



General Certificate of Secondary Education

Psychology 3181

3181/H Higher 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

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.

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) 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) (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 (b)(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.

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

AO1 = 4 marks

(iii) Evaluate the study you have described in (b)(ii). *(3 marks)*

(iii) Any appropriate evaluation should be credited. For example, the Postman and Bruner study has low ecological validity because looking at cards in a tachistoscope is not a real life situation. Had the research been carried out on the influence of expectations on recall of everyday events different results may have been found.

3 marks	The evaluation can be one elaborated point or more than one comment in less detail. Answers in this band should reflect the detail of the mark scheme.
2-1 marks	At the bottom end an attempt at an evaluation is made but is muddled or an evaluative comment is stated. At the top end an evaluative comment is briefly described.

AO2 = 3 marks

(c) Complete the table by writing the principle of operant conditioning in the appropriate box next to the definition:

- Positive reinforcement
- Negative reinforcement
- Punishment.

(2 marks)

Principles of Operant Conditioning	
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

(d) Look at the following photographs.

Photograph 1

Elizabeth watching her mother play football

Photograph 2

Elizabeth playing football

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).

4-3 marks	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.
2-1 marks	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

(e) 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.

(i) On the line below, 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 (1 mark) between the amount of time spent rehearsing a list of facts and the number of facts recalled (1 mark). **AO1 = 2 marks**

(ii) Identify the type of relationship shown in the scattergraph. *(1 mark)*

(ii) The scatter graph shows a positive correlation. **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)*

(iii) The findings from correlations can show that a change in one variable has caused a change in the other variable.
FALSE **AO2 = 1 mark**

Look at the following conversation held between a student and his teacher.

Student: "Reading my notes to myself doesn't help me to remember them. What should I do instead to help me remember?"

Teacher: "Psychologists have found it helps if you rewrite your notes in your own words or talk about what you know with someone else. This will help you to process the information at a deeper level."

(f) Outline the levels of processing explanation of memory. Refer to the conversation between the student and teacher in your answer. *(4 marks)*

A01

The levels of processing explanation of memory claims that deep processing of information aids recall. There are 3 levels of processing: visual, acoustic and semantic. It is semantic processing which enables information to be deeply processed.

A02

In the conversation, the student is unable to remember his notes because he is using shallow processing. The suggestions given by the teacher would enable deep processing to take place as more effort is required in re-writing notes and talking about them than just by reading them

4-3 marks	At the top end the levels of processing approach is outlined reflecting the detail of the mark scheme and reference is made to both parts of the conversation. At the bottom end one part of the conversation is referred to but the levels of processing approach is clearly outlined or both parts are referred to but the outline of the levels of processing approach is brief.
2-1 mark	At the top end the levels of processing approach is outlined reflecting the detail of the mark scheme or reference is made to both parts of the conversation. At the bottom end the levels of processing approach is briefly outlined or reference is made to one part of the conversation.

AO1 = 2 marks
AO2 = 2 marks

(g) (i) Outline **one psychological explanation of forgetting. (2 marks)**

- (i) Any explanation of forgetting can gain credit including motivated forgetting although this is not a cognitive explanation. Eg. One explanation for forgetting is trace decay (1 mark). This means that memories fade over time (1 mark) because the memory trace has not been strengthened and therefore breaks down (1 mark) (maximum 2 marks).

AO1 = 2 marks

(ii) Evaluate the explanation of forgetting you have outlined in (g)(i). (3 marks)

- (ii) Any relevant evaluation will be given credit. For example trace decay has been found to be a good explanation of forgetting in sensory memory because it has a very short duration. There is some evidence to support trace decay in STM (Peterson & Peterson) but other studies show that displacement is more likely to occur. Trace decay is not a good explanation of forgetting in LTM as Bahrick suggests this is a 'permastore'.

3 marks	One elaborated point is made or more than one comment is made in less detail. Answers in this band should reflect the detail of the mark scheme.
2-1 marks	Evaluation is stated at the bottom end or an attempt at an evaluation is made but is muddled. At the top end an evaluative comment is briefly described.

AO2 = 3 marks

SECTION B: SOCIAL PSYCHOLOGY

2

Total for this question: 30 marks

(a) A 16-year-old psychology student decided to carry out a study on age stereotyping for her GCSE coursework.

(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 *stereotyping*? Refer to the results of this study in your answer. (4 marks)

A01

Stereotyping means having a rigid OR generalised OR simplified set of ideas about a group of others.

A02

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.

4-3 marks	Stereotyping is clearly defined reflecting the detail of the mark scheme at the top end. Reference to results must be given.
2-1 marks	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.

A01 = 2 marks
A02 = 2 marks

(c) Identify **two** variables the student controlled in this study. (2 marks)

The 2 variables identified from the scenario are; all the participants were female, all the participants were the same age. The same photos shown, same hobbies shown.

A01 = 2 marks

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

Sampling method	
Random	
Opportunity	
Systematic	✓
Stratified	

A01 = 1 mark

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

Experimental design	
Independent groups	
Repeated measures	✓
Matched pairs	

AO1 = 1 mark

(f) Read the following article.

Women Workers Demand Equal Pay

Women working for a cleaning firm are demanding the same rate of pay as men. A spokesperson said, 'This is a clear case of discrimination. We are doing the same job as the men here, but being paid less.'

Define what is meant by *discrimination*. Refer to the article in your answer. (3 marks)

A01

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

A02

In the article women have been discriminated against because they have been paid less money to do the same job as the men (1 mark).

3 marks	Discrimination is defined with reference made to the article. This will reflect the detail shown in the mark scheme.
2-1 marks	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 that 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.

3 marks	An appropriate way of reducing prejudice is described reflecting the detail of the mark scheme.
2-1 marks	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 individuals.	De-individuation
Wearing the same clothes as your friends so that you fit in.	Conformity

(h) Look at the examples of social influence in the table below. 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 in which social loafing 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 Latane carried out a study to investigate social loafing by looking at whether people make less noise when in a group than when they are alone. He asked participants to shout, clap and make as much noise as possible. Sometimes the participants were alone, sometimes in a group of 4 or 6. They wore headsets so they didn't know how much noise others were making. The results showed that the larger the group the less noise each individual made. Latane therefore concluded that people make less effort in a group than when they are on their own because they rely on others to do the work.

5-4 marks	The study is clearly recognisable and contains all 4 elements required by the question. At the top end the description is detailed.
3-1 marks	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) Evaluate the study that you have described in (i). (3 marks)

Any relevant evaluation can be given credit eg. This study has low ecological validity because asking people to make a noise while wearing a headset is not a real life situation. As people knew it was not a real situation they may not have put as much effort in. In real life people may put more effort in because they know the other people in the group and don't want to let them down.

3 marks	An evaluation is given which could be one elaborated point or more than one comment in less detail. Answers at the top of the band should reflect the detail of the mark scheme.
2-1 marks	An attempt at an evaluation is made. At the bottom end this will be identified.

AO2 = 3 marks

(k) Describe **one** everyday example of the audience effect. (3 marks)

Any relevant example can be given credit eg. if someone is good at sport they will perform better if there is an audience watching them. If, however, they are not good at the sport they will perform less well if being watched.

3 marks	A relevant example is described. This should be in the detail given in the mark scheme.
2-1 marks	A relevant example is stated at the bottom end. At the top end a relevant example is briefly described.

AO2 = 3 marks

SECTION C: DEVELOPMENTAL PSYCHOLOGY

3

Total for this question: 30 marks

(a) Look at the descriptions of children’s reactions below:

BEHAVIOUR A: Went to mother quickly when she returned

BEHAVIOUR B: Did not react when mother returned

Identify which of these two descriptions shows the behaviour of a securely attached child by writing the words BEHAVIOUR A or BEHAVIOUR B on the line below.

(a) BEHAVIOUR A

AO1 = 1 marks

(b) Outline what is meant by an *observational study*.

(2 marks)

(b) An observation study is one in which the researcher watches and records (1 mark) the behaviour of the participants (1 mark)

AO1 = 2 marks

(c) Outline what is meant by the term *categories of behaviour*.

(2 marks)

(c) Behaviour categories are ways of breaking behaviour down into units (1 mark) which can then be observed (1 mark) and the frequency of each behaviour recorded (1 mark). Use of example 1 mark.

AO1 = 2 marks

(d) (i) Identify **one** ethical issue that Ainsworth should have considered in the study described on the previous page.

(1 mark)

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

AO1 = 1 mark

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

(2 marks)

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

AO1 = 2 marks

(e) Explain **one** advantage of carrying out a study in an experimental setting

(3 marks)

Any relevant advantage can be credited. For example, in an experimental setting the same environment is used for each participant and therefore they all have the same experience when undergoing the experiment. This means the study is controlled and the results can be compared and replicated.

3 marks	Advantage is explained clearly and in the detail shown in the mark scheme.
2-1 marks	Advantage is stated or an explanation is given which is brief or muddled.

AO2 = 3 marks

(f) Discuss Bowlby's theory of maternal deprivation. Refer to psychological research in your answer. (8 marks)

Credit should be given for a description of Bowlby's theory of maternal deprivation, relevant evidence and appropriate evaluation.

AO1

Eg Bowlby believed that separation from the mother in the first years of life will lead to negative long-term effects. These included delinquency, depression and affectionless psychopathy. He based his views on a study looking at the school and medical records of 44 juvenile thieves and 44 emotionally disturbed young people who were not criminals. It was found that 17 of the thieves had been separated from their mothers for 6 months or more in the first 5 years of life and of these 17, 14 showed signs of affectionless psychopathy. This compared to the other group where only 2 had experienced a separation. AO1 = 5 marks

AO2

Eg Bowlby's ideas have since been criticized. It has been shown that it isn't separation from the mother which leads to later difficulties but separation from familiar surroundings and routine. There are also drawbacks with his study leading to a bias in his results. He used the case study method which relied on people's memories which may have been biased or incomplete. AO2 = 3 marks

8-6 marks	To enter this mark band both description and evaluation must be given. Answers must include a clear, accurate and increasingly detailed description of Bowlby's theory and supporting evidence as well relevant critical commentary.
5-3 marks	Answers will include at the top of the band a brief description of Bowlby's theory and supporting research with an attempt at critical commentary. Alternatively there could be an excellent description of Bowlby's theory and research without any evaluation. At the bottom end there will be a brief description of theory or research or evaluative commentary.
2-1 marks	A very brief or muddled account of Bowlby's theory.

(g) Write the correct terms to complete the table. (3 marks)

Name of stage	Characteristic
Sensori-Motor	Object permanence
Pre-operational	Ego-centrism
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.

5-4 marks	The study is clearly recognizable and contains all 4 elements required by the question. At the top end the description will be detailed.
3-1 mark	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

(i) Briefly evaluate Piaget's theory of cognitive development. *(3 marks)*

Any relevant evaluation can gain credit eg Piaget underestimated children's abilities in the earlier stages of development. Later studies have shown that children gain object permanence and lose ego-centric thought earlier than Piaget claimed. For example a child as young as 3 is able to see things from someone else's point of view providing the task makes sense to them.

3 marks	An evaluation is given which could be one elaborated point or more than one comment in less detail. Answers at the top end of the band should reflect the detail of the mark scheme.
2-1 marks	An attempt at an evaluation is made. At the bottom end this will be identified.

AO2 = 3 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 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)

A01

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

A02

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).

3 marks	The term altruism is fully defined with appropriate reference made to the article.
2-1 marks	The term altruism is fully defined <i>or</i> the tem altruism is partially defined with appropriate reference made to the article at the top end. At the bottom end the term altruism is partially defined <i>or</i> reference is made to the article.

AO1 = 2 marks
AO2 = 1 mark

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

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

AO1 = 2 marks

(b) (ii) Outline **one** strength **or** one weakness of case studies. *(2 marks)*

- (ii) Any appropriate strength or weakness can be given credit eg. a weakness of case studies is that they are only carried out on one person (1 mark) and the results therefore cannot be generalized to explain the development or behaviour of others (1 mark).

AO2 = 2 marks

(c) (i) Describe Kohlberg’s contribution to our understanding of moral development. (5 marks)

- (i) One contribution made by Kohlberg was to develop the technique of testing moral development by presenting people with moral dilemmas and asking questions about them. These dilemmas took the form of short stories and involved 10 universal moral issues such as ethics of punishment.

Kohlberg believed there are 3 levels or moral reasoning each of which has 2 stages.

Level 1: Pre-conventional morality. At this level the child believes that authority is outside the individual and reasoning is based on the consequences of actions. In the first stage the child believes that rules should be kept to avoid punishment and that people in authority must be obeyed. In the second stage the child believes that people behave morally in order to receive a reward.

Level 2: Conventional morality. In this stage authority is internalised but not questioned and moral reasoning is based on the norms of the group. At the first stage the child believes that good behaviour is what pleases others and at the second stage doing one’s duty and obeying laws is seen as important.

Level 3: Post-conventional morality. Few people reach this level. At the first stage ‘right’ is what is democratically decided on. At the second stage it is based on self-chosen principles.

5-4 marks	At the bottom of the band the description of Kohlberg’s contribution is detailed but incomplete. At the top of the band five valid points are made.
3-1 marks	At the bottom of the band the description of Kohlberg’s contribution is brief or muddled. At the top end answers must include three valid points.

A01 = 5 marks

(ii) Evaluate Kohlberg’s contribution to our understanding of moral development. (3 marks)

- (ii) Kohlberg’s theory is more detailed than that of Piaget’s as it continues the description of development into adulthood. His ideas have been supported by longitudinal, cross-cultural and cross-sectional research. Nonetheless, his theory has been criticised for a number of reasons, for example, it is culturally biased as well as biased towards males or others have suggested that it concentrates on male ideas of morality eg justice rather than the values of females eg caring and sympathy.

3 marks	An evaluation is given which could be one elaborated point or more than one point in less detail.
2-1 marks	At the bottom of the band an evaluative point is stated or at the top end is briefly elaborated or two points are made.

A02 = 3 marks

(d) Complete the table below putting the stages in the correct order. Write **A, B, C** or **D** in the correct box. **(3 marks)**

Stage Number	Letter
Stage 1	C
Stage 2	D
Stage 3	B
Stage 4	A

AO1 = 3 marks

(e) Describe **one** study in which bystander intervention 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 investigating bystander intervention can be described. EG Latane and Darley wanted to find out whether more people offer assistance when they are on their own in an emergency situation. They asked participants to discuss a topic with others. Sometimes there was one other, sometimes 2 and sometimes 5. They were told that because the topic was embarrassing they were going to talk over an intercom. During the discussion one of other participants sounded as though he was having a seizure. Latane and Darley looked at how many of the naïve participants sought help. They found when the participant was alone (apart from the participant having the seizure) 85% helped, when it was the participant and one other (apart from the participant having the seizure) 62% helped and when it was the participant and 4 others (apart from the participant having the seizure) 35% helped. This study shows that people are more likely to help when they are on their own because all the responsibility rests with them.

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

AO1 = 5 marks

(f) The following conversation took place between 2 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."

Distinguish between the ethological and the social learning explanations of aggression. Refer to the above conversation in your answer.

(4 marks)

The ethological approach suggests that aggression is an inbuilt survival instinct whereas the social learning approach suggests that aggression is learnt from watching and copying the aggressive behaviour of role models.

AO1 = 2 marks

In the conversation, Ainsley is describing the ethological view while Nicola is describing the social learning view.

AO2 = 2 marks

4-3 marks	The difference between the 2 approaches is clearly explained with reference to both parts of the conversation for full marks.
2-1 marks	At the top end the difference between the 2 approaches is explained <i>or</i> both parts of the conversation are referred to <i>or</i> the difference is partially explained with reference to one part of the conversation. At the bottom end, the answer is brief or muddled with one approach explained or reference made to one part of the conversation.

(g) Use your knowledge of the social learning approach to describe one way of reducing aggression.

(3 marks)

Any way of reducing aggression relevant to the social learning approach can be given credit eg. aggression can be reduced by providing the child with a non-aggressive role model. The child would then watch and copy the non-aggressive behaviour of this role model.

3 marks	An appropriate way is described in detail reflecting detail of the mark scheme.
2-1 marks	An appropriate way is identified or briefly described.

AO1 = 3 marks