



# **General Certificate of Secondary Education**

## **Psychology 3181**

**3181/F      Foundation Tier**

## **Mark Scheme**

*2007 examination - June series*

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**The assessment of spelling, punctuation and grammar**

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

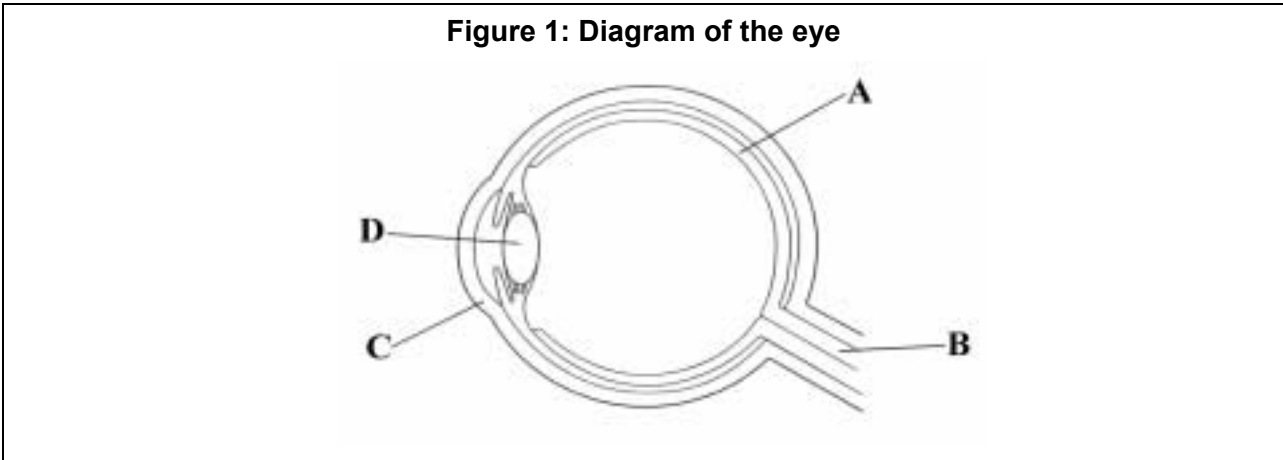
<b>Threshold performance</b>	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately.	<b>1 mark</b>
<b>Intermediate performance</b>	Candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms with facility.	<b>2-3 marks</b>
<b>High performance</b>	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.	<b>4-5 marks</b>

**SECTION A: COGNITIVE PSYCHOLOGY**

**1**

**Total for this question: 30 marks**

Look at the diagram of the eye in **Figure 1** below and answer the question that follows.



(a) In **Figure 1**, four structures of the eye are labelled with the letters **A**, **B**, **C** and **D**.

(i) Identify the name of structure **A**. (1 mark)

**AO1**

Lens	
Retina	✓

**AO1 = 1 mark**

(ii) Identify the name of structure **B**. (1 mark)

**AO1**

Optic nerve	✓
Conjunctiva	

**AO1 = 1 mark**

(iii) Identify the name of structure **C**. (1 mark)

**AO1**

Vitreous humour	
Conjunctiva	✓

**AO1 = 1 mark**

(iv) Identify the name of structure **D**. (1 mark)

**AO1**

Lens	✓
Optic nerve	

**AO1 = 1 mark**

(b) Identify **two** monocular depth cues in **Figure 2**. Place a tick in each of the **two** correct boxes. *(2 marks)*

**AO1**

Retinal disparity	
Height in visual field	✓
Linear perspective	✓
Paradox	

**AO1 = 2 marks**

A psychologist was interested in factors affecting perception. He conducted an experiment in which two groups of participants were selected at random from a target population of students from the University of Bristol.

Participants in **Group 1** were shown the following list of words, all at the same time, for just one second on a screen. (Note: the fifth word is deliberately spelt incorrectly.)

**baggage airport dock ship pasrort**

Then the participants were asked to write down all the words they could remember from the list.

Participants in **Group 2** were shown the following list of words, all at the same time, for just one second on a screen. (Note: the fifth word is deliberately spelt incorrectly.)

**monkey pigeon duck horse pasrort**

Then the participants were asked to write down all the words they could remember from the list.

The psychologist wanted to see what the participants thought the fifth word was in each condition. The results are summarised in **Table 1** below.

**Table 1: Percentage of participants who reported the fifth word as either passport or parrot in each condition**

	Passport	Parrot
<b>Group 1</b>	90	10
<b>Group 2</b>	20	80

- (c) Use your knowledge of factors affecting perception to explain the results of this experiment.
- (i) Identify the factor that has affected perception in this experiment.

Context	
Perceptual defence	
Emotion	

*(tick the correct box)*

*(1 mark)*

**AO1**

Context	✓
Perceptual defence	
Emotion	

**AO1 = 1 mark**

(ii) Explain how the factor you have identified in part (c)(i) has affected the results of this experiment. (3 marks)

**AO2**

Group 1 saw the misspelt word in the context of transport-related words and 90% of the participants thought they saw the word 'passport'. Group 2 saw the word in the context of animals and 80% of them thought they saw the word 'parrot'. Allow explanation of context even if the wrong box has been ticked in part (c)(i). Must be reference to results of both conditions for 3 marks.

**AO2 = 3 marks**

**To 3 marks as follows**

<b>3 marks</b>	A clear explanation reflecting the detail of the mark scheme. At the top end, reference to the results must be clear.
<b>2-1 marks</b>	Explanation is brief but accurate at the top end. Explanation is muddled at the bottom end.

(d) (i) Identify the experimental design used in this study.

Independent groups	<input type="checkbox"/>
Repeated measures	<input type="checkbox"/>

*(tick the correct box)*

*(1 mark)*

**AO1**

Independent groups	<input checked="" type="checkbox"/>
Repeated measures	<input type="checkbox"/>

**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 part (d)(i). Place a tick in each of the **two** correct boxes.

Participant variables are eliminated.	<input type="checkbox"/>
There are no order effects.	<input type="checkbox"/>
Fewer participants are needed.	<input type="checkbox"/>
Participants are less likely to guess the aim of the experiment.	<input type="checkbox"/>

*(2 marks)*

**AO1**

Participant variables are eliminated	<input type="checkbox"/>
There are no order effects	<input checked="" type="checkbox"/>
Fewer participants are needed	<input type="checkbox"/>
Participants are less likely to guess the aim of the experiment	<input checked="" type="checkbox"/>

Must match (d)(i).

**AO1 = 2 marks**

(e) For the experiment described on page 4, what is:

(i) the independent variable?

The fifth word	<input type="checkbox"/>
Whether the first four words are related to travel or animals	<input type="checkbox"/>
Participants' responses to the fifth word	<input type="checkbox"/>

*(tick the correct box)*

*(1 mark)*

**AO1**

The fifth word	<input type="checkbox"/>
Whether the first four words are related to travel or animals	<input checked="" type="checkbox"/>
Participants' responses to the fifth word	<input type="checkbox"/>

**AO1 = 1 mark**

(ii) the dependent variable?

The fifth word	<input type="checkbox"/>
Whether the first four words are related to travel or animals	<input type="checkbox"/>
Participants' responses to the fifth word	<input type="checkbox"/>

*(tick the correct box)*

*(1 mark)*

**AO1**

The fifth word	<input type="checkbox"/>
Whether the first four words are related to travel or animals	<input type="checkbox"/>
Participants' responses to the fifth word	<input checked="" type="checkbox"/>

**AO1 = 1 mark**



(f) (i) The psychologist selected his participants at random. Briefly describe how he could have done this. (2 marks)

**AO1**

Any random method should receive credit. For example, he could have placed the names of everyone in the target population in a container (1) and drawn out the number of participants he required for the study (1). 1 mark for process without mentioning target population.

**AO1 = 2 marks**

(ii) Explain **one** advantage of using random sampling. (3 marks)

**AO1**

One advantage of using random sampling is that it produces a representative sample or it removes experimenter bias with explanation.

**AO2**

This is because everyone in the target population has an equal chance of being selected to take part in the study.

**AO1 = 1 mark**  
**AO2 = 2 marks**

**To 3 marks as follows**

<b>3 marks</b>	Advantage correctly identified with clear explanation.
<b>2-1 marks</b>	Advantage identified and explanation is very brief at the top end (for example, there may be no reference to the target population). Explanation is muddled at the bottom end.

(g) Look at the following list of definitions.

Recovering information from memory	
Changing information so that it can be stored	
Holding information for use in the future	

From the following list of terms, choose the one that matches **each** definition and write it in the box next to the correct definition.

Encoding  
Context  
Storage  
Retrieval

*(3 marks)*

**AO1**

Recovering information from memory	Retrieval
Changing information so that it can be stored	Encoding
Holding information for use in the future	Storage

**AO1 = 3 marks**

- (h) Describe **one** study in which the levels of processing explanation of memory 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 study most likely to be reported is Craik & Lockhart. The aim of the study was to see if the level at which words were processed had an effect on how well they were remembered later on. Participants were divided into three groups and asked different kinds of questions about words they were looking at. All the questions required either 'yes' or 'no' answers. One group was asked about the visual appearance of the words. Another group was asked about the sound of the words and the third group was asked about the meanings of the words. The results showed that those in the semantic condition recalled roughly 70% of the words. In the auditory condition, 35% were recalled and, in the visual condition, only 15% were recalled. The conclusion was that the more deeply information is processed, the more likely it is to be remembered. (Allow two conditions described.)

**AO1 = 5 marks****To 5 marks as follows**

<b>5-4 marks</b>	The study is clearly recognisable and the description contains all four elements required by the question. At the top end, description is detailed.
<b>3-1 marks</b>	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.

- (i) Outline **one** practical application of the levels of processing explanation of memory. *(2 marks)*

**AO2**

Practical application stated (1), outlined appropriately (1).

For example, one practical application would be revising for examinations (1). By writing notes in our own words rather than simply copying things, (we are processing semantically) and therefore should remember more (1).

**AO2 = 2 marks**

**SECTION B: SOCIAL PSYCHOLOGY**

**2**

**Total for this question: 30 marks**

Read the following letter, which appeared in the problem page of a popular teenage magazine, and answer the question that follows.

**Green eyes spell trouble!**

Dear Helpline,

My best friend is trying to get me to go out with her new neighbour, who has just moved in. I haven't met him but I know exactly what he will be like. She told me he has green eyes. I think that all people with green eyes are jealous and quick-tempered. That spells trouble to me! What do you think?

Yours sincerely,

Karen D.

(a) What is meant by the term *implicit personality theory*? Refer to the above article in your answer. (3 marks)

**AO1**

The theory suggests that we have unconscious ideas about other people that are triggered by receiving a small amount of information about them. Allow 'halo' effect.

**AO2**

In the case of this article, the only information that Karen D had was that her friend's new neighbour had green eyes. That triggered ideas about jealousy and quick temper.

**AO1 = 2 marks**

**AO2 = 1 mark**

**To 3 marks as follows**

<b>3 marks</b>	Clear definition with relevant reference to article.
<b>2-1 marks</b>	Brief definition with relevant reference to article or clear definition without reference to article at top end. Brief or muddled definition at bottom end.

(b) Describe **one** study in which the primacy effect in 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**

Any relevant study should receive credit. For example, the aim of Luchin’s study was to look at the effect of first impressions on the judgement of personality. Participants were asked to read a short story about an imaginary man called ‘Jim’. In the first condition, they first read a description of him being outgoing but he was then described as being shy. In a second condition, participants first read that he was shy but then became outgoing. The results showed that participants in the first condition rated Jim as sociable and friendly whilst those in the second condition rated him as unfriendly and quiet. The conclusion was that the first information we receive about a person has more impact than later information.

**AO1 = 5 marks**

**To 5 marks as follows**

<b>5-4 marks</b>	The study is clearly recognisable and the description contains all four elements required by the question. At the top end, description is detailed.
<b>3-1 marks</b>	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) Look at the following list of definitions.

An extreme attitude for or against a group. This is based on characteristics assumed to be common to members of that group.	
A belief that all members of a particular group share the same characteristics.	
Treating someone in a favourable or an unfavourable way because of their membership of a particular group.	

From the following list of terms, choose the one that matches **each** definition and write it in the box next to the definition.

- Discrimination
- Obedience
- Prejudice
- Stereotype

(3 marks)

**AO1**

An extreme attitude for or against a group. This is based on characteristics assumed to be common to members of that group.	Prejudice
A belief that all members of a particular group share the same characteristics.	Stereotype
Treating someone in a favourable or an unfavourable way because of their membership of a particular group.	Discrimination

**AO1 = 3 marks**

(d) Read each of the following statements about Tajfel’s contribution to our understanding of prejudice at an interpersonal level and decide whether **each** statement is **TRUE** or **FALSE**. Write either **TRUE** or **FALSE** on the line below each statement.

- (i) Tajfel said that prejudice arises from within social groups.
- (ii) Tajfel identified the ‘authoritarian’ personality.
- (iii) Tajfel said that we divide people into two groups, which he called ‘in-groups’ and ‘out-groups’.
- (iv) Tajfel said that we find members of ‘out-groups’ more attractive and intelligent than members of ‘in-groups’.

*(4 marks)*

**AO1**

- (i) TRUE
- (ii) FALSE
- (iii) TRUE
- (iv) FALSE

**AO1 = 4 marks**

(e) Suggest **one** way by which prejudice might be reduced. Use evidence from a psychological study to support your answer.

Suggested way. *(1 mark)*  
 Evidence. *(3 marks)*

**AO1**

Several suggestions could be offered. The most likely would be increasing social contact, co-operation and creating empathy.

**AO2**

Here candidates must apply knowledge of evidence from a psychological study to support the suggestion offered. For example, if ‘co-operation’ was suggested, then evidence could come from a study such as Aronson’s ‘jigsaw technique’. This involved small groups of racially mixed students having to work together to solve a problem. Aronson noted more positive attitudes of students towards each other in these groups. This suggested that prejudices were breaking down.

**AO1 = 1 mark**  
**AO2 = 3 marks**

**To 4 marks as follows**

<b>4-3 marks</b>	Suggestion offered with a clear use of evidence reflecting the detail of the mark scheme.
<b>2-1 marks</b>	Suggestion offered and evidence is brief but accurate at the top end or answer is muddled.

- (f) Read each of the following statements and decide whether **each** is **TRUE** or **FALSE**. Write either **TRUE** or **FALSE** on the line below each statement.
- (i) Zimbardo conducted studies of deindividuation. (1 mark)
  - (ii) Anonymity will have no effect on deindividuation. (1 mark)
  - (iii) Deindividuation increases self-awareness. (1 mark)

**AO1**

- (i) TRUE
- (ii) FALSE
- (iii) FALSE

**AO1 = 3 marks**

An experiment was conducted to see what effect an audience would have on football players' success at scoring goals from penalty kicks. This is how the study was carried out.

Two groups of players were selected:

Group 1: experienced players with a lot of penalty shooting practice;

Group 2: less experienced players with no penalty shooting practice.

Each player attempted 10 penalty kicks at goal under two different conditions:

Condition A: without an audience;

Condition B: in front of an audience of 100 people.

The results are shown in **Table 2** below.

**Table 2: Mean number of goals scored out of 10 in each condition**

	Condition A	Condition B
<b>Group 1</b>	6.1	9.0
<b>Group 2</b>	4.0	1.5

- (g) The table below contains four descriptions of the results of this experiment but only **two** of them are correct. Place a tick in each of the **two** correct boxes.

Players in Group 1 performed worse in front of an audience.	
Players in Group 2 performed better in front of an audience.	
Players in Group 1 performed better in front of an audience.	
Players in Group 2 performed worse in front of an audience.	

(2 marks)

**AO1**

Players in Group 1 performed worse in front of an audience.	
Players in Group 2 performed better in front of an audience.	
Players in Group 1 performed better in front of an audience.	✓
Players in Group 2 performed worse in front of an audience.	✓

**AO1 = 2 marks**

- (h) Use your knowledge of psychology to explain the results shown in **Table 2** above. (4 marks)

**AO2**

This experiment demonstrates 'audience effect'. It shows that an audience improves the performance of experienced players but damages the performance of less experienced players. This is supported by the figures in Table 2, where the performance of the experienced players improved in front of the audience, whilst the less experienced players did worse in front of the audience. Reference to increased arousal (Zajonc) – max 1 mark.

**AO2 = 4 marks****To 4 marks as follows**

<b>4-3 marks</b>	Full explanation linked to the results of the experiment reflecting the detail of the mark scheme. At the top end, the change in performance of both groups must be made clear.
<b>2-1 marks</b>	Limited explanation of how people tend to behave in such situations. Direct link to the experiment may not be made.

- (i) Identify and briefly explain **one** ethical issue that should have been considered when this study was designed. (2 marks)

**AO1**

Any ethical issue which is relevant to the study should receive credit. The most likely will be informed consent or the right to withdraw.

**AO2**

For example, with the right to withdraw, participants should be told that if they do not like what is happening, they may leave the experiment at any time.

Correct terminology **must** be used;

Respect, competence, responsibility, integrity, consent, confidentiality, deception, right to withdraw, protection of participants.

**AO1 = 1 mark****AO2 = 1 mark**

**SECTION C: DEVELOPMENTAL PSYCHOLOGY**

**3**

**Total for this question: 30 marks**

Read the article below and answer the question which follows.

**Abandoned baby found in police station doorway!**

There was growing concern last night for a nine-month-old baby that was left in the doorway of a local police station. So far, attempts to find the baby’s mother have failed. A psychologist working with the police told reporters, “It is urgent that we find the baby’s mother as soon as possible. Because of the length of the separation, the baby is showing distress, which we know can be the first sign of maternal deprivation.”

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

**AO1**

Maternal deprivation occurs when the child’s attachment bond with its mother is damaged or broken.

**AO2**

In the article, the psychologist is concerned that the baby is starting to show signs of maternal deprivation.

**AO1 = 2 marks**  
**AO2 = 1 mark**

**To 3 marks as follows**

<b>3 marks</b>	A clear definition of maternal deprivation with reference to the article.
<b>2-1 marks</b>	A clear definition without reference to the article or the definition is muddled.

(b) Look at the statements in the table below. Each statement can be linked to the work of one of three psychologists, Ainsworth, Bowlby or Rutter. Write Ainsworth **or** Bowlby **or** Rutter in the correct box next to each statement. You may use any name more than once.

Maternal deprivation causes juvenile delinquency	
Attachment can be classed as either secure or insecure	
The reason for separation is more important than the separation itself for the future behaviour of the child	
Studied the behaviour of 9 to 12-year-old boys from both London and the Isle of Wight	

**(4 marks)**

**AO1**

Maternal deprivation causes juvenile delinquency	Bowlby
Attachment can be classed as either secure or insecure	Ainsworth
The reason for separation is more important than the separation itself for the future behaviour of the child	Rutter
Studied the behaviour of 9 to 12-year-old boys from both London and the Isle of Wight	Rutter

**AO1 = 4 marks**



(c) How have Bowlby's findings concerning the effects of separation been criticised? (3 marks)

**AO2**

Criticisms that could be made in the answer include the very small sample (only 44). It was not a representative sample. The study only involved boys. Also fewer than half of the juvenile delinquents reported deprivation. It was a retrospective study which relied on the memories of the participants, which may not be a reliable method. There was no control group of boys where separation had not occurred.

**AO2 = 3 marks**

**To 3 marks as follows**

<b>3 marks</b>	Criticism(s) clearly explained reflecting the detail of the mark scheme.
<b>2-1 marks</b>	Criticism(s) briefly explained at the top end. At the lower end, explanation is unclear or muddled.

(d) Look at the table below which lists Piaget's four stages of cognitive development and the characteristics associated with these stages. Unfortunately, the characteristics are **all** in the **wrong boxes**.

Stages	Characteristics
Sensori-motor	Conservation
Pre-operational	Inferential reasoning
Concrete operational	Object permanence
Formal operational	Egocentrism

Complete the table below, writing the characteristics in the correct boxes.

Stages	Characteristics
Sensori-motor	
Pre-operational	
Concrete operational	
Formal operational	

(3 marks)

**AO1**

Stages	Characteristics
Sensori-motor	Object permanence
Pre-operational	Egocentrism
Concrete operational	Conservation
Formal operational	Inferential reasoning

**AO1 = 3 marks**

(e) Describe **one** study designed by Piaget in which egocentrism 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 aim of Piaget’s study was to see if children in the pre-operational stage could de-centre. Known as the ‘three mountains task’, children were shown a three-dimensional model of a Swiss mountain scene. A doll was placed at different positions around the scene and the children had to select pictures of what could be seen from the different positions. It was found that children below the age of 7 usually pointed to the picture that was their own view of the scene. Piaget concluded that children of this age were egocentric and could not see the world from the point of view of others.

**AO1 = 5 marks**

**To 5 marks as follows**

<b>5-4 marks</b>	The study is clearly recognisable and the description contains all four elements required by the question. At the top end, description is detailed.
<b>3-1 marks</b>	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) Correctly fill in the boxes below, using **one** of the following terms in each box.

**testosterone                  oestrogen                  XY                  XX**

Male chromosome	
Female hormone	

(2 marks)

**AO1**

Male chromosome	XY
Female hormone	oestrogen

**AO1 = 2 marks**

(g) How does the social learning approach explain the acquisition of gender identity in boys **and** girls? In your answer, include **one** example about boys' behaviour and **one** example about girls' behaviour. (5 marks)

**AO1**

This approach argues that children learn to behave as males or females through the processes of observation of models (people who are similar or reinforced for their behaviour), imitation of these models is often followed by reinforcement and punishment of behaviour which is not appropriate to the child's sex.

**AO2**

Two appropriate examples must be offered for AO2 marks – one associated with boys' behaviour and one with that of girls. They could describe rewarded appropriate behaviour or punished inappropriate behaviour.

**AO1 = 3 marks**  
**AO2 = 2 marks**

**To 5 marks as follows**

<b>5-4 marks</b>	Clear description with appropriate examples reflecting the detail of the mark scheme.
<b>3-1 marks</b>	Less detailed but accurate description at the top end. At the lower end, the answer is muddled.

(h) Read each of the following statements and decide whether **each** is **TRUE** or **FALSE**. Write either **TRUE** or **FALSE** on the line below each statement.

- (i) The psychoanalytic approach to gender identity was developed by Piaget. (1 mark)
- (ii) The Oedipus complex involves a boy's sexual desire for his father. (1 mark)
- (iii) The Electra complex involves a girl's unconscious longings for her father. (1 mark)
- (iv) The Oedipus complex is resolved through a boy's identification with his father. (1 mark)
- (v) The work of Freud has been praised because it is easy to test scientifically. (1 mark)

**AO1 and AO2**

- (i) FALSE
- (ii) FALSE
- (iii) TRUE
- (iv) TRUE
- (v) FALSE

**AO1 = 4 marks**  
**AO2 = 1 mark**

**SECTION D: PRO- AND ANTI-SOCIAL BEHAVIOUR**

4

**Total for this question: 30 marks**

(a) The statements in the table below are about the contributions of the psychoanalytic approach to our understanding of moral development. Some of them are **TRUE** and some of them are **FALSE**. Write either **TRUE** or **FALSE** in the correct box next to each statement.

The psychoanalytic approach emphasises the role of conscious mental processes in moral development	
Freud said that the moral part of the personality is in the superego	
Freud said that moral development is the result of the child's identification with the same sex parent	
Moral development happens during the oral stage of psychosexual development	
Freud said that the superego contains the ego-ideal and the conscience	

*(5 marks)*

**AO1**

The psychoanalytic approach emphasises the role of conscious mental processes in moral development	FALSE
Freud said that the moral part of the personality is in the superego	TRUE
Freud said that moral development is the result of the child's identification with the same sex parent	TRUE
Moral development happens during the oral stage of psychosexual development	FALSE
Freud said that the superego contains the ego-ideal and the conscience	TRUE

**AO1 = 5 marks**

(b) Describe **one** study conducted by Latané and Darley to investigate bystander intervention. 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 by Latane & Darley which could be described including a retrospective study into the behaviour of the witnesses to the Kitty Genovese murder. However, other studies are more likely to be described, including 'the smoke-filled room' and the 'epileptic seizure' experiments.

**AO1 = 5 marks**

**To 5 marks as follows**

<b>5-4 marks</b>	The study is clearly recognisable and the description contains all four elements required by the question. At the top end, description is detailed.
<b>3-1 marks</b>	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) Outline **one** criticism of the study you have described in part (b) above. (2 marks)

**AO2**

Criticisms will vary depending on the study described in part (b). They could be methodological or ethical. Criticism stated (1), outlined (1).

For example, participants may have failed to go for help because they knew they were taking part in an experiment (1). They may have tried to work out what was going on and acted in a different way from normal (1). Criticisms must refer to the study described in part (b).

**AO2 = 2 marks**

A psychologist was interested in the behaviour of football players during matches. She wanted to see whether there was a correlation between the amount of violence the players watched on television and the number of aggressive acts the players committed during a football game (for example, swearing at the referee). She conducted the study in the following way.

- 10 football players from a local team volunteered to take part in the study.
- The players each made a list of all the programmes they watched on television during the three days immediately before the football match.
- From these lists, the psychologist calculated the number of hours of violence that each player had seen on television.
- During the next football match, she counted the number of aggressive acts that each player committed.

The results of the study are presented in **Table 3** below.

**Table 3: Number of hours of violence seen on television and number of aggressive acts committed by each player during the game**

Player	Hours of violence seen on television	Number of aggressive acts
1	6	7
2	9	8
3	7	6
4	1	2
5	5	6
6	2	2
7	8	9
8	3	4
9	10	10
10	4	4

(d) Use the graph paper below to draw a scattergraph displaying the results shown in **Table 3** on the opposite page. Provide a suitable title for this graph and fully label your scattergraph. (5 marks)

**AO2**

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

**AO2 = 5 marks**

**To 5 marks as follows**

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

(e) Name the type of relationship shown in the graph you have drawn.

No correlation	<input type="checkbox"/>
Positive correlation	<input type="checkbox"/>
Negative correlation	<input type="checkbox"/>

*(tick the correct box)* *(1 mark)*

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

**AO1**

No correlation	<input type="checkbox"/>
Positive correlation	<input checked="" type="checkbox"/>
Negative correlation	<input type="checkbox"/>

**AO1 = 1 mark**

(f) Write a suitable hypothesis for this study. *(2 marks)*

**AO2**

The hypothesis must be a testable statement, eg ‘There will be a (positive) correlation (relationship) between the amount of violence seen on television and the number of aggressive acts committed during a football game.’ The sense of the two variables should be present. Statement **1 mark**, variables **1 mark**.

**AO2 = 2 marks**

(g) Outline **one** limitation of using correlations to explain behaviour. *(2 marks)*

**AO2**

Correlations do not determine ‘cause and effect’ (1), they only show the strength of relationship (1), there could be a third factor causing both variables to increase (1). Max: 2 marks.

**AO2 = 2 marks**

(h) Three major approaches that have attempted to explain aggression are:

**ethological      biological      social learning**

Look at the explanations below and decide which approach is being used. Write ethological **or** biological **or** social learning on the line below each statement. You can write an approach more than once.

- (i) High levels of the hormone testosterone can cause aggression. (1 mark)
- (ii) Aggression can be learned by imitating others. (1 mark)
- (iii) Survival instincts are a possible cause of aggression. (1 mark)
- (iv) Aggression can be genetically determined. (1 mark)
- (v) If aggressive behaviour is positively reinforced, it is likely to happen again. (1 mark)

**AO1**

- (i) biological
- (ii) social learning
- (iii) ethological
- (iv) biological
- (v) social learning

**AO1 = 5 marks**

(i) Describe <b>one</b> way to reduce aggression that has been suggested by the ethological approach. Illustrate your answer by using an example.	(3 marks)
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**AO1**

This approach argues that reduction of aggression can be achieved through ritualised behaviours. This can provide a harmless outlet for aggression.

**AO2**

For example, one possible outlet for aggression is sport, such as tackling in rugby or boxing.

**AO1 = 2 marks**  
**AO2 = 1 mark**

**To 3 marks as follows**

<b>3 marks</b>	Clear description using an example reflecting the detail of the mark scheme.
<b>2-1 marks</b>	Very brief description with an example, or clear description without an example, at the top end. Muddled answer at the bottom end.