



General Certificate of Secondary Education

Psychology 3181

3181/H Higher Tier

Mark Scheme

2006 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.

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) What is meant by the term <i>learning</i> ?	<i>(3 marks)</i>
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Learning is a relatively permanent change in behaviour which is due to experience.
Reference to Social Learning theory, Piaget, maximum 1 mark.

AO1 = 3 marks**To 3 marks as follows**

3 marks	A clear definition of learning containing all three elements mentioned in the mark scheme or words to that effect.
2-1 marks	A brief definition of learning containing fewer of the elements required for three marks.

(b) A psychologist conditioned a young boy to be afraid of a white rat by making a loud noise every time the boy saw the rat.

(i) Using your knowledge of classical conditioning, put the following terms into the boxes below to show how this happened.

Unconditioned response (UCR)
Conditioned response (CR)
Conditioned stimulus (CS)
Unconditioned stimulus (UCS)

(3 marks)

UCS (+CS) UCR
CS CR

Partial marks can be awarded.

AO1= 3 marks

(ii) After this, the psychologist discovered that the young boy was also afraid of a white rabbit and cotton wool. Is this an example of <i>discrimination</i> or <i>generalisation</i> ?

Discrimination
Generalisation

(1 mark)

Generalisation

AO1 = 1 mark

(c) Explain **one** similarity between *classical conditioning* and *operant conditioning*. (3 marks)

AO1

Any appropriate similarity should be credited. For example, both result in behaviour change.

AO2

For example, in both forms of conditioning, learning takes place through association between two events. In classical conditioning it is the pairing of the UCS and the CS. In operant conditioning it is the pairing of the behaviour with reinforcement.

AO1 = 1 mark AO2 = 2 marks

To 3 marks as follows

3 marks	One source of similarity has been clearly explained to the level of detail contained in the mark scheme.
2-1 marks	At the upper end a similarity has been briefly explained. At the lower end, a similarity has been identified.

(d) Identify and describe **three** features of the multistore explanation of memory. (6 marks)

The multistore explanation proposes that information passes through a series of stores, each of which has different characteristics. Sensory memory stores information for a very short period of time in its original form. If it is encoded it will pass to the short term memory which can store approximately seven chunks of information for a limited period of time. Additional information will displace earlier information. Information may then transfer to a long term memory (LTM) where it may remain indefinitely. In principle, LTM has unlimited capacity.

AO1 = 6 marks

To 6 marks as follows

6-4 marks	Clear description of three features of the multistore explanation of memory reflecting the detail contained in the mark scheme at the top end. At the bottom end, some description is present and/or less than three features are identified and described.
3-1 marks	Answer which is muddled at the bottom end. At the upper end there is an accurate but brief description or three features are only identified. (For example, drawn as a model.)

The multistore explanation of memory gave a GCSE psychology student an idea for her coursework. She thought that if she gave participants a list of 20 words to learn, they would remember the first five and the last five words better than the middle ten. She decided to conduct an experiment in the following way.

- She selected 20 words (each containing six letters) from a dictionary. These words were then listed in random order.
- She obtained permission from her Head of Year to find 30 volunteers from her year group to act as participants.
- The participants were shown the words one at a time and then given one minute to write down as many as they could remember in any order.
- For each participant she counted how many of the first five and the last five words from the list they remembered. This gave a score out of ten.
- She then counted how many of the middle ten words each participant remembered. This also gave a score out of ten.

A summary of the findings is presented in **Table 1** below.

Table 1: Mean number of words remembered for the first five and the last five words (out of 10) and for the middle ten words (out of 10).

	Mean number of words remembered
First & last five	7.4
Middle ten	3.7

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

The hypothesis must be a testable statement, eg ‘Participants will recall more from the first and last five words of a list compared to the middle ten words’. The sense of the two variables must be present. Statement **1 mark**, operational variables **1 mark**. **AO2 = 2 marks**

(f) For the experiment described, what is:

(i) the independent variable? (1 mark)

(ii) the dependent variable? (1 mark)

The number of words correctly recalled
The position of the words in the list
The length of each word

(i) The independent variable is the position of the words in the list.

(ii) The dependent variable is the number of words recalled [in each condition (not required)].

AO1 = 2 marks

(g) Give **one** explanation for why the psychology student chose words of six letters for this experiment. (2 marks)

This is a controlled variable (1 mark). Length of word could have an effect on recall (1 mark). Longer words may be more difficult to recall (1 mark). Shorter words may be easier to recall (1 mark). Maximum **2 marks**. **AO2 = 2 marks**

(h) Identify the sampling method used and explain one advantage of this method. (3 marks)

AO1

Opportunity sampling (allow convenience).

Note: Do not allow ‘volunteers’, or ‘self-selected’ – those are not sampling methods.

AO2

This is the easiest method of obtaining participants because it can be done fairly quickly and it causes less disruption than more rigorous sampling methods, eg random sampling. Allow quick and easy (2 marks); convenient, not time-consuming (2 marks); cheap, available, willing and able, efficient (1 mark).

AO1 = 1 mark AO2 = 2 marks

To 3 marks as follows

3 marks	Sampling method correctly identified with advantage clearly explained.
2-1 marks	Sampling method correctly identified. Advantage may or may not be stated.

(i) Use your knowledge of psychology to discuss whether or not the results of this experiment support the multistore explanation of memory. (5 marks)
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AO1

The multistore model suggests that the first five words were stored in the long-term memory (LTM) and are more likely to be recalled (primacy effect). The last five words will still be in the short-term memory (STM). They are also more likely to be recalled (recency effect). The middle ten words would be displaced from the STM and are less likely to be remembered.

AO2

Because they have not been displaced. The results can be explained by the multistore model because the mean number of words recalled was greater for the first and last five words in the list. As the question says ‘discuss’, critical commentary should be included in the answer to this question. There are many valid discussion points. There could have been other factors that caused these results. For example, some of the middle 10 words could have been less common than the words at the beginning and end of the list and therefore harder to remember. The results may have occurred entirely by chance. The study would need to be replicated with a more representative sample.

AO1 = 2 marks AO2 = 3 marks

To 5 marks as follows

5-4 marks	Results are fully discussed with relevant evaluative commentary and reflect the detail of the mark scheme.
3-1 marks	The results are partially discussed with brief evaluative comment at the top end. At the lower end, discussion is either very limited or muddled.

SECTION B: SOCIAL PSYCHOLOGY**2****Total for this question: 30 marks**

Read the following article and answer the questions that follow.

Modern man - is it all a myth?

A recent survey of married couples over the age of 45 has revealed that jobs around the home are not shared equally between males and females. Women are still doing the vast majority of housework, including cooking, ironing and cleaning, whilst the men do most of the gardening and DIY jobs. The psychologist in charge of the research said, “The old-fashioned stereotypes of husbands and wives are still here in 2006! I have concluded that the ‘modern man’, who shares these jobs equally with his wife, does not really exist. It is all a myth!”

(a) What is meant by the term *stereotype*? Refer to the article in your answer. (3 marks)**AO1**

A stereotype is a belief or expectation about an individual or behaviour based on membership of a group which is defined solely by a superficial nature. Alternative definition: rigid, generalised, simplified set of ideas about characteristics of all members of a group. Allow assumption.

AO2

In the case of this article, the feature is sex of the individual leading to the belief that certain domestic tasks should be assigned to males and others to females. **AO1 = 2 marks AO2 = 1 mark**

To 3 marks as follows

3 marks	Clear definition with relevant reference to article.
2-1 marks	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) State **one** criticism of the sample of married couples mentioned in the article and explain how this could have led the psychologist to have drawn a wrong conclusion. (3 marks)**AO1**

One criticism is that the sample is not representative of all married couples.

AO2

Therefore it would be unsafe to generalise his findings to all married couples. It could be that in younger married couples, domestic chores could be divided differently and that males and females do take an equal share of all tasks. **AO1 = 1 mark AO2 = 2 marks**

To 3 marks as follows

3 marks	Valid criticism and clear explanation reflecting the detail of the mark scheme.
2-1 marks	Valid criticism but brief explanation at top end. Valid criticism and/or muddled explanation at bottom end.

(c) Describe **one** study in which stereotyping 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)

There are numerous studies which are appropriate here, for example Katz & Braly, Razran, Rubin, Snyder & Uranowitz and Tajfel are all likely contenders. **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.

An experiment was conducted in which participants were asked to hook 50 paperclips together to form a chain. Each participant took part in both conditions of the experiment.

Condition A: Working entirely on their own
Condition B: Working alongside others doing the same task

The experimenter timed how long it took each participant to complete each task. The results are summarised in **Table 2**.

Table 2: Mean time (in seconds) taken by participants to complete each task.

	Mean time
Condition A	104
Condition B	86

(d) Describe the results of this experiment. (2 marks)

The mean time for condition A was 104 seconds. The mean time for condition B was 86 seconds. For two marks, both conditions must be referred to and a quantitative statement made. For example, ‘The mean time for condition A was slower than the mean time for condition B’ would score 2 marks because the word ‘slower’ implies a quantitative comparison. **AO1 = 2 marks**

(e) Identify the experimental design used for this experiment. (1 mark)

Repeated measures design. **AO1 = 1 mark**

(f) Describe how the two conditions could have been counterbalanced in this experiment. (2 marks)

Half of the participants could have worked in condition A first, followed by condition B (1 mark). The remaining participants could have worked in condition B first, followed by condition A (1 mark). **AO2 = 2 marks**

(g) Explain how the results of this experiment demonstrate the effects of social facilitation. (3 marks)

When people are working side by side or in the presence of others they often perform better than if they are working alone. This is known as social facilitation. In this experiment participants performed better in condition B when they were working alongside others doing the same task. Therefore the results demonstrate the effect. Credit co-action effect. Reference to a simple task will gain credit.

AO2 = 3 marks

To 3 marks as follows

3 marks	Full explanation linked to the results of the experiment reflecting the detail of the mark scheme.
2-1 marks	Limited explanation of how people tend to behave in such situations. At the bottom end, direct link to the experiment may not be made.

(h) Discuss how Adorno's ideas about the authoritarian personality might contribute to our understanding of prejudice at an individual level. (7 marks)

AO1

Adorno conducted research to find an explanation for the behaviour of Nazi soldiers in WWII. He claimed to have found a pattern of personality characteristics which he called the authoritarian personality. Those with an authoritarian personality were more likely to have had a very strict upbringing by critical and harsh parents. As a consequence, they tend to be intolerant of minority groups, rigid in their opinions and beliefs and more likely to categorise people into 'us' and 'them' groups. Their hostility towards their parents is displaced onto safe targets, namely those who are weaker and unable to hurt them.

AO2

As the question asks for discussion, evaluative commentary should also be offered. There are several criticisms of Adorno's work. For example, not all prejudiced people had harsh parents and some prejudiced people show few features of the authoritarian personality. Also, he only found a correlation between child-rearing style and the authoritarian personality which does not imply 'cause'. Some candidates may well argue that research conducted in the USA in 1950 may not be valid today. Credit should be given for this.

AO1 = 4 marks AO2 = 3 marks

To 7 marks as follows

7-5 marks	Adorno's contribution is clearly recognisable in a good and balanced answer which includes description of research findings plus relevant critical commentary reflecting the detail contained in the mark scheme. Answers must contain both description and evaluation to enter this mark band.
4-3 marks	Limited attempt at discussing Adorno's contribution. At the top end, there may be a combination of brief description of research findings plus an attempt at critical commentary or an excellent description of research without any evaluation. At the bottom end there will be brief description of research or evaluative commentary.
2-1 marks	A very brief or muddled account of Adorno's contribution.

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- | |
|--|
| (i) Identify and explain one factor that affects obedience. Refer to psychological research in your answer. <i>(4 marks)</i> |
|--|

Factors affecting obedience include authority figure, prestigious setting, amount of personal responsibility, proximity, etc. Answers must contain reference to psychological research. For example, in Milgram's study, when participants were closer to the 'learner', this caused obedience levels to change. When the learner was in the same room, obedience levels dropped to 40%. When the participant had to put the learner's hand on the electric plate, obedience dropped to 30%. Allow valid Social Learning answer and research. **AO1 = 4 marks**

4-3 marks	Factor identified with a clear explanation reflecting the detail of the mark scheme.
2-1 marks	Factor identified and explanation is brief but accurate at the top end. Explanation is muddled at the bottom end.

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

The following conversation took place between two mothers after they had collected their two-year-old children from their new childminder.

Karen’s mother: “I just don’t know what was wrong with Karen today. She seemed anxious when I was there but distressed when I was not there. She resisted the childminder. She also avoided me when I returned. What could it be?”

Sally’s mother: “It’s hard to know. I’m not a psychologist but maybe it’s got something to do with attachment. Sally was happy when I was there but distressed when I wasn’t. The new childminder provided little comfort.”

- (a) Distinguish between *secure attachment* and *insecure attachment*. Refer to the above conversation in your answer. (4 marks)

AO1

A securely attached infant is happy when the mother is present but is clearly distressed when she leaves. A stranger might provide some comfort but would be treated very differently to the mother. An insecurely attached infant can be fussy and wary with the mother present but will be very distressed when she leaves and would actively resist a stranger’s efforts to make contact.

AO2

The conversation indicates that Sally is securely attached whilst Karen is insecurely attached.

AO1 = 2 marks AO2 = 2 marks

To 3 marks as follows

4-3 marks	The distinction is clearly explained with reference to the conversation reflecting the detail of the mark scheme at the top end. At the bottom end, explanation is brief with reference to the conversation.
2-1 marks	The distinction is clearly explained at the top end but with no reference to the conversation, or partial explanation with some reference to the conversation. At the bottom end, the answer is muddled.

(b) Outline **one** practical application of theories of attachment and separation for the care of young children. (3 marks)

One practical application would be childminding situations. Distress could be reduced by helping the child become familiar with the new situation by visiting the childminder before the time when the child eventually will be left there. This way, the childminder would no longer be a stranger in the situation.

Note: Any appropriate practical application correctly reflecting attachment theory should receive credit. **AO2 = 3 marks**

To 3 marks as follows

3 marks	Outline of an appropriate practical application reflecting the detail of the mark scheme.
2-1 marks	Less detailed outline of an appropriate practical application at the top end. Appropriate application merely stated at the bottom end.

Look at the following sequence of pictures of a study that was similar to one conducted by Piaget.

Isobel was given string and a set of weights. She was told that she could:

- change the weights
- change the length of string
- change the strength of her 'push'.

She has to find out which of these changes affects the speed of the swing of the pendulum.

(c) (i) According to Piaget, in what stage of cognitive development is Isobel? (1 mark)

Formal operations/fourth stage/last stage.

AO1 = 1 mark

(ii) According to Piaget, what other characteristic should Isobel first be able to show in the stage you have identified in part (c) (i) above?

Conservation
Object permanence
Inferential reasoning
Egocentrism

(1 mark)

Inferential reasoning.

AO1 = 1 mark

Note: Answer must match stage identified in part (c) (i) to receive credit.

- (d) Describe and evaluate **one** study designed by Piaget to demonstrate the concrete 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 an evaluation of the study described. (8 marks)

AO1

Any appropriate study linked to the concrete operational stage should receive credit. For example, the reason for Piaget's study was to see if children in the concrete operational stage had conservation skills. He set up an experiment in which equal amounts of liquid were poured into two identical containers. Then the liquid from one of the containers was poured into a taller and narrower container. Children were asked if there was more liquid in one of the containers. The results showed that the majority of children aged seven years understood that the quantity had not changed. Piaget concluded that this showed that by seven years of age children were able to conserve volume.

AO2

Several aspects of the conservation tasks have been criticised. For example, Piaget always asked the same question twice, which may have confused some children. When the study was replicated but with the question asked only once, after the liquid had been poured, many children under the age of seven could give the correct answer. This showed that children can conserve much younger than Piaget suggested.

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.

- (e) Define the following terms:

(i) *Sex identity*

(1 mark)

The biological status of being male or female.

AO1 = 1 mark

(ii) *Gender identity*

(1 mark)

The psychological state of understanding what it means to be male or female. Accept being masculine or feminine. Feeling they have of being masculine or feminine.

AO1 = 1 mark

(f) How does the psychoanalytic approach explain the acquisition of gender identity? (5 marks)

The psychoanalytic approach proposes that gender identity occurs during the phallic stage of psychosexual development. 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. These complexes are resolved by identifying with the same sex parent. **AO1 = 5 marks**

To 5 marks as follows

5-4 marks	Clear description reflecting the detail of the mark scheme.
3-1 marks	Less detailed but accurate description at the top end. At the lower end the answer is muddled.

(g) What is meant by the term *case study*? (2 marks)

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

AO1 = 2 marks

(h) Outline **one** strength and **one** weakness of using case studies in psychology. (4 marks)

One strength is that it gives a detailed account of an individual and therefore helps in discovering how a person's past may be related to the present. **AO2 = 2 marks**

One weakness is that information gained about one person or a small group of people cannot be generalised to a wider population because the sample would not be representative. **AO2 = 2 marks**

SECTION D: PRO- AND ANTI-SOCIAL BEHAVIOUR

4

Total for this question: 30 marks

- (a) Look at the table below which lists the basic assumptions of three approaches to moral development.

Basic assumption	Approach
Cognition plays a role in the development of moral behaviour	
Imitation plays a role in acquiring moral behaviour	
Unconscious mental processes play a role in the development of moral behaviour	

Look at the following list of approaches. Choose one approach that matches each basic assumption. Write the name of that approach in the box next to the assumption.

Psychoanalytic
Cognitive
Learning Theory
Social Learning

(3 marks)

Cognitive
Social Learning
Psychoanalytic

AO1 = 3 marks

- (b) Discuss the contribution of the Social Learning approach to our understanding of moral development. Refer to psychological research in your answer. *(8 marks)*

AO1

Social Learning proposes that moral development occurs through the observation and imitation of the behaviour of others (models). Children are more likely to imitate models whose behaviour is reinforced. To investigate this, Bandura conducted a study in which groups of children saw an adult behaving aggressively towards a Bobo doll. Each group saw a different consequence to the aggression. Children who witnessed the adult being punished showed the lowest levels of aggression, whilst those seeing the adult being rewarded showed the highest levels of aggression.

AO2

Social Learning explains why children may show moral behaviour in one situation and not another because it depends on someone providing rewards. However, this approach has been criticised because some of its research is unlike real life. Also research has shown that patterns of moral behaviour in children are more consistent than this approach would suggest.

AO1 = 5 marks AO2 = 3 marks**To 8 marks as follows**

8-6 marks	Social Learning contribution is clearly recognisable in a good and balanced answer which includes description of research plus relevant critical commentary reflecting the detail contained in the mark scheme. Answers must contain both description and evaluation to enter this mark band.
5-3 marks	Limited attempt at discussing the Social Learning contribution. At the top end, there may be a combination of brief description of research plus an attempt at critical commentary or an excellent description of research without any evaluation. At the bottom end there may be brief or no description of research or evaluative commentary.
2-1 marks	A very brief or muddled account of the Social Learning contribution.

- (c) Look at the table below which lists three terms and their definitions. Unfortunately the terms are **all** in the **wrong boxes**.

Term	Definition
Empathy	Co-operative or helpful behaviour intended to benefit another person
Altruism	The ability to understand someone else's point of view and to share their emotions
Pro-social	Behaviour that is costly to the individual but helpful to another person

Complete the table below, writing the terms in the **correct boxes**.

Term	Definition
	Co-operative or helpful behaviour intended to benefit another person
	The ability to understand someone else's point of view and to share their emotions
	Behaviour that is costly to the individual but helpful to another person

(2 marks)

Pro-social
Empathy
Altruism

AO1 = 2 marks

- (d) Discuss how social norms affect pro-social behaviour.

(5 marks)

AO1

Social norms are unspoken rules and expectations about how we should behave. They are what society expects us to do. They include such things as social responsibility, equality, equity and reciprocity.

AO2

Allow use of example to illustrate (AO2). As the question asks for discussion, evaluative commentary should also be offered. Research has shown that in western cultures, the degree to which we conform to social norms varies for many reasons. For example, it depends on our level and strength of moral development, our socialisation and our judgements about others – their motives and circumstances.

AO1 = 3 marks AO2 = 2 marks

To 5 marks as follows

5-4 marks	Social norms are fully discussed with relevant evaluative commentary and reflect the detail of the mark scheme.
3-1 marks	Social norms are described or partially discussed with either brief or no evaluative comment at the top end. At the lower end, discussion is either very limited or muddled.

Read the following article and answer the questions that follow.

Is Britain becoming a lawless society?

“Gangs of aggressive teenagers are roaming our streets at night looking for trouble and making the streets unsafe for ordinary people.” This view was expressed recently by a group of worried parents at a meeting in a local school. A psychologist at the meeting said, “Teenagers can’t help it, it’s just an instinct. We need to provide them with ways to channel their aggression into acceptable activities.”

- (e) Briefly outline how the psychodynamic approach could be used to explain the teenage aggression described in the article. *(2 marks)*

Psychodynamic approach proposes that we have an instinct for self-destruction (1 mark), and that aggression is the drive that enables us to satisfy that instinct (1 mark). Aggression can be caused by frustration (1 mark). If goals are blocked, frustration occurs (1 mark) and aggression is the result (1 mark). Maximum 2 marks. **AO1 = 2 marks**

- (f) Use your knowledge of the psychodynamic approach to discuss **one** way of reducing aggression. *(4 marks)*

AO1

The psychodynamic approach suggests channelling aggression into acceptable activities. Freud suggested that watching or taking part in sport should reduce aggression. Allow catharsis.

AO2

As the question asks for discussion, evaluative commentary should also be offered. For example, there is little evidence to support this idea. For example, some research has found that watching high-contact sports increases feelings of hostility, whereas watching sports such as swimming does not have this effect. This is contrary to what Freud would have suggested.

AO1 = 2 marks AO2 = 2 marks

To 4 marks as follows

4-3 marks	Relevant suggestion is offered and fully explained reflecting the detail of the mark scheme.
2-1 marks	Relevant suggestion is offered and explanation is attempted or relevant suggestion is described at the top end. At the lower end, a suggestion is offered or the explanation is muddled.

(g) Describe **one** study in which child-rearing styles were 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 should receive credit. For example, Baumrind carried out a study to see what effect child-rearing style had on children's aggression. Her method was to observe parents' behaviour towards pre-school children in the family setting. She looked at things such as clarity and consistency in the parents' rules. She found that children of permissive parents were aggressive and remained so. Children of authoritarian parents were aggressive when young but became less aggressive as they got older. Children of democratic parents were less aggressive and remained so. She concluded that child-rearing style has an effect on aggression in children. **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.

(h) Identify **one** ethical issue that should have been considered when the study you have described in part (g) above was conducted. *(1 mark)*

Any relevant ethical issue should receive credit. For example, in Baumrind's study, invasion of privacy would have been an issue. **AO1 = 1 mark**

Assessment Grid – Tier H

Question	AO1	AO2	RM
1	19	11	9
2	19	11	8
3	18	12	6
4	23	7	1
Total	79	41	24