 15 males and 0 females was selected from an original 332 volunteers who had responded to an advert. • The roles of guard and prisoner were randomly allocated to participants without experimenter intervention. **AO3** • The simulation could be replicated to test for reliability as a result of the controls put in place for the prisoner and guard roles. • Knowing they were being watched may have created demand characteristics so the prisoners and guards could have behaved in ways they thought the experimenters wanted. • The sample was unrepresentative as it is androcentric so lacks population validity and cannot be generalised to role compliance in females.	**(8)**

- Random role allocation increases validity as it reduces experimenter bias in that it prevented active selection of the personalities most likely to conform to prisoner or guard.

Cohrs et al. (2012)

AO1
- The questionnaires were standardised, established questionnaires, so all participants received the same questionnaires for the Big Five personality dimensions, Right Wing Authoritarianism (RWA) and Social Dominance Orientation (SDO).
- Using closed questions with rating scales, such as the NEO Five Factor inventory scales of 1 (not true at all) to 7 (completely true) prevented the participants from explaining their answers.
- Opportunity sampling of people known to the researchers, such as acquaintances and neighbours, from the Eastern part of Germany was used to recruit participants for study one.
- The data about prejudice in study one was collected using one self-report and one peer report that participants were asked to give to a friend.

AO3
- The researchers can retest the standardised questionnaires they used increasing the reliability of the instruments used to test attitudes and prejudice.
- Closed questions reduce the validity of the findings about attitudes because the results do not represent the reasons why the participants may be prejudice.
- The sample from Eastern Germany lacks representativeness of different cultures, limiting generalisability of the findings about attitudes and prejudice.
- The use of the peer-reports and self-reports in the data collection allows Cohrs et al. (2012) to compare the results to determine the effectiveness of the methods when testing for links between openness to experience and agreeableness and prejudice.

Look for other reasonable marking points.

Level	Mark	Descriptor
		AO1 (4 marks), AO3 (4 marks) **Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer**
	0	No rewardable material.
Level 1	1-2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	3-4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	5-6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	7-8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

Section B - Cognitive Psychology

Question Number	Answer	Mark
5	**AO2 (2 marks)** Up to **two** marks for a description of one feature of the working memory model in relation to the scenario. For example: • Becca can read the name and location of each organ and use the phonological loop to hold the information in the phonological store (1) while using repetition in the articulatory rehearsal loop until the organ names and locations are transferred to long-term memory (1). **Look for other reasonable marking points.** **Answers must relate to the scenario.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
6(a)	**AO1 (2 marks)** Up to **two** marks for describing semantic memory. For example: • Semantic memory is the long term memory for factual information (1) for example knowing that Paris is the capital city of France (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
6(b)	**AO1 (1 mark), AO3 (1 mark)** **One** mark for identification of a strength (AO1). **One** mark for justification of the strength (AO3). For example: - There is supporting evidence that LTM has two distinct stores where episodic memories are stored separately to semantic memories (1) from Ostergaard (1987) where a boy with brain damage could not process episodic memories, but could make academic progress, showing the two stores are separate (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
7(a)	**AO2 (4 marks)**	**(4)**

Participant	Recall after an interference task (Condition A)	Recall with no interference task (Condition B)	Difference	Rank	Rank if positive	Rank if negative
A	8	12	**-4**	**5**		**5**
B	9	11	**-2**	**4**		**4**
C	6	12	**-6**	**7**		**7**
D	8	8	**0**	**-**	**-**	**-**
E	10	9	**1**	**2**	**2**	
F	10	11	**-1**	**2**		**2**
G	5	10	**-5**	**6**		**6**
H	5	4	**1**	**2**	**2**	
				Total:	**4**	**24**

One mark for accurate completion of difference column
One mark for accurate completion of ranked difference columns
One mark for accurate calculation of sum of both ranks
One mark for correct value of **T=4**

Question Number	Answer	Mark
7(b)	**AO2 (1 mark)**	**(1)**

One mark for a correct determination of significance.

- The calculated T value (4) is more than the critical value (2), so the results are not significant (1).

Look for other reasonable marking points.

Question Number	Indicative Content	Mark
8	**AO1 (4 marks), AO3 (4 marks)**	**(8)**
	AO1	
	• Research using case studies of brain-damaged patients can give qualitative data that describes memory functioning in detail.	
	• Brain damage is atypical and unique to the individual studied and there are rarely brain damage cases that are the same.	
	• Case studies can combine multiple research methods, such as observations, PET scanning and experimental methods.	
	• Case studies can follow the development of an individual with brain damage over a long period of time.	
	AO3	
	• Qualitative data can increase the validity of findings from case studies making them effective for investigating the memory of individuals.	
	• An idiographic approach to personal experiences of brain damage decreases the effectiveness of the case study method for establishing universal psychological laws of memory functioning.	
	• Triangulation of methodology in a case study can increase the scientific credibility of the findings about memory making the findings more effective in supporting theories and explanations.	
	• Using longitudinal methods, the individual can be reassessed several times so the data about their memory can effectively show developmental differences in degenerative disorders such as Alzheimer's.	
	Look for other reasonable marking points.	

Level	Mark	Descriptor
		AO1 (4 marks), AO3 (4 marks) **Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer**
	0	No rewardable material.
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Generic assertions may be presented. Limited attempt to address the question. (AO3)
Level 2	3–4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a generic or superficial assessment being presented. (AO3)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to an assessment being presented which considers a range of factors. Candidates will demonstrate understanding of competing arguments/factors but unlikely to grasp their significance. The assessment leads to a judgement but this may be imbalanced. (AO3)
Level 4	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical assessment, containing logical chains of reasoning throughout. Demonstrates an awareness of the significance of competing arguments/factors leading to a balanced judgement being presented. (AO3)

Section C - Biological Psychology

Question Number	Answer	Mark
9(a)	**AO2 (2 marks)** Up to **two** marks for a description of evolution and natural selection in relation to the scenario. For example: • Evolution and natural selection would suggest that David got into the fight because his aggression is a characteristic to aid his survival (1) as David needed to protect his girlfriend to reproduce with her and pass on his genes (1). **Look for other reasonable marking points.** **Answers must relate to the scenario.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
9(b)	**AO2 (1 mark), AO3 (1 mark)** **One** mark for identification of a weakness in relation to the scenario (AO2). **One** mark for justification of the weakness (AO3). For example: • There are alternative explanations for David's reaction to the man talking to his girlfriend that suggests his behaviour was learned and not biological (1). He may have learned his aggressive behaviour towards the man from observing and imitating other people fighting rather than an instinctive survival characteristic (1). **Look for other reasonable marking points.** **Answers must relate to the scenario.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
10	**AO2 (4 marks)** Up to **four** marks for a description of a correlational research method in relation to the scenario. For example: • Lauren could advertise for students on campus to take part in her study on aggression and select a sample from any students and staff who volunteer (1). She could ask her participants to give a self-reported aggression score on a scale from 0 (not aggressive) to 10 (very aggressive) (1). Lauren would also ask the participants to rate their level of hunger at the time they complete their aggression score (1). Lauren would compare the aggression scores with hunger levels for each participant to see if there is a relationship between hunger and aggression (1). **Look for other reasonable marking points.** **Answers must relate to the scenario.** **Generic answers score 0 marks.**	**(4)**

Question Number	Indicative Content	Mark
11	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Freud stated that the ego employs a range of defence mechanisms to deal with conflict and problems in life. • In Freud's view aggression originates from the redirection of self-destructive death instincts away from the self towards others. • Catharsis is a way of venting aggression, it involves releasing internal emotions such as anger or frustration. • Displacement is when a person uses an alternative object to satisfy an impulse, such as a punch bag to displace aggression. **AO3** • Components of personality such as the ego are difficult to measure as they do not exist as a specific region of the brain so Freud's ideas lack scientific credibility. • Biological psychology provides evidence that aggression is not a death instinct but has biological roots, for example Dabbs et al. (1995) found high levels of testosterone in 692 male prisoners. • Verona and Sullivan (2008) found that people reacting with aggression when frustrated had a reduced heart rate compared to those not reacting aggressively, providing partial support for catharsis theory. • Bresin et al. (2013) found that adaptive forms of aggression could create a calming effect and empower participants with the skills to regulate anger in the future, so psychodynamic explanations have practical application. **Look for other reasonable marking points.**	**(8)**

Level	Mark	Descriptor
		**AO1 (4 marks), AO3 (4 marks)** **Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer**
	0	No rewardable material.
Level 1	1-2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	3-4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	5-6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	7-8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

Section D - Learning Theories

Question Number	Answer	Mark
12	**AO2 (2 marks)** **One** mark for identification of the conditioned stimulus (CS). **One** mark for identification of the conditioned response (CR). For example: • Conditioned stimulus (CS) is the chicken (1). • Conditioned response (CR) is fear (1). **Look for other reasonable marking points.** **Answers must relate to the scenario.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
13(a)	**AO2 (3 marks)** Up to **three** marks for a description of the procedure for the learning theories practical investigation. For example: • In pairs we stood at the front of college, one person tallied the gender of the driver of each car that went past the college (1) and one person recorded the time taken to drive between two fixed points for each car (1). We took detailed notes about the environment, such as traffic or pedestrians that could affect the speed of the drivers (1). **Look for other reasonable marking points.** **Answers must relate to the practical investigation for learning theories.** **Generic answers score 0 marks.**	**(3)**

Question Number	Answer	Mark
13(b)	**AO2 (2 marks), AO3 (2 marks)**	**(4)**
	One mark for each identification of an improvement in relation to the practical investigation (AO2). **One** mark for justification of each improvement (AO3).	
	For example:	
	- We could have completed a pilot study to check whether the vantage points we used would allow us to see the driver clearly (1), which would have ensured we were all recording the gender of the car drivers accurately and reliably (1). - We should have repeated the observation at different times of the day and on several different days of the week (1) to gather a more representative sample of the target population of road users (1).	
	Look for other reasonable marking points.	
	Answers must relate to the practical investigation for learning theories.	
	Generic answers score 0 marks.	

Question Number	Indicative Content	Mark
14	**AO1 (4 marks), AO2 (4 marks)** **AO1** - Systematic desensitisation begins with a client and therapist undertaking a functional analysis, where the triggers of the phobia are discussed before any intervention takes place. - The therapist will teach the client relaxation techniques, such as breathing skills, muscle relaxation and calming the heart rate. - A client and therapist would construct a fear hierarchy that ranks the fear stimuli from least fearful to most fearful. - The therapist will gradually expose the client to each level of the hierarchy where the client will use the relaxation techniques when presented with the feared stimulus. **AO2** - Astrid would explain her fear of flying and the impact it has on her life choices, such as how it prevents her from travelling abroad. - Astrid would use the relaxation strategies when being exposed to her fear stimulus of flying during her therapy and can continue to use these on the flight to her friend's wedding. - The hierarchy may start with images of a plane, followed by video clips, getting on a plane that does not move, a simulator and then an actual flight. - Astrid would use breathing and relaxation when watching a video of a flight until she was calm and able to watch the video without a fear response being triggered, then move on to the next level. **Look for other reasonable marking points.**	**(8)**

Level	Mark	Descriptor
		AO1 (4 marks), AO2 (4 marks) **Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer**
	0	No rewardable material
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 2	3–4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Discussion is partially developed but is imbalanced or superficial occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. Candidates will demonstrate a grasp of competing arguments, but discussion may be imbalanced or contain superficial material supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures (AO2)
Level 4	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical balanced discussion, containing logical chains of reasoning. Demonstrates a thorough awareness of competing arguments supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). (AO2)

Section E - Issues and Debates

Question Number	Indicative Content	Mark
15	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Classical conditioning (Pavlov, 1927) proposed that a neutral stimulus became associated with an unconditioned instinctive response. • Operant conditioning developed to account for human responses that were conditioned because of consequences. • Bandura extended operant conditioning to explain learning behaviour from observing others rather than direct reinforcement. • Bandura advanced social learning theory with social cognitive theory to account for individual autonomy and new sources of modelled behaviour. **AO3** • Pavlov (1927) gave a narrow explanation of human conditioning, although this remains valid for a limited range of behaviours, such as phobias, however it has been superseded over time by more comprehensive explanations of learning behaviour. • Operant conditioning principles remain in use for many reward systems, such as token economy programmes, but there has been limited direct development of this theory over time. • Bandura's research in the 1960s showed role models could increase aggression through modelling with recent studies such as Bastian et al. (2011) continuing this research with modern media. • Bandura (1999) continues to develop social cognitive theory reflecting further understanding of cognitive processes and how changes in society, such as social media, are changing the way behaviour is modelled and reproduced. **Look for other reasonable marking points.**	**(8)**

Level	Mark	Descriptor
		AO1 (4 marks), AO3 (4 marks) **Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer.**
	0	No rewardable material.
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Generic assertions may be presented. Limited attempt to address the question. (AO3)
Level 2	3–4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a generic or superficial assessment being presented. (AO3)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to an assessment being presented which considers a range of factors. Candidates will demonstrate understanding of competing arguments/factors but unlikely to grasp their significance. The assessment leads to a judgement but this may be imbalanced. (AO3)
Level 4	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical assessment, containing logical chains of reasoning throughout. Demonstrates an awareness of the significance of competing arguments/factors leading to a balanced judgement being presented. (AO3)

Question Number	Indicative Content	Mark
16	**AO1 (6 marks), AO3 (6 marks)** **AO1** • Social control is when individual or group behaviour is regulated so they comply with social norms and structures. • Exercising social control can be a conscious decision by those in power to elicit behaviours they want to see from others. • Understanding factors affecting obedience can help give insight into how to prevent unacceptable control of others. • Biological research can be used to legitimise the social control of minority out-groups, such as criminals. • Some biological explanations see behaviour as pre-determined, categorising individuals as inherently different making them more susceptible to being controlled by others. • Biological psychology has contributed to drug-based treatments for substance misuse which help an individual control addiction. **AO3** • Social structures are hierarchical to promote harmony and an organised society, suggesting we have evolved a predisposition towards control and obedience for the benefit of survival. • Milgram (1963) demonstrated that authority figures can elicit control over others to commit actions they may not normally do, leading to individuals being controlled by those in power. • Sherif (1954/1961) found that the use of superordinate goals can help groups in conflict work together and reduce out-group hostility where they feel superior to the other group. • Raine (1997) found differences in the brains of murderers which could be used to justify the screening of individuals to find out if they are more likely to become criminals than other members of society. • Court-Brown (1965) suggested controlling patients with XYY chromosomes by keeping them hospitalised given their increased likelihood of aggressive behaviour. • Drug treatments can be considered a medical 'straightjacket' that masks the environmental triggers leading to addiction by subduing physical dependency, controlling cravings but not treating causes. **Look for other reasonable marking points.**	**(12)**

Level	Mark	Descriptor
**AO1 (6 marks), AO3 (6 marks)** **Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.**
	0	No rewardable material.
Level 1	1-3 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A conclusion may be presented but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	4-6 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	7-9 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments, but evaluation may be imbalanced. (AO3)
Level 4	10-12 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)