



# **General Certificate of Secondary Education**

## **Psychology 3181**

**3181/F      Foundation Tier**

### **Mark Scheme**

*2008 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.

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

Copyright © 2008 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

---

**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**

(a) In the table below, write next to **each** type of illusion the picture number that shows this type of illusion. *(3 marks)*

Type of Illusion	Picture number
Ambiguity	4
Distortion	1
Paradox	2
Fiction	3

**AO1 = 3 marks**

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

Any appropriate example can be given credit. For example when watching a film (1 mark) we are not watching continuous action but a sequence of still images which are run together (1 mark). 1 mark for naming an example such as mirage or moon illusion.

**AO2 = 2 marks**

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

(i) Any relevant factor stated ie motivation, perceptual set, previous experience, perceptual sensitisation, 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)*

(ii) Any relevant study should receive credit. For example, Bruner and Postman (1949) carried out a study to demonstrate the idea that previous experience can lead us to misperceive. Their method was to use a tachistoscope to show ps playing cards with the wrong colour suits – red spades and black hearts. They found that when the cards were presented quickly the ps reported seeing red hearts and black spades when they were presented slowly they saw them as brown or purple. Bruner and Postman therefore concluded that our perception is influenced by previous experience and if we don't have enough time to match expectation with reality, expectation dominates.

**AO1 = 4 marks**

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

(d) Complete the table by writing the principle of operant conditioning in the appropriate box next to the definition. (2 marks)

<b>Principles of Operant Conditioning</b>	
Negative reinforcement	Strengthens behaviour by stopping something unpleasant
Punishment	Weakens behaviour by being unpleasant
Positive reinforcement	Strengthens behaviour by providing a reward

**AO1 = 2 marks**

Look at the following photographs.

<p><b>Photograph 1</b> Elizabeth watching her mother play football.</p>	<p><b>Photograph 2</b> Elizabeth playing football.</p>
---	--

(e) Explain the role of imitation in social learning. Refer to the behaviour shown by Elizabeth and her mother in the photographs. (4 marks)

**AO1** Imitation means copying the behaviour (AO1) shown by a role model (AO1).

**AO2** Therefore in photograph 1 mother's behaviour is providing a model for Elizabeth (AO2) and in photograph 2 she is imitating this behaviour by celebrating the same way that mum did (AO2).

<b>4-3 marks</b>	At the top end imitation is fully explained with reference to both photographs. At the bottom end a partial definition is given with reference to both photographs or a complete definition with reference to one photograph.
<b>2-1 marks</b>	At the top end the answer includes reference to both photographs or explains the role of imitation or gives a partial definition with reference to one photograph. At the bottom end only one element is included.

**AO1 = 2 marks**

**AO2 = 2 marks**

A teacher wanted to find out whether there was a relationship between the amount of time her students spent rehearsing a list of facts and the number of facts they could remember. She plotted her findings in a scatter graph.

(f) (i) Write a heading for this scatter graph. (2 marks)

(i) A clearly stated title which includes reference to both variables eg scatter graph to show the relation between the amount of time spent revising (1 mark) and the number of facts recalled (1 mark).

**AO1 = 2 marks**

(ii) Identify the type of relationship shown in the scatter graph. (1 mark)

(ii) The scatter graph shows a positive correlation.

**AO1 = 1 mark**

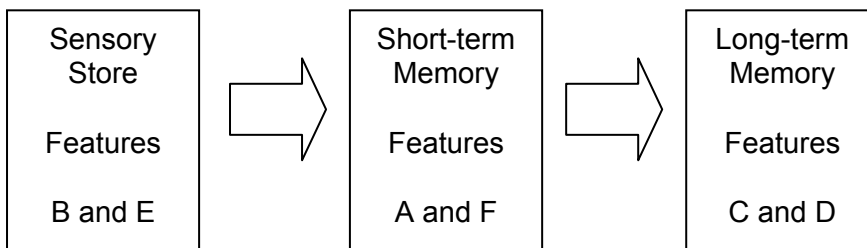
(iii) In this study, the teacher asked her students to rehearse a list of facts by repeating them over and over again. This process is known as .....

(1 mark)

(iii) Encoding.

**AO1 = 1 mark**

(g) Complete the diagram above by writing the correct letters in the spaces provided in each box. (5 marks)



**AO1 = 5 marks**

(h) Outline **one** way that the levels of processing approach could be used in everyday life. (2 marks)

Any appropriate everyday example can be given credit. The most likely application is in revision (1 mark). For example, reworking your notes when revising helps you to remember them (1 mark). This could include putting things into your own words or talking them through with someone else (1 mark).

**AO2 = 2 marks**

(i) What is meant by *eye-witness testimony*? (2 marks)

Eye-witness testimony is the account given by someone (1 mark) of an incident they have seen (1 mark).

**AO1 = 2 marks**

(j) Identify **one** factor that might affect reliability of eye-witness testimony. (1 mark)

Any appropriate factor will be given credit, for example stress.

**AO1 = 1 mark**

**SECTION B: SOCIAL PSYCHOLOGY**

**2**

**Total for this question: 30 marks**

(a) (i)	Calculate the percentage of participants who chose knitting as a hobby for the 70-year-old.	(1 mark)
---------	---	----------

(i) 80% **AO1 = 1 mark**

(ii)	Calculate the percentage of participants who chose going to the gym as a hobby for the 20-year-old.	(1 mark)
------	---	----------

(ii) 70% **AO1 = 1 mark**

(b)	What is meant by the term <i>stereotyping</i> ? Refer to the results of this study in your answer.	(4 marks)
-----	--	-----------

**AO1** Stereotyping means having a rigid/generalised/simplified set of ideas (1 mark) about members of a group (1 mark).

**AO2** In this study the results show stereotyping because the participants chose stereotyped hobbies for the 2 pictures. They chose knitting and ballroom dancing for the 70-year-old and going to the gym and playing computer games for the 20-year-old.

<b>4-3 marks</b>	Stereotyping is clearly defined reflecting the detail of the mark scheme at the top end. Reference to results must be given.
<b>2-1 marks</b>	Stereotyping is defined but no reference is made to the study or stereotyping is partially defined with brief reference to the study eg only one condition included.

**AO1 = 2 marks**

**AO2 = 2 marks**

(c)	Identify the <b>two</b> variables controlled by the student in this study.	(2 marks)
-----	--	-----------

Variable	Controlled in this study
The sex of the participants	✓
The culture of the participants	
The size of the photographs	
The age of the participants	✓

**AO1 = 2 marks**

---

(d) Identify the sampling method used in this study. (1 mark)

<b>Sampling method</b>	
Random	
Opportunity	
Systematic	✓
Stratified	

**AO1 = 1 mark**

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

<b>Experimental design</b>	
Independent Groups	
Repeated Measures	✓
Matched Pairs	

**AO1 = 1 mark**



(f) What is meant by the term *discrimination*? Refer to the article in your answer. (3 marks)

**AO1** Discrimination means treating people favourably or unfavourably (1 mark) on the basis of their membership of a particular group (1 mark).

**AO2** In the article the women workers were experiencing discrimination because they were being paid less than men even though they were doing the same job (1 mark).

<b>3 marks</b>	Discrimination is defined with appropriate reference made to the article.
<b>2-1 marks</b>	Discrimination is defined but no reference is made to the article or discrimination is partially defined with brief reference to the article.

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

(g) Using your knowledge of psychology, describe **one** way in which prejudice might be reduced. (3 marks)

Any appropriate way of reducing prejudice can be given credit eg. Aronson believed that prejudice can be reduced by increased co-operation. He therefore believed that if different groups work together and communicate they develop a more positive perception of one another. He devised the jigsaw technique whereby small groups of racially mixed students worked together and then communicated their work to the rest of the class.

<b>3 marks</b>	An appropriate way of reducing prejudice is described.
<b>2-1 marks</b>	An appropriate way of reducing prejudice is stated at the bottom end or an appropriate way is briefly described at the top end.

**AO1 = 3 marks**

Example	Term
Picking up litter because a teacher has told you to	Obedience
A crowd of people throwing stones because they thought of themselves as part of the crowd rather than as individuals	De-individuation
Wearing the same type of clothes as your friends so that you fit in	Conformity

(h) Choose the term from the following list that matches **each** example. Write the appropriate term in the box next to each example:

- Conformity
- Primacy effect
- Obedience
- De-individuation.

*(3 marks)*

**AO1 = 3 marks**

(i) Describe **one** study carried out by Milgram in which obedience 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)*

Any relevant study can receive credit. EG Milgram wanted to find out how far people would go in obeying orders. Volunteers were chosen to be either the teacher or the learner. The naïve participant was always the teacher. They were told by the experimenter to read out word pairs for the learner to remember. Whenever the learner made a mistake the teacher was to give an electric shock. The instructions were that the size of the shock was to be increased for each additional mistake up to a maximum of 450 volts. Milgram found that 65% of the participants were willing to give participants the maximum of 450 volts. He concluded that people obey orders from an authority figure.

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

**AO1 = 5 marks**

(j) Read the following statements about Milgram’s study of obedience and decide whether they are **TRUE** or **FALSE**. Write either **TRUE** or **FALSE** on the line below each statement. *(2 marks)*

The study was unethical because it caused distress to the participants.

**TRUE**

The participants were volunteers and so might not be representative of the whole population.

**TRUE**

**AO2 = 2 marks**

(k) Milgram used the experimental method to carry out his research. Outline **one** strength of the experimental method. *(2 marks)*

Any appropriate strength can receive credit eg one strength of an experiment is that procedures can be standardised (1 mark) so that it can be replicated (1 mark).

**AO2 = 2 marks**

(l) Choose the type of social influence that matches **each** example. Write the appropriate letter in the box next to each example. *(2 marks)*

Example	Letter
Samena puts more effort into aerobics if she goes to a class than if she watches an exercise video at home.	A
Emma likes doing group work at school because everyone else in the group does all the work for her.	B

**AO1 = 2 marks**

**SECTION C: DEVELOPMENTAL PSYCHOLOGY**

**3**

**Total for this question: 30 marks**

(a) Tick the **two** reactions that securely attached children showed in Ainsworth's study. *(2 marks)*

<b>Behaviour</b>	
Happy when mother was there	✓
Avoided mother	
Was comforted by a stranger	
Responded differently to the mother and the stranger	✓

**AO1 = 2 marks**

(b) (i) Identify **one** ethical issue that Ainsworth needed to consider when she investigated secure and insecure attachments *(1 mark)*

(i) Any ethical issue relevant to the study can be given credit eg right to withdraw.

<b>1 mark</b>	Relevant ethical issue stated.
---------------	--------------------------------

**AO1 = 1 mark**

(ii) Outline **one** way in which the ethical issue you identified in (b) (i) could have been dealt with. *(2 marks)*

(ii) Eg right to withdraw could be dealt with by telling the mother that if at any time she feels she doesn't want to take part anymore or if she feels the child is very distressed (1 mark) she can stop the study (1 mark).

**AO1 = 2 marks**

(c) (i) Outline **one** advantage of conducting surveys. (2 marks)

- (i) Any relevant advantage can be outlined. For example, one advantage of surveys is that they can be used to collect a large amount of data (1 mark) by interviewing people or sending out questionnaires (1 mark). **AO2 = 2 marks**

(ii) Outline **one** disadvantage of conducting surveys. (2 marks)

- (ii) Any relevant disadvantage can be credited eg surveys are completed by people who have time to fill them in or strong feelings on the subject (1 mark). This means the results may be biased (1 mark). **AO2 = 2 marks**

(d) (i) \_\_\_\_\_ used the word privation to describe the situation where a child did not make an attachment.  
 (ii) \_\_\_\_\_ believed that anti-social behaviour and emotional problems in adolescence are due to separation from the mother in the first five years of life.  
 (iii) \_\_\_\_\_ supported his beliefs in a study of 44 thieves.  
 (iv) \_\_\_\_\_ supported his beliefs in a study of boys from London and the Isle of Wight.  
 (v) \_\_\_\_\_ believed that there is no relationship between separation from the mother and delinquency. (5 marks)

- (i) **Rutter** used the word privation to describe the situation where a child did not make an attachment.  
 (ii) **Bowlby** believed that anti-social behaviour and emotional problems in adolescence is due to separation from the mother in the first five years of life.  
 (iii) **Bowlby** supported his beliefs in a study of 44 thieves.  
 (iv) **Rutter** supported his beliefs in a study of boys from London and the Isle of Wight.  
 (v) **Rutter** believed there is no relationship between separation from the mother and delinquency. **AO1 = 5 marks**

(e) Describe at least **one** criticism of Bowlby's research into the effects of separation. (3 marks)

Any relevant criticism will receive credit eg Bowlby's theory has been criticised because he believed that it was only separation from the mother that has an effect on development. Later research has shown that separation from familiar adults and environment can also have an effect. Or, the sample of boys was not very representative so we cannot generalise the results to the possible effects on all young people.

<b>3 marks</b>	Relevant criticisms are given which could be one developed point or a number of points identified. At the top of the band the answer should reflect the detail of the mark scheme.
<b>2-1 marks</b>	A criticism is identified at the bottom end or briefly described at the top end.

**AO2 = 3 marks**

Harry is 12 months old. His mum always gives him a drink in a bottle. On his first day at the childminder's house, he is given a drink in a cup. He tries to drink from the cup in the same way that he drinks from his bottle and he spills it and gets upset. Harry soon learns to drink from a cup.

- (f) (i) Look at the following statements and decide whether they are **TRUE** or **FALSE**. Write either **TRUE** or **FALSE** on the line below each statement. (3 marks)

Accommodation means to use an existing schema to interact with new objects, situations or information.

**FALSE**

Accommodation means to modify existing schemas to fit new objects, situations or information.

**TRUE**

According to Piaget's theory, Harry learnt to drink from a cup through the process of accommodation.

**TRUE**

**AO1 = 2 marks**

**AO2 = 1 mark**

- (ii) Harry's knowledge of how to drink from a bottle is an example of ..... (1 mark)

A schema.

**AO1 = 1 mark**

- (iii) Read the following statement and decide whether it is **TRUE** or **FALSE**. Write either **TRUE** or **FALSE** on the line below the statement. (1 mark)

Accommodation leads to adaptation.

**TRUE**

**AO1 = 1 mark**

- (g) Look at the table below which lists Piaget's stages of cognitive development and the characteristics associated with each stage. Unfortunately, some information is missing.

Below is a list of terms that also belong in the table. Write **each** term in the appropriate box.

- Formal operational stage
- Pre-operational stage
- Object permanence
- Conservation

(3 marks)

Name of Stage	Characteristic
Sensori-Motor	Object permanence
Pre-operational	Egocentrism
Concrete Operational	Conservation
Formal Operational	Inferential Reasoning

**AO1 = 3 marks**

- (h) Describe **one** study designed by Piaget in which object permanence was investigated. Include in your answer the reason the study was carried out, the method used, the results obtained and the conclusion drawn. (5 marks)

Any appropriate study designed by Piaget to investigate object permanence can be given credit. For example Piaget wanted to investigate the age at which object permanence was developed. He tested children between 0 and 8 months by hiding an object from them under a cover. He found that between 0 and 5 months the child will not search for a hidden object even if they had been reaching for it. At 8 months however they will search for a completely hidden object. This led Piaget to conclude that object permanence does not develop until 8 months.

<b>5-4 marks</b>	The study is clearly recognizable and contains all 4 elements required by the question. At the top end the description will be detailed.
<b>3-1 mark</b>	The outline of a recognizable study is given but does not contain all 4 elements required by the question or all the elements are present but the description is muddled.

**AO1 = 5 marks**

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

**4**

**Total for this question: 30 marks**

Read the following article.

**Local Hero Gets Medal**

A local man was today awarded a medal for bravery and told he had shown true altruism. He was walking with his dog near the reservoir when he heard a cry for help. A child had fallen into the water. Even though he was not a good swimmer, the man jumped in and rescued the child.

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

**AO1** Altruism can be defined as willingly helping someone else (1 mark) AND without expecting a reward (1 mark) or even if there is potential disadvantage to oneself (1 mark).

**AO2** In the article the man stopped to help the child who had fallen in the water even though he was not a strong swimmer (1 mark).

<b>3 marks</b>	Altruism is defined reflecting the detail of the mark scheme with appropriate reference made to the article.
<b>2-1 marks</b>	At the top of the band altruism is defined reflecting the detail of the mark scheme or altruism is partially defined with appropriate reference made to the article. At the bottom of the band, altruism is partially defined or appropriate reference is made to the article.

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



(b) (i) Outline what is meant by a case study. (2 marks)

A case study is an in-depth investigation (1 mark) of one individual or a small group (1 mark).

**AO1 = 2 marks**

(ii) Read the following statements and decide whether they are **TRUE** or **FALSE**. Write either **TRUE** or **FALSE** on the line below each statement. (2 marks)

A case study gives a detailed picture of the person being studied.

**TRUE**

A case study gathers information from a large number of people.

**FALSE**

**AO2 = 2 marks**

(c) (i) Identify the sampling method used in the case study described above. (1 mark)

- (i) Random  
Opportunity ✓  
Systematic  
Stratified

**AO1 = 1 mark**

(ii) Identify **one** weakness of the sampling method you have chosen in (c) (i). (1 mark)

- (ii) It is very time consuming  
It is difficult to find enough participants  
The sample chosen will be unrepresentative ✓

**AO2 = 1 mark**

(d) Read the following statements about Kohlberg's theory of moral development and decide whether they are **TRUE** or **FALSE**. Write either **TRUE** or **FALSE** on the line below each statement.

(i) Kohlberg believed that moral development is learnt by watching and copying a role model \_\_\_\_\_

(ii) Kohlberg believed that moral development occurs in stages \_\_\_\_\_

(iii) Kohlberg believed that everyone reaches the highest level of moral development \_\_\_\_\_

(iv) Kohlberg believed that moral development depends on a child's stage of cognitive development \_\_\_\_\_

(v) Kohlberg believed that moral behaviour is learnt through reinforcement \_\_\_\_\_

*(5 marks)*

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

**AO1 = 5 marks**

(e) (i) Identify **one** factor that affects bystander intervention. *(1 mark)*

Any relevant factor can be given credit, for example accepting personal responsibility.

**AO1 = 1 mark**

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

Any relevant study related to the factor can be given credit. If the study is not relevant to the factor stated give no credit for (e) (i) and mark (e) (ii) Latane and Darly asked participants to talk to one, two or five other people about an embarrassing topic. As it was embarrassing they were asked to talk through an intercom. During the discussion one of the participants seemed to be having a seizure. The results found that when the participant thought he was alone 85% went for help, when he thought there was someone else 62% went for help and when he thought there were 4 others only 35% went for help. This shows that the more people that are present the less likely each one is to help because responsibility is shared.

<b>4-3 marks</b>	The study contains all 3 parts required. These are described accurately and in detail at the top end.
<b>2-1 marks</b>	The study does not contain all 3 parts required by the question or the description given is brief or inaccurate.

**AO1 = 4 marks**

(iii) Outline at least one criticism of the study you have described in (e)(ii). (3 marks)

(iii) Any relevant criticisms can be given credit for example the study is unethical because it caused distress to the participants. Afterwards they showed great concern for the seizure victim especially those who had not helped. They may therefore have left the study feeling distressed about the way they had behaved.

<b>3 marks</b>	An appropriate evaluation is given which could be one elaborated point or a number of points identified. Answer should reflect detail of the mark scheme.
<b>2-1 marks</b>	At the top end evaluative comment is briefly described. Evaluative comment is identified at the bottom end or evaluative comment is muddled.

**AO2 = 3 marks**

(f) The following conversation took place between two students:

**Ainsley:** "I agreed with what our psychology teacher said today. Aggression is definitely a survival instinct. We are born with it."

**Nicola:** "I don't agree. I think aggressive behaviour is copied from the people around us."

(i) Outline the ethological explanation of aggression. (2 marks)

In ethological explanations it is assumed that aggression is innate (1 mark). This means that humans are likely to solve conflict by using aggression (1 mark).

**AO1 = 2 marks**

(ii) Which of the students in the above conversation supports the ethological explanation of aggression, **Ainsley** or **Nicola**? (1 mark)

Ainsley

**AO2 = 1 mark**

(iii) Outline the social learning explanation of aggression. (2 marks)

In social learning explanations it is assumed that aggression is learnt (1 mark) by watching and copying the behaviour of aggressive role models (1 mark). An answer based on the role of reinforcement in learning would also be given credit.

**AO1 = 2 marks**

(g) Below is a list of approaches. In the box next to **each** suggestion, write the approach that matches the suggestion:

- Ethological
- Biological
- Psychodynamic
- Social learning.

*(3 marks)*

<b>Ways of reducing aggression</b>	
Watching the behaviour of a non-aggressive role model	Social learning
Channelling aggressive energy into acceptable activities such as sport	Psychodynamic
Using appeasement gestures such as speaking calmly and softly	Ethological
Surgery on the amygdala in the brain	Biological

**AO1 = 3 marks**