



General Certificate of Secondary Education

Psychology 41801

Unit 1: Making Sense of Other People

Mark Scheme

2010 examination - June series

Indicative content is given for each part question. However, this material is neither exhaustive nor prescriptive and alternative, valid responses should be given credit.

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Set and published by the Assessment and Qualifications Alliance.

Question 1a
AO1 = 2 marks

B
A

Question 1b
AO2 = 3 marks

AO2 marks for application of knowledge to the situation described in the article.

Possible answer: Information is more likely to be forgotten (1 mark) when the place of recall does not match the place of learning (1 mark). In the article the mother has said that her daughter forgets information when she is in the exam room but knows it in her bedroom. (1 mark).

Question 1c
AO2 = 3 marks

Any valid practical application that is identified will earn 1 mark.

Possible answer: Levels of processing can be applied to revising for exams (1 mark).

A brief description that relates to the practical application can earn up to 2 marks.

Possible answer: The levels of processing explanation says that writing information in your own words (1 mark) will increase the chance of recalling it later (1 mark).
Allow reference to 'processing deeply'.

Question 1di
AO1 = 4 marks

Any relevant study can receive credit, the most likely being Bartlett.

Possible answer: Bartlett wanted to see if people, when given something unfamiliar to remember, would alter the information. Participants read a story called 'The War of the Ghosts'. Later they were asked to re-tell the story as accurately as possible. Bartlett found that his participants found it difficult to remember parts of the story and changed other parts so that it made more sense to them. Bartlett concluded that our memory is influenced by our own beliefs.

Also allow Loftus & Allport.

- 4 marks:** A clear description of a relevant study containing all four required elements.
- 3 marks:** A reasonable description of a recognisable study containing all four elements or a description with one element missing.
- 2 marks:** A description of a recognisable study that is either very brief/inaccurate or has more than one element missing.
- 1 mark:** A muddled description of a study with some relevance.

Question 1dii
AO3 = 3marks

If 1di is blank, award no marks.

Evaluation marks can be earned in several ways: Candidates could state three criticisms about the study described in 1di (positive and/or negative) or they could focus on one or two criticisms with appropriate elaboration.

Possible answer: The reconstructive explanation is important because it emphasises the influence of people's previous knowledge when they remember things (1 mark). However, the study has been criticised because it is difficult to measure the accuracy of the stories told (1 mark) and 'War of the Ghosts' is a confusing story (1 mark).

Credit may be given for appropriate evaluation of a study of memory described in 1di.

"Artificial as it is a lab experiment" – maximum 1 mark.

Question 2a
AO1 = 2marks

AO1 Up to 2 marks for an accurate definition which may be by example.

Possible answer: Verbal communication requires the use of words or vocal sounds to convey messages (2 marks). Do not allow "to communicate".

Question 2b
AO1 = 2 marks, AO2 = 1 mark

AO1 Up to 2 marks for a definition, 1 mark for an example.

Possible answer: Paralinguistics are the vocal features that accompany speech (2 marks) such as tone of voice (1 mark) – maximum 2 marks.

AO2 mark for reference to the article.

Possible answer: The article suggests that the girl should say 'no' in a convincing tone of voice (1 mark).

The way words are said (1 mark).
Not what is said but how it is said (2 marks).

Question 2c
AO1 = 3 marks

- D
- A
- C

Question 2d
AO1 = 4 marks

Any appropriate study of personal space can receive credit, for example, Argyle & Dean, Willis, Fisher & Byrne, Middlemist etc.

Possible answer: Willis wanted to see if age has an effect on personal space. He observed almost 800 individuals in different social situations. Those he observed tended to stand closer to people of their own age and further away from people who were either very much older or younger than themselves. He concluded that age differences affect how close people will stand to one another.

- 4 marks:** A clear description of a relevant study containing all four required elements.
3 marks: A reasonable description of a recognisable study containing all four elements or a description with one element missing.
2 marks: A description of a recognisable study that is either very brief/inaccurate or has more than one element missing.
1 mark: A muddled description of a study with some relevance.

Question 2e
AO3 = 3 marks

Any valid practical implication can receive credit.

Practical implication marks can be earned in several ways: Candidates could focus on one or two practical implications with appropriate elaboration.

Possible answer: People might think that if a person older or younger than themselves stands further away, they are being unfriendly (1 mark). However, the research shows that this is normal human behaviour (1 mark). Another implication is that if we attempt to stand closer to a person older or younger than ourselves, it might cause them to feel uncomfortable (1 mark).

Another implication is that if someone looks away when talking to you, they could be telling a lie.

Question 3a
AO2 = 3 marks

- C
- A
- B

Question 3b**AO1 = 3 marks, AO3 = 3 marks**

AO1: up to 3 marks for a clear description of a correct study.

Possible answer: Thomas' aim was to classify children by their temperament. He questioned parents about different aspects of their babies' behaviour. He found that children could be classified into three temperament types, which he called 'easy', 'difficult' and 'slow to warm up'.

- 3 marks:** A clear description of a relevant study containing all three required elements.
2 marks: A reasonable description of a recognisable study although one element may be missing.
1 mark: A description of a recognisable study that either has more than one element missing or is muddled.

AO3: up to 3 marks for appropriate evaluation.

Evaluation marks can be earned in several ways: Candidates could state three criticisms (positive and/or negative) or they could focus on one or two criticisms with appropriate elaboration.

Possible answer: This study has been criticised because not all babies fell neatly into a temperament type (1 mark). Their behaviour was not consistent (1 mark). It is also thought that temperament can change with the environment (1 mark).

Other evaluation points will receive credit.

Marks awarded for this answer will be determined by the quality of written communication.

6 or 5 marks	For 6 marks, there is a clear description and evaluation of a relevant study reflecting the detail of the possible answer in the mark scheme. For 5 marks, both description and evaluation are present but one of these features is slightly lacking in detail. The answer is well-structured with effective use of sentences and/or paragraphs. There are few spelling and punctuation errors.
4 or 3 marks	For 4 marks, both description and evaluation of a relevant study have been attempted but lack some details of the possible answer in the mark scheme. For 3 marks, either clear description or clear evaluation is present that reflects the detail of the possible answer in the mark scheme. The answer has some structure with appropriate use of sentences. There are some spelling and punctuation errors.
2 or 1 mark	For 2 marks, there is a brief description and/or evaluation of a relevant study. For 1 mark the answer is muddled. There is little evidence of structure in terms of correct use of sentences. There are frequent spelling and punctuation errors.
0 marks	No relevant content

Question 3c
AO2 = 2 marks

Characteristic 1: Telling lies about working for a roofing company

Characteristic 2: Showing no remorse for his crimes
 Allow 'problems with the amygdala.'

Question 3di
AO1 = 1 mark

The amygdala is involved in learning from the negative consequences of our actions.	✓
It is a hormone that controls emotion.	

Question 3dii
AO2 = 3 marks

AO2 marks for applying this knowledge to the problem of antisocial behaviour.

Possible answer: In people with APD there is no response in the amygdala to fearful facial expressions (1 mark). Therefore they do not learn to avoid activities that harm other people (1 mark) because they are not affected by the distress shown by victims (1 mark).

No credit should be given for simply copying the correct sentence from 3(d)(i).

Question 4a
AO1 = 2 marks

C
 B

Question 4bi
AO1 = 1 mark

True

Question 4bii
AO1 = 1 mark

False

Question 4biii
AO2 = 1 mark

True

Question 4c

AO1 = 3 marks, AO2 = 3 marks

AO1: up to 3 marks for a clear description of Aronson’s research.

Possible answer: Aronson said that prejudice can be reduced through increasing co-operation between groups. He devised a way of reducing prejudice between black and white students. He developed the ‘jigsaw technique’, in which groups had to work together to achieve a common goal.

AO3: up to 3 marks for appropriate evaluation.

Evaluation marks can be earned in several ways: Candidates could simply state three criticisms (positive and/or negative). Other answers could focus on one criticism with detailed elaboration that adds at least two more elements of clarification to the answer. Candidates could also state two criticisms with a brief elaboration of one of these adding an additional point of clarification.

Possible answer: Although Aronson found a reduction in prejudice between the groups he worked with, this was not generalised to other racial groups. These groups saw each other as exceptions to the fixed stereotypes they still held about race.

Marks awarded for this answer will be determined by the quality of written communication.

6 or 5 marks	For 6 marks, there is a clear description and evaluation of Aronson’s research reflecting the detail of the possible answer in the mark scheme. For 5 marks, both description and evaluation are present but one of these features lacks some detail. The answer is well-structured with effective use of sentences and/or paragraphs. There are few spelling and punctuation errors.
4 or 3 marks	For 4 marks, both description and evaluation of Aronson’s research has been attempted but lack some details of the possible answer in the mark scheme. For 3 marks, either clear description or clear evaluation is present that reflects the detail of the possible answer in the mark scheme. The answer has some structure with appropriate use of sentences. There are some spelling and punctuation errors.
2 or 1 mark	For 2 marks, there is a brief description and/or evaluation of Aronson’s research. For 1 mark the answer is muddled. There is little evidence of structure in terms of correct use of sentences. There are frequent spelling and punctuation errors.
0 marks	No relevant content

Question 4d

AO2 = 4 marks

Any relevant practical implications can receive credit.

Possible answer: Research indicates that if we experience the effects of prejudice and discrimination (1 mark), we might try to change our attitudes (1 mark). Another implication is that people’s prejudice against other groups will increase (1 mark) when they feel frustrated about their own personal circumstances (1 mark).

Question 5a
AO2 = 2 marks

The hypothesis must be a testable statement.

Possible answer: There will be a difference between males and females in the number of correct answers they will achieve in a mathematics test.

Statement must contain a sense of the independent and dependent variables (1 mark).
Operational (1 mark).

Allow directional or null hypothesis.

Note: if it is written as an aim, award 0 marks.

Question 5b
AO2 = 2 marks

Two ethical issues are contained within the stem to this question. No others can be assumed.
Correct answer: The right to withdraw and confidentiality.

Question 5c
AO2 = 1 mark

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

Question 5d
AO2 = 1 mark

Everybody in the student's school	<input type="checkbox"/>
Everybody in the student's year group	<input checked="" type="checkbox"/>
The 20 participants	<input type="checkbox"/>

Question 5e
AO2 = mark

Opportunity	<input checked="" type="checkbox"/>
Stratified	<input type="checkbox"/>
Systematic	<input type="checkbox"/>

Question 5f
AO3 = 3 marks

Any appropriate advantage should receive credit.

Possible answer: It removes researcher bias (1 mark) because the experimenter cannot choose the people who will take part (1 mark). Everyone has an equal chance of being selected (1 mark).

Question 5g
AO3 = 2 marks

Any correct explanation should receive credit.

Possible answer: They should have the same instructions so the researcher can be sure that the difference in their results is due to their gender (1 mark) and not to what they were told to do in the study (1 mark).

Question 5hi
AO3 = 1 mark

- 9
- 18
- 36

Question 5hii
AO3 = 1 mark

- 16
- 18
- 21

Question 5ii
AO2 = 1 mark

Participant number **8**

Question 5iii
AO3 = 2 marks

Any correct explanation should receive credit.

Possible answer: Participant number 8's result has reduced the mean score for males (1 mark) so that is equal to the mean score for females (1 mark).

Credit can be given for effect on the range or for one statement about effect on mean and one statement about effect on range.

Question 5ji
AO3 = 1 mark

True	False
	✓

Question 5jii
AO3 = 1 mark

True	False
✓	

Question 5jiii
AO3 = 1 mark

True	False
✓	