



**General Certificate of Secondary Education  
June 2012**

**Psychology**

**41802**

**(Specification 4180)**

**Unit 2: Understanding Other People**

**Final**

***Mark Scheme***

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## Section A Learning

**Question 1a**  
**AO1 = 2 marks**

Up to two marks for a definition/description. Credit the use of an example to describe the term. A possible example must refer to the irrational nature of the fear to gain full credit.

Possible answer: A phobia is a fear (1 mark) that is disproportionate (1 mark).

**Question 1b**  
**AO2 = 3 marks**

Description	Treatment
Jessica has a fear of spiders and is taught relaxation techniques. She is then gradually exposed to a spider.	<b>C</b>
Nitil bites his nails. He has been given some liquid to put onto his nails. The liquid tastes horrible.	<b>D</b>
Beth is afraid of snakes and is put into a room full of snakes until she feels comfortable with the situation.	<b>A</b>

**Question 1c**  
**AO3 = 4 marks**

Candidates must identify an advantage and a disadvantage with some elaboration to achieve full credit. Simple identification of an advantage or disadvantage will receive just one mark.

Possible answer - advantage: It has been very successful in changing behaviour (1 mark) and works well in schools and hospitals (1 mark).

Possible answer – disadvantage: It may not be effective outside the school (1 mark) the children may focus on the reward not their behaviour (1 mark).

If the answer does not relate to the situation, a maximum of 1 mark can be credited.

**Question 1di**  
**AO1 = 1 mark**

Behaviours that are followed by rewards are usually repeated; those that are punished are not usually repeated	✓
A person learns to associate a reflex response with a new stimulus	

**Question 1dii**  
**AO1 = 1 mark**

Skinner	✓
Pavlov	

**Question 1ei**  
**AO2 = 1 mark**

Classical conditioning	✓
Operant conditioning	

**Question 1eii**  
**AO2 = 1 mark**

Classical conditioning	
Operant conditioning	✓

**Question 1f**  
**AO2 = 2 Marks**

Up to two marks for a clear distinction between negative reinforcement and punishment. Examples of negative reinforcement and punishment must be linked to a behaviour to gain credit.

Possible answer: Negative reinforcement is when an unpleasant experience is **removed** after a behaviour has occurred (1 mark) whereas punishment is something unpleasant being **given** due to a behaviour (1 mark).

Possible answer: Negative reinforcement strengthens behaviour (1 mark) whereas punishment weakens (stops/removes is acceptable) behaviour (1 mark).

## Section B Social Influence

### Question 2a AO1 = 2 marks

1 mark for following orders and 1 mark for reference to an authority figure (teacher/boss/Mum).

Credit the use of an example to describe the term. An example must refer to direct obedience to gain full credit.

Do not credit obeying/obeys orders.

### Question 2b AO1 = 3 marks, AO3 = 3 marks

Any relevant study can receive credit, the most likely being Asch or Sherif and any variation.

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

Possible answer: In Asch's study, participants were shown sets of lines on a card and asked to say which lines matched in length. The rest of the group were actors and told to answer incorrectly. The results showed that participants gave the wrong answer in 32% of the trials (and 74% at least once). He concluded that they gave the wrong answer to fit in with the group even though they knew they were wrong.

**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 outline three criticisms (positive and/or negative) or they could focus on one or two criticisms with appropriate elaboration.

Generic statements such as 'it is unethical' or 'it lacks ecological validity' should not receive credit if it is not elaborated. A maximum of 2 marks if all evaluation is generic, but elaborated eg replicability, control.

Possible answer: This study has been criticised because it was artificial (1 mark) as it was conducted in a lab, the behaviour may not be natural (1 mark). This may mean that the results may not be the same in real life (1 mark).

Other evaluation points will receive credit.

No credit to be given for evaluation in the absence of a recognisable study.

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

<b>6 or 5 marks</b>	<p>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.</p> <p>For 5 marks, both description and evaluation are present but one of these features is slightly lacking in detail.</p> <p>The answer is well-structured with effective use of sentences and/or paragraphs. There are few spelling and punctuation errors.</p>
<b>4 or 3 marks</b>	<p>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.</p> <p>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.</p> <p>The answer has some structure with appropriate use of sentences. There are some spelling and punctuation errors.</p>
<b>2 or 1 mark</b>	<p>For 2 marks, there are fewer than 3 descriptive and/or evaluative points relating to a relevant study.</p> <p>For 1 mark the answer is muddled.</p> <p>There is little evidence of structure in terms of correct use of sentences. There are frequent spelling and punctuation errors.</p>
<b>0 marks</b>	No relevant content

**Question 2c**  
**AO1 = 1 mark**

Six people are placed in one group and asked to complete a task together.	✓
A group of six people is asked to work in pairs to answer some questions.	

**Question 2d**  
**AO2 = 2 marks**

Any appropriate practical implication can receive credit. Accept expressions such as, 'perform less well', 'participate less' as reference to effort.

Possible answer: Social loafing suggests that when students are working in groups, some will do most of the work (1 mark) while others do nothing (1 mark).

**Note:** if the conclusion of a study is stated as an implication, award 1 mark. For example, social loafing does not exist in all cultures. 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 a second mark.

Note: Award no marks for an application.

**Question 2e**  
**AO2 = 1 mark**

When people wear uniforms at work or school, they are less likely to behave as an individual	✓
If pupils do not know an answer to a question in class, they will usually give the same answer as someone else, because they think that this is the correct answer	

**Question 2f**  
**AO1 = 1 mark**

True	
False	✓

**Question 2g**  
**AO1 = 2 marks**

No elaboration is needed but two separate factors must be identified for full marks.

The most likely factors are: The number of people around/group size, the reaction of others/ whether emergency or not, amount of empathy and similarity to the victim.

Any relevant factor is creditworthy.

## Section C Sex and Gender

### Question 3a AO1 = 2 marks

Marks can be gained by definition or may be by example.

To gain full credit there must be reference to masculinity or femininity.

Possible points:

It is a person's psychological state (1 mark).

It can be identified through their attitudes and behaviour (1 mark).

Whether they feel masculine or feminine (1 mark).

Note: reference to male/female is biological but if the candidate states 'a sense of being male or female' it should be given 1 mark.

### Question 3bi AO1 = 1 mark

Oestrogen	✓
Testosterone	

### Question 3bii AO1 = 1 mark

XX	
XY	✓

### Question 3ci AO1 = 2 marks, AO2 = 1 mark

AO1 Up to two marks for an explanation of gender schema theory.

Possible answer: Gender schema theory suggests that knowledge is built up through experience (1 mark) so understanding of gender increases with age (1 mark).

Note: Kohlberg's gender constancy can be made relevant to this question in terms of the explanation of GST.

AO2 mark for reference to the article.

No reference to the content of the article: Maximum 2 marks.

Possible answer: The article suggests Charlie has added to his schema as he realises that people of different genders do the same job (1 mark).

**Question 3cii**  
**AO3 = 3 marks**

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. Appropriate comparison to other explanations can also gain credit.

Possible answer: Many see this theory as the most detailed and thorough explanation (1 mark) and it is well supported by evidence, such as Levy (1 mark). However, it cannot explain why gender begins to develop at the age of two (1 mark). Doesn't explain why some children have more rigid schemas (1 mark). Doesn't explain why children choose same sex friends/gender specific toys before they can label themselves as male/females (2 marks).

**Question 3d**  
**AO2 = 3 marks**

The theory offers a number of options in answering the question including the Oedipus complex, fear of castration, identifying with the father, sexual desire for the mother etc. Any relevant explanation should receive credit although there must be an element of elaboration to gain full marks. Simply listing factors will not be enough.

Possible points:

Jacob is going through the Oedipus complex (1 mark) where he unconsciously desires his mother (1 mark) but fears his father will castrate him (1 mark). He resolves this by adopting his father's behaviour (1 mark). Maximum 3 marks.

**Question 3e**  
**AO2 = 2 marks**

	Social learning	Psychodynamic theory
Jonny sees his older brother playing football and others cheering when he scores. Jonny models his behaviour on his brother and starts playing football.	✓	
Stacey's favourite TV show is about three female cooks who get rewarded for cooking. Stacey wants to be a cook when she is older and has started trying to cook already.	✓	

Marks can only be awarded for **ticks** in the boxes.

If they tick both boxes for Jonny and/or both for Stacey = no marks

## Section D Aggression

### Question 4a AO2 = 3 marks

Repeating part of the stem as an answer is not creditworthy.

Candidates can gain credit for explaining behaviour in the article in terms of the following:

Observation  
Imitation  
Modelling  
Reinforcement (vicarious)

Possible points: Social learning theory would suggest that the boy has observed (seen/watched) and imitated (copied) the aggression in the games (2 marks). If the boy sees the person in the game being rewarded for being aggressive – this is vicarious reinforcement (1 mark) then the boy may learn that aggression is a good way to get rewarded (1 mark). He sees the characters in the games as role models (1 mark).

### Question 4bi AO1 = 4 marks

Any relevant study can receive credit, the most likely being Bandura – any variation acceptable.

The study must have a relevant aim, a method that is appropriate to the aim of the study and results relating to the method described and a valid conclusion.

If the study is developed further in the results section, 4 marks can be credited. If a combination of more than one study – maximum 2 marks.

- 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.

### Question 4bii AO3 = 2 marks

AO3 Up to 2 marks for the outline of one criticism. The criticism must be relevant to the study outlined in 4 (b) (i) to gain any credit.

Possible answer: The study was conducted in a lab so lacks ecological validity(1 mark), therefore we do not know if they would act in the same way in real life (1 mark).

**Note:** If two criticisms are stated, award 1 mark only.

**Question 4c**

**AO1 = 3 marks, AO3 = 3 marks**

Any relevant way of reducing aggression can receive credit.

AO1: up to 3 marks for a clear description of a method of reducing aggression.

Possible answer: One way of reducing aggressions could be sublimation (1 mark) Freud thought we could release our aggressive instincts by finding a safe activity that requires energy (1 mark). This could be playing sport to reduce our aggression levels and reduce the chances of an outburst (1 mark).

**3 marks:** A clear description of a relevant way containing accurate detail.

**2 marks:** A reasonable description of a recognisable way although may be lacking detail.

**1 mark:** A description of a recognisable way that is simply identified 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 way of reducing aggression has been criticised because it is based on concepts that are difficult to test (1 mark). This means that is difficult to support with evidence (1 mark). Other theories suggest that playing sports will increase aggression due to hormones (1 mark).

Other evaluation points will receive credit.

Note: if the candidate has described more than one method (for example drugs and psychosurgery) only credit the one that will receive more marks.

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

<b>6 or 5 marks</b>	For 6 marks, there is a clear description and evaluation of a relevant way of reducing aggression 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.
<b>4 or 3 marks</b>	For 4 marks, both description and evaluation of a relevant way of reducing aggression 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 way. The answer has some structure with appropriate use of sentences. There are some spelling and punctuation errors.
<b>2 or 1 mark</b>	For 2 marks, there are fewer than 3 descriptive and/or evaluative points relating to a relevant way of reducing aggression. 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.
<b>0 marks</b>	No relevant content.

## Section E Research Methods

### Question 5a AO3 = 4 marks

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

Possible answer: One advantage is that questionnaires can be a quick method (1 mark) to collect a large amount of data (1 mark). One disadvantage is that there is no way of checking if the answers are true (1 mark). This means the results could be misleading (1 mark).

### Question 5b AO1 = 2 marks

Accurate definitions of both open and closed questions can receive 2 marks.

Possible answer: Closed questions have a limited range of answers to choose from whereas open questions allow respondents to give any response they want (2 marks).

### Question 5c AO2 = 1 mark

Does your child play video games? Yes or No	✓
What do you think about video games?	

### Question 5d AO2 = 2 marks

To gain full credit there must be reference to the target population ie students at the school/age group

Any correct way of selecting a systematic sample should receive credit.

Possible answer: She could have used the school registers for that age (1 mark) and picked every fifth name until 20 were chosen (1 mark).

### Question 5e AO2 = 1 mark

Any appropriate ethical issue should receive credit.

Possible answers may include: Confidentiality, consent, right to withdraw, deception, protection from harm, debriefing.

**Question 5ei**  
**AO2 = 2 marks**

Possible answer: Consent: The mothers should be asked for consent as the children are under 16 (2 marks).

To gain credit, the answer must be related to the ethical issue given in 5 (e)(i). If no ethical issue is given in 5 (e)(i) no marks can be gained in 5 (e)(ii).

**Question 5f**  
**AO2 = 1 mark**

Positive correlation	✓
Negative correlation	
No correlation	

**Question 5g**  
**AO2 = 2 marks**

Up to two marks for an explanation of what the correlation shows.

Possible answer for 2 marks:

As the number of hours playing video games increases so does the teacher's rating of aggression for the children.

Credit reference to:

The graph shows that there is a relationship between the number of hours playing video games and the teacher's rating of aggression for the children (1 mark).

**Question 5h**  
**AO3 = 1 mark**

It can show the strength of a relationship between two variables	✓
There is a high level of control over all variables	

**Question 5i**  
**AO3 = 2 marks**

Any relevant limitation should receive credit.

Possible answer: It cannot show which of the two variables caused the relationship (1 mark) and it could be due to other variables (1 mark).

**Question 5j**  
**AO3 = 2 marks**

Any relevant advantage or disadvantage should receive credit.

Possible answer: An observer may make a mistake when recording the behaviour (1 mark)  
which could lead to inaccuracies in the results (1 mark).

## Assessment Objectives

Question	AO1	AO2	AO3	Total
<b>Learning</b>				
1(a)	2			
1(b)		3		
1(c)			4	
1(d)(i)	1			
1(d)(ii)	1			
1(e)(i)		1		
1(e)(ii)		1		
1(f)		2		
	<b>4</b>	<b>7</b>	<b>4</b>	<b>15</b>
<b>Social Influence</b>				
2(a)	2			
2(b)	3		3	
2(c)	1			
2(d)		2		
2(e)		1		
2(f)	1			
2(g)	2			
	<b>9</b>	<b>3</b>	<b>3</b>	<b>15</b>
<b>Sex and Gender</b>				
3(a)	2			
3(b)(i)	1			
3(b)(ii)	1			
3(c)(i)	2	1		
3(c)(ii)			3	
3(d)		3		
3(e)		2		
	<b>6</b>	<b>6</b>	<b>3</b>	<b>15</b>
<b>Aggression</b>				
4(a)		3		
4(b)(i)	4			
4(b)(ii)			2	
4(c)	3		3	
	<b>7</b>	<b>3</b>	<b>5</b>	<b>15</b>
<b>Research Methods</b>				
5(a)			4	
5(b)	2			
5(c)		1		
5(d)		2		
5(e)(i)		1		
5(e)(ii)		2		
5(f)		1		
5(g)		2		
5(h)			1	
5(i)			2	
5(j)			2	
	<b>2</b>	<b>9</b>	<b>9</b>	<b>20</b>
<b>Total</b>	<b>28</b>	<b>28</b>	<b>24</b>	<b>80</b>

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