



General Certificate of Secondary Education

Psychology 3181

3181/F Foundation Tier

Mark Scheme

2005 examination – June series

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 meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting 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 candidates' 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.

3181/F

The assessment of spelling, punctuation and grammar.

For each written component 5 per cent of the total marks available must be allocated to spelling, punctuation and grammar according to the criteria below.

Threshold performance	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately.	1 mark
Intermediate performance	Candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms with facility.	2-3 marks
High performance	Candidates spell, punctuate and use the rules of grammar with almost faultless accuracy, deploying a range of grammatical constructions; they use a wide range of specialist terms adeptly and with precision.	4-5 marks

SECTION A – COGNITIVE PSYCHOLOGY

1

Total for this question: 30 marks

(a) Identify the type of visual illusion that is shown in **Figure 1**. *(1 mark)*

AO1

Ambiguity

Note: If more than one box is ticked = no marks

AO1 = 1 mark

(b) Describe **one** everyday example of a visual illusion. *(2 marks)*

The question requires an everyday example of a visual illusion. Therefore descriptions of artificially created illusions, e.g. muller lyer etc will not receive credit. Also a description is required for two marks.

Illusions stated (1 mark), detail given (1 mark), e.g. an everyday example is the moon illusion (1 mark). When it is close to the horizon, the moon looks larger (1 mark) than when it is high in the sky (1 mark).

Another example is apparent movement from stationary objects (1 mark). In a dark bedroom a small light, for instance on an alarm clock can appear to move when you blink (1 mark).

Max 2 marks

AO2 = 2 marks

(c) (i) Identify **one** factor that affects perception. *(1 mark)*

The most likely factors will be motivation, perceptual set, previous experience, context and emotion.

AO1 = 1 mark

(ii) Describe **one** study in which the factor you have identified in (c) (i) was investigated. Include in your answer the method used, the results obtained and the conclusion drawn. *(4 marks)*

Depending upon the factor identified, possible studies could come from Gilchrist & Nesburg, Fisher, Solley & Haigh, Bruner & Postman, Bruner & Mintern. **AO1 = 4 marks**

To 4 marks as follows:

4-3 marks	The study is clearly recognisable and the description contains all three elements required by the question. At the top end, description is detailed.
2-1 marks	The outline of a recognisable study is given but it does not contain all the elements required by the question or the description is muddled.

(iii) Explain **one** criticism of the study you have described in (c) (ii). *(2 marks)*

Any valid criticism stated (1 mark), explained (1 mark). Criticisms may relate to the age of the studies, representativeness of the samples used, artificiality of the studies or ethical issues.

Note: the criticism must relate to the study described.

AO2 = 2 marks

(d) Using an example, outline how the principles of *social learning* can be used to explain the development of behaviour. (4 marks)

AO1

The principles of social learning in the development of behaviour are that observation, imitation and reinforcement are key features. Children learn by observing others and are more likely to imitate models who are important to them because they are caring, such as a parent.

AO2

For example, a little girl who scrapes her knee observes how her mother behaves. Later the child may treat her teddy the same way by sticking a plaster on its knee and cuddling it.

AO1 = 3 marks AO2 = 1 mark

To 4 marks as follows:

4-3 marks	Clear psychological outline with an example reflecting the details of the mark scheme, not all key features required for maximum marks when other features are elaborated.
2-1 marks	Outline which is brief, but accurate at the top end or muddled at the bottom end. An example may or may not be used.

(e) Write a suitable hypothesis for this experiment. (2 marks)

The hypothesis must be testable statement, e.g. ‘Words that are easy to visualise will be remembered better than words that are difficult to visualise.’ The sense of the two variables should be present. Statement **1 mark**, variables **1 mark**. **AO2 = 2 marks**

(f) (i) Identify the experimental design used in this study. (1 mark)

Repeated measures

AO1 = 1 mark

(ii) Look at the table below which lists advantages of different experimental designs. Only **two** of them are correct for the design you have identified in (f) (i). Place a tick in each of the **two** correct boxes. (2 marks)

Participant variables are eliminated
Fewer participants are needed

More than two ticked = 0 marks.

Note: Only give credit if (f) (ii) is correct for answer ticked in (f) (i).

AO1 = 2 marks

(g) Identify the sampling method used in this experiment. (1 mark)

Opportunity

AO1 = 1 mark

(h) (i) For each condition, calculate the mean score and complete **Table 2** below. (2 marks)

Condition A = 11

Condition B = 7

AO2 = 2 marks

(ii) Use the graph paper below to display the means you have calculated for **Table 2**. Provide a suitable title for this graph and fully label your display. (5 marks)

AO2

The graph must have an informative title, the display must be appropriate (i.e. a bar graph) both axes must be clearly labelled and the graph must be plotted accurately.

AO2 = 5 marks

To 5 marks as follows:

5-4 marks	At the top end, all five elements contained in the mark scheme will be present.
3-1 marks	More than one of the elements contained in the mark scheme will be missing.

Note: An inappropriate display will receive a maximum of 1 mark (if there is an informative title).

(i) How might the results of this experiment be explained by the *process of encoding*? (2 marks)

AO2

The results of the experiment suggest that words that are easy to visualise could have been visually encoded (changed into a visual image) (1 mark) and stored more successfully (1 mark). Words that were difficult to visualise were harder to encode (1 mark) and not remembered so well (1 mark).
Max 2 marks.

AO2 = 2 marks

(j) State **one** criticism of this experiment. (1 mark)

Any valid criticism stated (1 mark), e.g. poor sampling, lack of ecological validity, etc.

AO2 = 1 mark

SECTION B – SOCIAL PSYCHOLOGY

2

Total for this question: 30 marks

(a) Distinguish between *central traits* and *peripheral traits*. Refer to the above conversation in your answer. (4 marks)

AO1

Central traits are personality traits which have a powerful influence on the impression we form of people whereas peripheral traits are personality traits that have less impact on people’s impressions of others. Central traits are warm and cold. Peripheral traits are polite and blunt.

AO2

In the conversation, Ali said that Mr Soloman had warmth. ‘Warm’ is a central trait which may have affected Melissa’s impression of him. Ali said the other teachers were polite. ‘Polite’ is a peripheral trait which does not affect our impressions as much.

AO1 = 2 marks AO2 = 2 marks

To 4 marks as follows:

4-3 marks	Clear distinction is made between the two terms with reference to the conversation reflecting the amount of detail contained in the mark scheme.
2-1 marks	Clear distinction is made between the two terms but without reference to the conversation or the distinction is brief or muddled.

(b) Describe **one** study in which impression formation was investigated. Include in your answer the reason why the study was conducted, the method used, the results obtained and the conclusion drawn. (5 marks)

AO1

There are many studies of impression formation to choose from. The most likely contenders will be Asch (central & peripheral traits – this would not be a repetition of (a) as a description and evaluation of the study was not required in that part of the question) and Luchins (primacy & recency effect).

AO1 = 5 marks

To 5 marks as follows:

5-4 marks	The study is clearly recognisable and the description contains all four elements.
3-1 marks	The outline of a recognisable study is given but it does not contain all the elements required by the question or the description is muddled.

(c) (i) Identify **one** everyday situation in which creating a good first impression might be important. Use your knowledge of psychology to explain your answer. (2 marks)

Any valid everyday situation (1 mark), e.g. going for an interview.

Because studies have demonstrated the importance of the primacy effect in impression formation (1 mark) **AO2 = 2 marks**

- (ii) State **one** way of creating a good first impression in the situation you have identified in (c) (i). *(1 mark)*

Relevant way stated (1 mark). For example, dress smartly (1 mark). Allow any reasonable suggestion for making a good first impression. **AO1 = 1 mark**

- (d) Look at the definitions in the table below.

Definition	Term
Following someone else's direct instructions	
Following the ideas or behaviours of others	
The loss of a sense of personal identity	

Choose the words from the following list of terms which match each definition. Write the correct word in the box.

Conformity **Deindividuation** **Obedience** **Stereotyping** *(3 marks)*

Obedience
Conformity
Deindividuation

AO1 = 3 marks

- (e) Read each of the following statements and decide if they are **TRUE** or **FALSE**. Write either **TRUE** or **FALSE** on the line next to each statement.

- (i) Asch conducted studies of conformity. *(1 mark)*
- (ii) People are less likely to conform when in larger groups. *(1 mark)*
- (iii) Laboratory-based studies of conformity are good because they are true to life. *(1 mark)*
- (iv) Using deception in conformity studies causes ethical problems. *(1 mark)*

- (i) True
(ii) False
(iii) False
(iv) True

AO1 = 2 marks AO2 = 2 marks

- (f) In this study, identify:
(i) the independent variable. *(1 mark)*

The independent variable is whether each participant is alone or with others. **AO1 = 1 mark**

- (ii) the dependent variable. *(1 mark)*

The dependent variable is the mean noise rating for each condition. **AO1 = 1 mark**

(g) Why was it necessary for the participants to wear earplugs?	(1 mark)
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So that they could not hear the noise being made by the others. **AO2: 1 mark**

(h) Describe the results of the study.	(2 marks)
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In Condition A the mean noise rating was 9.0. In Condition B it was 3.0. Figures not necessary.

To 2 marks as follows

2 marks	Results from both conditions must be described.
1 mark	Partial description of results.

AO1 = 2 marks

(i) Use your knowledge of psychology to explain the results shown in Table 3 .	(3 marks)
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AO2

The results of the experiment seem to show that social loafing has occurred. When people are working together in a group, each individual tends to reduce their own effort. In Condition B where there were 6 participants working together, the mean noise rating was much quieter than in Condition A. **AO2 = 3 marks**

To 3 marks as follows

3 marks	Full explanation linked to the results of the study reflecting the detail of the mark scheme.
2-1 marks	Limited explanation of how people tend to behave in such situations. Direct link to the study may not be made.

(j) Using an example, explain what is meant by <i>social facilitation</i> .	(3 marks)
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AO1

Social facilitation is the change in performance which occurs when performing a task in the presence of other people.

AO2

There are many examples, e.g. people in aerobic classes who put more effort into their exercises when others are doing the same thing along side them. **AO1 = 2 marks AO2 = 1 mark**

To 3 marks as follows

3 marks	Clear explanation with an example reflecting the details of the mark scheme.
2-1 marks	At the top end, a brief explanation. At the bottom end, the explanation is muddled. An example may or may not be offered.

SECTION C – DEVELOPMENTAL PSYCHOLOGY

3

Total for this question: 30 marks

(a) Look at the following list of definitions.

Loss of or damage to an attachment	
Failure to form an attachment to any individual	
A close emotional bond between two people	

Choose the words from the following list which match each definition. Write the correct word in the box.

Attachment Privation Adaptation Deprivation *(3 marks)*

Deprivation
 Privation
 Attachment

AO1 = 3 marks

(b) Describe **one** study by Rutter in which separation was investigated. Include in your answer the reason why the study was conducted, the method used, the results obtained and the conclusion drawn. *(5 marks)*

AO1

The reason for Rutter’s study was to look at the long-term effects of early separation from mothers. His sample comprised of 9-12 year-old boys from the Isle of Wight and from London. He used a correlational method to investigate whether there was a relationship between anti-social behaviours (delinquency) in boys who had suffered maternal deprivation through illness and those who had suffered maternal deprivation due to family of psychiatric problems. He found that anti-social behaviour was much more likely when the separation occurred because of family or psychiatric problems. Rutter concluded that the reason for separation was more important than the actual separation itself.

To 5 marks as follows:

5-4 marks	The study is clearly recognisable and the description contains all four elements required by the question. At the top end, description is detailed.
3-1 marks	The outline of a recognisable study is given but it does not contain all the elements required by the question or the description is muddled.

(c) (i) According to Piaget, what characteristic of cognitive development is Joshua failing to show? *(1 mark)*

Object permanence

AO1 = 1 mark

(ii) According to Piaget, in what stage of cognitive development is Joshua? *(1 mark)*

Sensori-motor stage

AO1 = 1 mark

(d) Look at the following definitions of Piagetian terms in the boxes below. For each definition, there are two terms, but only **one** is correct.

- (i) A mental framework usually based on experience.
- (ii) Matching a new object with an existing schema.
- (iii) The process of adjusting to an environment.
- (iv) Modifying a schema or creating a new one.
- (v) Being in a state of cognitive balance.

(5 marks)

- (i) Schema
- (ii) Assimilation
- (iii) Adaptation
- (iv) Accommodation
- (v) Equilibration

AO1 = 5 marks

(e) Describe **one** study designed by Piaget to demonstrate the *formal operations stage* of development. Include in your answer the reason why the study was conducted, the method used, the results obtained and the conclusion drawn. (5 marks)

AO1

The reason for Piaget’s study was to see if children in the formal operations stage were capable of logical thought. He set up an experiment known as the ‘pendulum task’. Children were given several weights and a length of string suspended from a hook. They had to consider whether the length of string, the heaviness of the weight or the strength of push most affected the speed of swing of the pendulum. He found that formal operational children set up ideas in their heads and then investigated each possibility. He concluded that children in this stage could think systematically about problems whereas younger children in other stages could not.

AO1 = 5 marks

To 5 marks as follows:

5-4 marks	The study is clearly recognisable and the description contains all four elements required by the question. At the top end, description reflects the details of the mark scheme.
3-1 marks	The outline of a recognisable study is given but it does not contain all the elements required by the question or the description is muddled.

(f) Distinguish between the *Oedipus complex* and the *Electra complex*. (3 marks)

AO1

Freud proposed that a boy experiences the Oedipus complex because of his desire for his mother and fear that his father will castrate him. A girl experiences the Electra complex because of her unconscious longings for her father but fear of the loss of her mother's love. Reference to acquiring gender identity.

AO2

Relevant difference identified.

AO1 = 2 marks AO2 = 1 mark

To 3 marks as follows:

3 marks	The distinction is clearly made reflecting the detail of the mark scheme.
2-1 marks	The complexes are briefly described at the top end. At the lower end the answer is muddled. Maximum of 2 marks if terms are missing or the wrong way around.

(g) Read each of the following statements and decide if they are **TRUE** or **FALSE**. Write either **TRUE** or **FALSE** on the line next to each statement.

- (i) Freud's sample was representative of people in general. (1 mark)
- (ii) It is extremely difficult to test Freud's theory scientifically. (1 mark)
- (iii) Freud ignored biological and social influences on gender development. (1 mark)

- (i) False
(ii) True
(iii) True

AO2 = 3 marks

(h) Explain the role of *hormones* in the development of biological differences between males and females. (4 marks)

AO1

Hormones are chemicals (1 mark) that affect the development of the internal (1 mark) reproductive structures and the external (1 mark) reproductive organs – the genitals (1 mark) **Max 2 marks**

AO2

The most important hormone for this purpose in males is testosterone (1 mark) which controls development of the penis and scrotum (1 mark). In females, oestrogen (1 mark) will lead to the development of the womb and vagina (1 mark). **Max: 2 marks AO1 = 2 marks AO2 = 2 marks**

To 4 marks as follows:

4-3 marks	Clear explanation reflecting the detail of the mark scheme.
2-1 marks	At the top end, a brief explanation. At the bottom end, the explanation is muddled.

Note: If only one sex is explained – max 2 marks.

SECTION D – PRO- AND ANTI-SOCIAL BEHAVIOUR

4

Total for this question: 30 marks

(a) What is meant by the term *moral behaviour*? Refer to the article in your answer. (3 marks)

AO1

Moral behaviour is acting in accordance with acceptable rules and standards which are expected within a society.

AO2

In the article, the shop owner believes that young children do not act in this way any more.

AO1 = 2 marks AO2 = 1 mark

To 3 marks as follows

3 marks	A clear definition of moral behaviour with reference to the article.
2-1 marks	A clear definition without reference to the article or the definition is muddled.

(b) Look at the table below which lists four approaches to moral development and their basic assumptions. Unfortunately, the approaches are **all** in the **wrong boxes**.

Complete the table below, writing the approaches in the **correct boxes**. (3 marks)

- Learning Theory
- Social Learning
- Cognitive
- Psychoanalytic

AO1 = 3 marks

(c) Describe Kohlberg’s contribution to our understanding of moral development. Refer to psychological research in your answer. (5 marks)

AO1

Kohlberg posed dilemmas to a sample of boys and analysed their answers. He was interested in their reasons they gave for their moral decisions. From this he proposed three levels of moral development. Level 1 (pre-conventional morality) is where authority is outside the individual and reasoning is based on the physical consequences of actions. Level 2 (conventional morality) is where authority is internalised but not questioned and reasoning is based on group norms. Level 3 (post-conventional morality) is where individual judgement is based on self-chosen principals and moral reasoning is based on individual rights and justice. Most adults don’t progress beyond the top of level 2. **AO1 = 5 marks**

To 5 marks as follows:

5-4 marks	Kohlberg’s contribution is clearly recognisable in a good answer which includes description of research.
3-1 marks	Limited attempt at describing Kohlberg’s contribution which may or may not include reference to research at the top end. At the bottom end, a very brief or muddled account of Kohlberg’s contribution.

- (d) Describe **one** study in which the behaviour of bystanders was investigated. Include in your answer the reason why the study was conducted, the method used, the results obtained and the conclusion drawn. (5 marks)

AO1

There are several studies which could be offered here. The most likely ones will be based on the work of Latane & Darley, for example, the ‘smoke-filled room’ experiment or the ‘epileptic seizure’ experiment. Studies by Latane & Rodin and Darley & Batson could also appear.

Note: the story of Kitty Genovese should not receive credit unless it is reported as a retrospective study of the behaviour of the onlookers. **AO1 = 5 marks**

To 5 marks as follows:

5-4 marks	The study is clearly recognisable and the description contains all four elements required by the question. At the top end, description is detailed.
3-1 marks	The outline of a recognisable study is given but it does not contain all the elements required by the question or the description is muddled.

- (e) Identify **one** ethical issue that should have been considered when the study you described in (d) was designed. (1 mark)

Any ethical issue which is relevant to the study described in (d) should receive credit. The most likely will be deception, distress caused to participants and informed consent. **AO1 = 1 mark**

A psychologist wanted to investigate possible differences in the child-rearing styles of younger and older parents. His chosen method of investigation was a *survey*.

- (f) What is a *survey*? (2 marks)

A survey is a way of gathering information (1 mark) from a large number of people (1 mark) using methods such as questionnaires (1 mark). **Max 2 marks**. **AO1 = 2 marks**

- (g) State **one** advantage and **one** disadvantage of conducting surveys in psychology. (2 marks)

Any relevant advantage (1 mark) e.g. you can obtain a lot of information quickly.
Any relevant disadvantage (1 mark) e.g. Participants might not be truthful. **AO1 = 2 marks**

(h) Read each of the following statements about the *authoritarian* child-rearing style and decide if they are **TRUE** or **FALSE**. Write either **TRUE** or **FALSE** on the line next to each statement.

- (i) Authoritarian parents are warm.
- (ii) Authoritarian parents like to discuss and explain things.
- (iii) Authoritarian parents set many rules and expect obedience.
- (iv) Authoritarian parents discipline their children often and quite harshly. (4 marks)

- (i) False
- (ii) False
- (iii) True
- (iv) True

AO1 = 4 marks

(i) What likely effect would an authoritarian child-rearing style have on the behaviour of children? (1 mark)

Children would probably be more aggressive.

AO2 = 1 mark

(j) Explain what is meant by the *democratic* child-rearing style. (3 marks)

AO1

Democratic parents show warmth. They explain to their children what is expected of them and why. Rules are clear and consistent. Discipline is restrained and fair. They are flexible and encourage their children in family decision making. More relaxed approach. **AO1 = 3 marks**

To 3 marks as follows:

3 marks	The answer is clearly expressed reflecting the detail of the mark scheme.
2-1 marks	The answer shows some understanding of the democratic style although the explanation is limited.

(k) What likely effect would a democratic child-rearing style have on the behaviour of children? (1 mark)

Children should be less aggressive (1 mark).

Children could be more independent (1 mark). **Max: 1 mark**

AO2 = 1 mark

Assessment Grid – Tier F

Question	AO1	AO2	RM
1	13	17	13
2	19	11	6
3	24	6	0
4	27	3	5
Total	83	37	24