



**General Certificate of Secondary Education
June 2012**

Psychology

41801

(Specification 4180)

Unit 1: Making Sense of Other People

Final

Mark Scheme

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Section A Memory

Question 1a
AO1 = 2 marks

Recovering information from memory	C
Changing information so that it can be stored in memory	A
Holding information in memory	B

Question 1bi
AO2 = 1 mark

Multi-store explanation	
Levels of processing explanation	✓

Do not credit multi-store explanation.
 Both boxes ticked - zero marks.
 No boxes ticked – zero marks.

Question 1bii
AO2 = 3 marks

Reference to depth of processing or semantic processing (1 mark). Leading to a better chance of recalling the information later (1 mark). Appropriate reference to article and relates to LoP (1 mark).

Possible points: For example: the levels of processing explanation says that the more deeply we process information (1 mark) the better the chance we have of recalling it later (1 mark). In the article, the eyewitness thought more deeply by giving meaning to the information (by relating it to her birthday and initials) (1 mark).

No reference to article: Maximum 2 marks. Something has to be lifted from the article for the third mark. If multi-store ticked in 1bi, zero marks for this question even if reference to article is made.

Question 1c
AO1 = 3 marks, AO3 = 3 marks

Any relevant study, including case studies can receive credit, the most likely being Murdock or Peterson & Peterson.

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

Possible answer: In Murdock’s study, participants had to learn a list of words presented one at a time, for 2 seconds a word, and then recall them in any order. The results showed that more words were recalled from the beginning and the end of the list than from the middle of the list. Murdock concluded that this showed evidence for both a short term memory store and a long term memory store.

- 3 marks:** A clear and accurate 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 outline three criticisms (positive and/or negative) or they could focus on one or two criticisms with appropriate elaboration. Maximum 2 marks if all evaluation is generic eg replicability, control.

Possible answer: This study has been criticised because the task was artificial; we don't usually have to learn lists of words in everyday life (2 marks). Most everyday events are easily remembered without rehearsal (1 mark). It is more important to understand the meaning of information when trying to remember it (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 and accurate 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 is present that reflects the detail of the possible answer in the mark scheme, or there is a brief description and evaluation of a relevant study. 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 are fewer than 3 descriptive and/or evaluative points relating to 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 1d
AO2 = 3 marks

	TRUE	FALSE
The reconstructive explanation suggests that it is possible for two people to recall the same event and have completely different versions of the story.	✓	
The multi-store explanation suggests that it is possible to recall accurately up to seven chunks of information for a short period of time.	✓	
The levels of processing explanation advises us to write information down in our own words to help us to recall it afterwards.	✓	

Section B Non-verbal communication

Question 2a

AO1 = 2 marks, AO2 =1 mark

AO1 marks by definition or may be by example.

Possible answer: Non-verbal communication is conveying messages (1 mark) that do not require the use of words. (1 mark).

Allow 'without the use of words' (1 mark)

AO2 mark for reference to the article.

Possible answer: The article suggests that a light touch on the arm is a good means of non-verbal communication (1 mark).

Allow 'for example, the article refers to touch.' (1 mark)

Question 2bi

AO1 = 2 marks

AO1 Up to 2 marks for the method (method must have two conditions) and results of an appropriate study. The most likely study will be Fisher, Rytting & Heslin (1976).

Possible answer: Students in a library were handed books by the librarian. Half of the students were briefly touched on the hand by the librarian. The other half weren't touched.

When questioned later, the students (females) who were touched had a much more positive attitude towards the library and the librarian.

Even if method has only one condition if the results are clear for 2 conditions award 1 mark.

[The study referred to in the article took place in 2008. The study found that two-thirds of women agreed to dance with a man who touched them on the arm for a second while making the request. When the same man kept his hands by his side while asking women to dance, his success rate fell by 50%. (Allow full credit if the method & results of this study are described)]

Question 2bii

AO3 = 2 marks

AO3 Up to 2 marks for the outline of **one** relevant criticism of the study described even if the study is not relevant to touch. Criticism stated (1), elaboration (1)

Possible answer: The participants were all students (1 mark), therefore we do not know if males are affected in the same way (1 mark).

Note: accept answers that say participants were all female.

Note: generic criticisms maximum 1 mark.

Question 2c
AO2 = 5 marks

AO2 Up to 2 marks for identifying and briefly describing one feature.

Possible answer: Closed posture (1 mark), both people have their arms crossed in front of them (1 mark). Accept no posture echo, tense posture. Do not allow assumptions, like looks angry.

AO2 Up to 3 marks for reference to relevant research. The study must relate to the feature identified.

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

Possible answer: A confederate had conversations with individuals. In half of the conversations he had a closed posture. In half of the conversations he had an open posture. When showing a closed posture he was seen as unfriendly. It was concluded that a closed posture could indicate rejection or disagreement.

Question 2d
AO2 = 3 marks

If we want to hide our emotions, we should wear dark glasses	
Waiters should squat down when taking orders at tables to get bigger tips	
We feel uncomfortable when a stranger stands too close to us	✓
We like people whose pupils are dilated	✓
We must use an open posture if we want people to like us more	
Men and women prefer different amounts of personal space.	✓

Section C Development of Personality

Question 3a
AO1 = 4 marks

A term that describes people who are anxious and moody.	E
The thoughts, feelings and behaviours that make a person unique.	C
A term that describes people who are content with their own company.	D
The stable aspects of our character that are thought to be inherited.	B

Question 3bi
AO2 = 1 mark

Biological	
Situational	✓

Question 3bii
AO2 = 2 marks

AO2 marks for explaining why the cause of APD is situational according to the article.

Possible answer: APD may be caused by the environment that someone is brought up in (1 mark). In the article it says that low family income, poor housing and poor parenting can lead to APD (1 mark). Max: 2 marks.

Note: ‘Situational’ must be explained without using the term ‘situation’ to receive credit (for example, ‘environment’ or words to that effect).

No reference to article: Maximum 1 mark.

Note: an explanation of why the cause is not biological can receive credit.

Question 3c
AO1 = 3 marks, AO3 = 3 marks

Likely studies include Buss & Plomin, Thomas and Kagan.

AO1: up to 3 marks for a clear description of a correct study. Required points of description – a method, results which indicate a clear outcome for the conditions described (figures need not be given) and a valid conclusion.

Possible answer: They studied pairs of monozygotic and dizygotic twins and rated the temperament of the twins when they were 5 years old on three different dimensions. The results showed there was a closer correlation between the scores of the monozygotic twins than between the scores of the dizygotic twins. They concluded that temperament has a genetic basis.

- 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 monozygotic twins are treated in very similar ways (1 mark). Therefore the correlation between their scores could be due to their environment (1 mark). Research on twins cannot be generalised to the whole population (1 mark) because not everyone is a twin (1 mark). Max: 3 marks.

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, or there is a brief description and/or evaluation of a relevant study. 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 are fewer than 3 descriptive and/or evaluative points relating to 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 3d
AO2 = 2 marks

Any relevant practical implication should receive credit.

Possible answer: One implication is that researchers cannot decide on the cause of APD (1 mark), therefore it is difficult to know how to treat or prevent it (1 mark).

Note: If two implications are stated, award 1 mark.

Note: If the conclusion of a study is stated as an implication, award 1 mark. For example, 'Disruptive behaviour in childhood can be used to predict APD in adulthood' (1 mark). If the statement fits into a sentence that begins with 'From the study we now understand that...' 1 mark can be awarded. If followed by an example award second mark.

Note: Award no marks for an application.

Section D Stereotyping, Prejudice and Discrimination

Question 4a

AO1 = 2 marks, AO2 = 1 mark

AO1: Up to 2 marks for an appropriate explanation of stereotyping.

Possible answers: The belief/opinion/judgement that all members of a particular group (1 mark) share the same characteristics/behaviours (1 mark).

Stereotyping is an oversimplified, generalised set of ideas that we have about other people (2 marks).

AO2: 1 mark for an appropriate recognisable example.

Possible answer: For example, all red-headed people have fiery tempers (1 mark).

Question 4bi

AO1 = 1 mark

True	False
	✓

Question 4bii

AO1 = 1 mark

True	False
✓	

Question 4biii

AO1 = 1 mark

True	False
✓	

Question 4c

AO1 = 4 marks

Any relevant study can receive credit. For example, studies of creating prejudicing or reducing prejudice.

Possible answer: Adorno wanted to find out if there is a relationship between personality type and prejudiced beliefs. Hundreds of people were interviewed and tested using the F-scale. The results showed a relationship between personality traits and prejudiced views. It was concluded that there is an authoritarian personality and that people with these characteristics were highly likely to be prejudiced towards others.

- 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 or has more than one element missing or is unclear.
1 mark: A muddled description of a study with some relevance.

Note: If the aim and conclusion are identical, award a maximum of 3 marks.
If study is developed further in the results section 4 marks can be awarded.
Answers which are clearly a combination of more than one study will be awarded maximum of 2 marks.

Question 4di
AO2 = 2 marks

AO2: Up to 2 marks for an appropriate outline of one way to reduce prejudice and discrimination. For example, jigsaw method, creating empathy, working together towards a common goal, increasing social contact, education. Full credit can also be given for an outline of an appropriate example.

Possible answer: The teacher could arrange for the children to work together on a task with a common goal (1 mark). This way the task cannot be completed without the effort and cooperation of everyone in the class (1 mark).

Note: If two different ways are stated, award 1 mark.

Question 4dii
AO3 = 3 marks

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

Possible answer: Working towards a common goal could lead to greater prejudice (1 mark) if the class fail at the task that has been set (1 mark). However, Sherif showed that, if the group is successful in completing the task, prejudice can be successfully reduced this way (1 mark).

Section E Research Methods

Question 5ai AO2 = 1 mark

The EPI (personality test)	<input type="checkbox"/>
The extraversion score for each student	<input type="checkbox"/>
Whether or not the students studied drama	<input checked="" type="checkbox"/>

Question 5aii AO2 = 1 mark

The EPI (personality test)	<input type="checkbox"/>
The extraversion score for each student	<input checked="" type="checkbox"/>
Whether or not the students studied drama	<input type="checkbox"/>

Question 5b AO2 = 2 marks

The hypothesis must be a testable statement in one sentence.

Possible answer: There will be a difference between drama students and non-drama students in their extraversion scores on the EPI.

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

Allow directional or non-directional hypothesis. Allow higher score.

Question 5c AO3 = 5 marks

The graph must have an informative title ie has to say extraversion and state the 2 conditions ie drama and not drama (1 mark).

The display must be appropriate (ie a bar graph) (1 mark).

Both axes must be clearly labelled and correctly scaled and say 'mean' (1 mark for each axis).

The graph must be plotted accurately (1 mark).

Question 5di AO3 = 1 mark

Yes	<input checked="" type="checkbox"/>
No	<input type="checkbox"/>

Question 5dii
AO3 = 3 marks

AO3: Up to 3 marks for an appropriate explanation.

Up to 2 marks for an appropriate reference to results. 1 mark for explicit reference to the aim of the study.

Possible points: The teacher found out that drama students get higher extraversion scores compared to non-drama students (2 marks). The mean extraversion score for drama students was 40 (1 mark) and for non-drama students it was 20 (1 mark).

Question 5e
AO1 = 3 marks

Members of the target population who happen to be available to take part.	B
Every member of the target population has an equal chance of being selected.	A
Different subgroups of the target population are identified and then participants are selected from the subgroups in proportion to their numbers in the target population	D
Every 5th member of the target population is selected for the sample.	C

Question 5f
AO3 = 4 marks

AO3: Up to 2 marks for the outline of one advantage and 2 marks for one limitation.

Possible answer: One advantage is that it is very representative of the target population (1 mark). This is because every subgroup is represented in the sample (1 mark). One limitation is that it is very time consuming (1 mark). This is because it takes time to divide the target population into subgroups and then select the correct proportion from each subgroup (1 mark).

Allow: unbiased, allows for generalisation of results

Assessment Objectives

Question	AO1	AO2	AO3	Total
1 (a) (b)(i) (b)(ii) (c) (d)	2 3	1 3 3	 3	15
2 (a)(i) (b)(i) (b)(ii) (c) (d)	2 2	1 5 3	 2	15
3 (a) (b)(i) (b)(ii) (c) (d)	4 3	1 2 2	 3	15
4 (a) (b)(i) (ii) (iii) (c) (d)(i) (d)(ii)	2 1 1 1 4	1 2	 3	15
5 (a)(i) (a)(ii) (b) (c) (d)(i) (d)(ii) (e) (f)	 3	1 1 2	 5 1 3 4	20
Total	28	28	24	80

UMS conversion calculator www.aqa.org.uk/umsconversion