



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCSE

Psychology

3181

Higher

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

The hypothesis must be a testable statement, eg ‘Football fans can remember scores more accurately than people who don’t like football.’ The sense of the two variables should be present.

Statement 1 mark, variables 1 mark.

AO2 = 2 marks**(b)** Identify the sampling method used and explain **one** criticism of this method.*(3 marks)*

Opportunity sampling was used (allow convenience). ‘Volunteers’ should not be accepted. The most obvious criticism of this method is that it does not provide a representative sample of the population making generalisation inappropriate.

AO1 = 2 marks AO2 = 1 mark**To 3 marks as follows****3 marks:** Sampling method correctly identified with criticism clearly explained.**2-1 marks:** Sampling method correctly identified. Criticism may or may not be stated.**(c)** Explain what the findings in **Table 1** tell you about the accuracy of recall of fans and non-fans in remembering football results.*(4 marks)*

The answer should focus on the accuracy of both groups of fans rather than offering reasons for the differences in scores. The mean scores tell us that football fans do remember results more accurately than non-fans because their mean score was 14 compared with 6 from the other group. The ranges tell us that in both groups there was a very wide spread of scores. Both groups must have contained people who scored maximum and people who didn’t score above 1. The trend was for the fans to do better.

AO1 = 2 marks AO2 = 2 marks**To 4 marks as follows****4-3 marks:** Clear explanation referring to both groups of fans, using the numbers in the table.**2-1 marks:** Limited explanation, referring to only one group or reference only to data.

(d) Outline **one** psychological explanation of forgetting. (4 marks)

There are many explanations of forgetting from which to choose. These include trace decay, brain damage, motivated forgetting, interference, context, etc. Answers may or may not contain research evidence (the question doesn't require this). However the processes should be clearly outlined. For example, interference theory suggests that what you remember can be interfered with by other information that you learn. Proactive interference is when information you have already learned affects how well you remember new information. Retroactive interference is when learning new information interferes with what you have already learned.

AO1 = 4 marks

To 4 marks as follows

4-3 marks: Clear explanation of forgetting, reflecting the amount of detail contained in the mark scheme.

2-1 marks: At the bottom end, a recognised reason for forgetting will be stated. At the top end there will be a limited attempt at an explanation.

Note: If more than one explanation is offered, credit will be given to the best explanation only.

(e) (i) Name the type of visual illusion that is shown in **Picture 1**. (1 mark)

The illusion is a 'distortion'.

AO1 = 1 mark

(ii) Use your knowledge of visual perception to explain why **Person A** appears to be larger than **Person B**. (4 marks)

False depth cues such as the converging lines and height in plane make us believe that A is further away. However, because the retinal image is the same size, constancy scaling makes us believe that A must be larger.

AO1 = 3 AO2 = 1

To 4 marks as follows

4-3 marks: Clear explanation of the illusion, reflecting the amount of detail contained in the mark scheme. At the top end, reference to constancy scaling must be made.

2-1 marks: A limited explanation containing one or more of the elements contained in the mark scheme.

- (f) Describe **one** study in which **either** perceptual defence **or** perceptual sensitisation was investigated. Indicate in your answer the method used, the results obtained and the conclusion drawn. (4 marks)

The most likely study to be offered for perceptual defence is from McGuinnies. For perceptual sensitisation, Eriksen could be offered.

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.

- (g) Using the terms *Unconditioned Stimulus* (UCS), *Unconditioned Response* (UCR), *Conditioned Stimulus* (CS) and *Conditioned Response* (CR), explain how the treatment works. You may use a labelled diagram as part of your answer if you wish. (6 marks)

A good answer should be able to explain how the pleasure derived from smoking will, through classical conditioning, be replaced by unpleasant associations. The term 'aversion therapy' may or may not be used. The four terms will be used correctly – UCS (emetic drug or words to that effect), UCR (nausea), CS (cigarette), CR (nausea). An explanation of how an association is built up between the UCS and the CS will be included in the answer as well as the desired outcome, ie kicking the smoking habit.

AO1 = 4 marks AO2 = 2 marks

To 6 marks as follows

6-4 marks: Clear explanation of the process and the majority of features described above are present for full marks. At the top end, all four terms are correctly explained although a diagram is not essential.

3-1 marks: Answer which is brief or muddled at the bottom end but the use of classical conditioning is discernible.

- (h) Outline **one** criticism of using conditioning methods to change behaviour. (2 marks)

Any valid criticism stated will earn 1 mark and the second mark will be awarded for an expansion of that point. One of the most obvious criticisms is probably that this type of treatment does not deal with the cause of the behaviour (**1 mark**). There may be other underlying problems causing the person to take up smoking (**1 mark**). Credit should also be given to any criticism of an ethical nature.

Note: If two different criticisms are stated, only one mark can be awarded.

AO2 = 2 marks

SECTION B - SOCIAL PSYCHOLOGY

2

Total for this question: 30 marks

(a) What is meant by the term <i>stereotype</i> ? Refer to the article in your answer. (3 marks)
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A stereotype is a belief about an individual because of their membership of a group which is defined solely by a superficial feature. In the case of the article, the feature is the mode of dress (although some candidates might refer to skin colour).

AO1 = 2 marks AO2 = 1 mark

To 3 marks as follows

3 marks: Clear definition with relevant reference to the article.**2-1 marks:** Brief definition with relevant reference to article or clear definition without reference to article at top end. Brief definition at lower end.

(b) The article illustrates a negative effect of stereotyping. Explain one advantage that the use of stereotypes might have in everyday life. (2 marks)
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Advantage stated (**1 mark**), explained (**1 mark**),
eg it helps to avoid information overload (1) by filtering incoming information (1)

or

it enables us to respond rapidly to situations (1) because we can make sense of them quickly (1).

AO1 = 1 mark AO2 = 1 mark

(c) Describe and evaluate one study in which stereotyping was investigated. Include in your answer the reason why the study was conducted, the method used, the results obtained, the conclusion drawn and evaluation of the study described. (8 marks)

There are numerous studies which are appropriate here, for example Katz & Braly, Gahagan, Word, etc.

AO1 marks (**up to a maximum of 5 marks**) should be awarded for accuracy of knowledge and understanding of the study itself, whilst AO2 marks are for evaluation commentary.

AO1 = 5 marks AO2 = 3 marks

To 8 marks as follows

8-6 marks: The study is clearly recognisable and the description contains all four elements required by the question. An attempt at evaluation is made which, at the top end could be one elaborated point **or** more than one evaluative comment but in less detail.**5-4 marks:** The study is clearly recognisable and the description contains all four elements required by the question but no evaluation is offered **or** the description of the study lacks detail and an attempt at evaluation is made.**3-1 marks** The outline of a recognisable study is given but it does not contain all the elements required by the question. There may or may not be an evaluation attempt.

(d) (i) Explain **one** way in which psychologists have suggested prejudice might be reduced. (3 marks)

Several ways to reduce prejudice could be explained. These include changing individual factors, increasing contact, co-operation, etc.

AO1 = 2 marks AO2 = 1 mark

To 3 marks as follows

3 marks: The way has been clearly identified either explicitly or implicitly through thorough explanation.

2-1 marks: Identification of a way to reduce prejudice with little or no explanation.

(ii) Using your knowledge of psychology, discuss whether the prejudice reduction technique you have explained in (i) above is likely to succeed. (4 marks)

Much of the research on methods of reducing prejudice has been disappointing. There has been limited success often to the benefit of individuals in the group rather than the group as a whole. Efforts to reduce prejudice will be more successful if they are related to the causes of it.

AO1 = 1 mark AO2 = 3 marks

To 4 marks as follows

4-3 marks: A clear appreciation of the limitations of the attempt to reduce prejudice will be displayed at the top end.

2-1 marks: There will be a basic comment on the success or lack of success of the attempt to reduce prejudice. Discussion may be brief or muddled.

(e) Describe the results of the study. (3 marks)

In condition A, approx 85% of participants went for help. In condition B it was approx 60%, whilst in condition C, it was approx 30%.

AO1 = 3 marks

To 3 marks as follows

3 marks: Results from all 3 conditions must be described.

2-1 marks: Partial description of results.

(f) Use your knowledge of psychology to explain the results of this study. (4 marks)

The results show that people are more likely to go for help when they are on their own. Answers may focus on ‘diffusion of responsibility’ and/or ‘pluralistic ignorance’, explaining how these processes can account for the differences in the results. There could also be reference made to defining the situation as an emergency in the first place.

AO1 = 2 AO2 = 2

To 4 marks as follows

4-3 marks: Full explanation linked to the results of the study incorporating most of the issues mentioned in 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.

(g) Identify **one** ethical issue which should have been considered when this study was designed. Explain why the issue you have identified is important. (3 marks)

The ethical issue identified must be relevant to this particular study. There are many to choose from including deception, distress to the participant, etc. For full marks, the explanation should be linked to the study.

AO1 = 2 AO2 = 1

To 3 marks as follows

3 marks: A relevant ethical issue has been clearly identified with a thorough explanation linked to the study.

2-1 marks: Identification or limited explanation of an issue.

SECTION C – DEVELOPMENTAL PSYCHOLOGY**3****Total for this question: 30 marks**

(a) Define the term *schema*.

(2 marks)

A schema is a mental framework (**1 mark**). It is based on experience or a reflex schema (**1 mark**). These are essentially the two elements required in the answer and obviously they may be expressed in different ways.

AO1 = 2 marks

(b) Using **one** example of each, explain the role of *assimilation* and *accommodation* in the development of schema.

(6 marks)

When a child is using an existing schema to act on the environment, the child is assimilating. For example, a baby is assimilating when it is using a grasping schema for every object within reach. Accommodation happens when a schema has to be modified to adapt to a new situation, hence a new schema is formed. For example, the grasping schema has to be changed to deal with objects of different shapes.

AO1 = 4 marks AO2 = 2 marks

The mark scheme for **3 marks** is as follows because two explanations are required. Each explanation should be treated separately and the marks then added together.

To 3 marks as follows

3 marks: The role is clearly explained with an appropriate example

2-1 marks: The role is clearly explained without an example, or the explanation is muddled.

- (c) Describe **and** evaluate **one** study designed by Piaget to demonstrate the *pre-operational stage* of development. Include in your answer the reason why the study was conducted, the method used, the results obtained, the conclusion drawn and evaluation of the study described.

(8 marks)

Any relevant study based on Piagetian methods for the pre-operational stage is acceptable. The most likely contenders will be conservation, classification or egocentrism experiments. If the stated reason for the study is to compare two different age groups, full credit should be given even though it is not required. The reason could simply be for example, to investigate the conservation of number skills of five-year olds. AO1 marks (up to a maximum of 5 marks) should be awarded for accuracy of knowledge and understanding of the study itself, whilst AO2 marks are for evaluation commentary.

AO1 = 5 marks AO2 = 3 marks

To 8 marks as follows

8-6 marks: The study is clearly recognisable and the description contains all four elements required by the question. An attempt at evaluation is made which, at the top end could be one elaborated point **or** more than one evaluative comment but in less detail.

5-4 marks: The study is clearly recognisable and the description contains all four elements required by the question but no evaluation is offered **or** the description of the study lacks detail and an attempt at evaluation is made.

3-1 marks The outline of a recognisable study is given but it does not contain all the elements required by the question. There may or may not be an evaluation attempt.

- (d) Explain the difference between *sex identity* and *gender identity*. Refer to the pictures in your answer.

(3 marks)

Sex identity being male or female which is a biological state. Gender identity is understanding what it means to be male or female which is a psychological state. For maximum marks, candidates must make reference to the pictures.

AO1 = 2 marks AO1 = 1 mark

To 3 marks as follows

3 marks: Clear explanation with relevant reference to the pictures.

2-1 marks: Clear explanation without relevant reference to the pictures or partially correct explanation.

- (e) Briefly outline how the *social learning approach* explains the acquisition of gender identity. (3 marks)

Social learning theory suggests that children acquire appropriate features of gender through observation and imitation of appropriate role models. Then through the processes of reinforcement and punishment, children learn what it means to be male or female. Their behaviour is shaped in accordance with what is expected of males and females.

AO1 = 3 marks

To 3 marks as follows

3 marks: The answer will reflect the detail of the mark scheme and will be clearly expressed.

2-1 marks: A very limited or muddled outline is given.

- (f) Suggest **one** behaviour category for each stereotype that you might use when recording your observations.

Masculine stereotype (1 mark)

Feminine stereotype (1 mark)

Observable categories relating to masculine and feminine stereotypes should be suggested. 1 mark should be awarded for each.

AO1 = 2 marks

- (g) Explain why it is necessary to use behaviour categories when recording behaviour. (2 marks)

The explanation should relate to objectivity. Behaviour categories allow us to quantify behaviour (1 mark). It is easier to record behaviour this way (1 mark) and it allows us to focus on certain behaviours and ignore others (1 mark). **Up to a maximum of 2 marks.**

AO1 = 1 mark AO2 = 1 mark

(h) (i) What is meant by the term *inter-observer reliability*. (2 mark)

Inter-observer reliability means that the measurement of behaviour is consistent (**1 mark**) between observers (**1 mark**).

AO1 = 2 marks

(ii) Explain how you and your partner could establish inter-observer reliability. (2 marks)

To establish inter-observer reliability, both partners should observe the same behaviour independently and compare results afterwards. If the results are very similar, then inter-observer reliability has been established.

AO1 = 2 marks

SECTION D - PRO- AND ANTI-SOCIAL BEHAVIOUR**4****Total for this question: 30 marks**

(a) What is meant by the term <i>moral behaviour</i> ?	<i>(2 marks)</i>
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Moral behaviour is acting in accordance with acceptable rules and standards (**1 mark**) which are expected within a society (**1 mark**).

or

Implication of having reached level 6 (according to Kohlberg).

AO1 = 2 marks

(b) Outline how Piaget's theory of moral development helps us to understand the behaviour of the convicted male criminals referred to in the article.	<i>(5 marks)</i>
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Piaget proposed that, up to the age of three or four, children are unable to make moral judgements because they do not understand the rules. They then go through two stages of moral development. In the first stage, rules are imposed by authority figures. Consequences of actions are important. In the second stage, rules can be flexible but intentions behind actions become important. The article is suggesting that the boys haven't reached the first stage.

AO1 = 3 marks AO2 = 2 marks**To 5 marks as follows**

5-4 marks: The answer will reflect the detail of the mark scheme and will be clearly expressed. Reference to the article will be included.

3-1 marks: The answer will be clearly expressed reflecting some of the detail of the mark scheme but without reference to the article or a brief or a muddled outline is given.

(c) Explain one criticism of the sample of participants referred to in the article.	<i>(2 marks)</i>
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Any stated valid criticism will earn one mark. The most likely answers could be that the study was of boys only or that the age group was limited or that the sample wasn't representative of all criminals. The second mark is for elaboration, e.g. therefore it cannot be generalised to all criminals.

AO2 = 2 mark

(d) What is meant by the term <i>pro-social behaviour</i> ?	<i>(2 marks)</i>
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Pro-social behaviour is cooperative, affectionate or helping behaviour (**1 mark**) intended to benefit another person (**1 mark**).

AO1 = 2 marks

- (e) Use your knowledge of psychology to identify and explain **two** factors which affect pro-social behaviour. (6 marks)

The specification cites socialisation and social norms as two factors that must be covered in the course. However, there are other factors which are equally acceptable including the cost-reward factor, defining the situation as one where help is needed, ease or difficulty of escape from the helping situation, etc.

AO1 = 4 marks AO2 = 2 marks

The mark scheme for **3 marks** is as follows because two factors are required. Each factor should be treated separately and the marks then added together.

To 3 marks as follows

- 3 marks:** A relevant factor is identified and clearly explained.
- 2-1 marks:** A relevant factor is identified but explanation is limited at the top end. At the bottom end either a factor has been identified and/or the explanation is muddled.

- (f) According to the social learning approach, aggressive behaviour is learned. Describe **one** study in which this idea was investigated. Indicate in your answer the method used, the results obtained and the conclusion drawn. (4 marks)

The most obvious contender here is Bandura's Bobo doll experiment.

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:** Outline of recognisable study but does not contain all the elements required.

(g) Describe one way to reduce aggression which has been suggested by each of these approaches.	
Psychodynamic	(3 marks)
Social Learning	(3 marks)

The psychodynamic approach suggests catharsis or letting off steam. Aggressive energy builds up in people until it is released in behaviour. Therefore people should find harmless ways of acting aggressively, for example playing sport.

The social learning approach suggests that people have a general tendency to imitate others. If so, then exposure to non-aggressive models should reduce aggressive behaviour. Or if people witnessed others being punished for aggressive acts, they are less likely to commit those acts themselves.

AO1 = 6 marks

The mark scheme for **3 marks** is as follows because two descriptions are required. Each description should be treated separately.

To 3 marks as follows

3 marks: The description will reflect the detail of the mark scheme and will be clearly expressed.

2-1 marks: A limited or muddled description is given.

(h) Choose one of the ways of reducing aggression that you have described in your answer to (g) and discuss whether it is likely to be successful.	(3 marks)
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Most of the evidence does not support the catharsis model. Many findings suggest the opposite is true. In one study, children who were allowed to take out their aggression on an inflatable doll were more likely to behave aggressively than those who were not allowed to be aggressive towards the doll.

The social learning suggestion could be successful in certain circumstances. If the model is seen to be rewarded for non-aggressive behaviour, then imitation is more likely especially if the model is seen to be similar to the observer.

AO2 = 3 marks

To 3 marks as follows

3 marks: The discussion will reflect the detail of the mark scheme and will be clearly expressed.

2-1 marks: A limited or muddled discussion is given.

BREAKDOWN OF ASSESSMENT OBJECTIVES

QUESTION	AO1	<u>AO2</u>
1. (a)		2
(b)	2	1
(c)	2	2
(d)	4	
(e) (i)	1	
(ii)	3	1
(f)	4	
(g)	4	2
(h)		2
	20	10
2. (a)	2	1
(b)	1	1
(c)	5	3
(d) (i)	2	1
(ii)	1	3
(e)	3	
(f)	2	1
(g)	2	2
	18	12
3. (a)	2	
(b)	4	2
(c)	5	3
(d)	2	1
(e)	3	
(f)	2	
(g)	1	1
(h) (i)	2	
(ii)	2	
	23	7
4. (a)	2	
(b)	3	2
(c)		2
(d)	2	
(e)	4	2
(f)	4	
(g)	6	
(h)		3
	21	9