
GCSE

Psychology

Unit 1 – Making Sense of Other People (41801)
Mark scheme

4180
June 2015

Version 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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 from aqa.org.uk

1 (a)

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

AO1 = 2 marks**This is an automarked item**

1 (b) There are three explanations of memory (multi-store, levels of processing and reconstructive). Identify the explanation that matches each student's description. Refer to the conversation to support **each** part of your answer.

AO2: One mark for each stated explanation and one mark for each appropriate reference to conversation.

Creditworthy points: Peter: the multi-store model explains his comment (1 mark) as he says he 'repeats info over and over' and this explanation states that information moves from STM to LTM by **rehearsal**/repeating. (1 mark)

Bart: the reconstructive explanation explains his comment (1 mark). Reference to putting information into the relevant **context** (1 mark).

Correct identification (1 mark)

Incorrect identification no marks regardless of explanation

NOTE: If there is no identification of an explanation, credit can still be given for a correct reference to the conversation.

AO2 = 4 marks

1 (c) Describe **one** study in which a factor affecting the reliability of eyewitness accounts was investigated. Include in your answer the aim of the study, the method used, the results obtained and the conclusion drawn.

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

Creditworthy points: A suitable aim, containing a possible factor affecting the reliability of eyewitness accounts. A method that contains details of how the research was carried out. Results that give a clear indication of outcome for the method described (figures need not be given). A valid conclusion that is based on the described outcome of the study.

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, 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.

AO1 = 4 marks

1 (d) Psychologists have claimed that some studies of eyewitness accounts lack ecological validity. Explain why these studies might lack ecological validity.

(3 marks)

Up to 3 marks for an appropriate explanation: The studies do not apply to behaviour in the real world (1 mark). When you are watching a video, you are prepared for something to happen (1 mark). In real life events, you are not prepared for what is about to happen (1 mark). Other appropriate elaboration can also receive credit; for example, the extra danger that might be present in real life events. Max. 3 marks

If an answer does not refer to what happens ‘in a lab’ – Max 2 marks

Eg: Many studies of eyewitness accounts involve participants in a lab, which is not the same as a real life experience/cannot be generalised to real world (2 marks)

NOTE: No marks are available for simply defining ecological validity.

AO3 = 3 marks

1 (e)

Loss of memory for events that happened before brain damage occurred	C
Information we have recently learnt hinders our ability to recall information we have previously learnt	B

AO1 = 2 marks

This is an automarked item

2 (a) The following conversation took place between two students after a class.

Carole: “Have you noticed that our teacher never makes eye contact with you when he is talking to you?”

Hayley: “Yes. I think that’s why I can never tell if it’s my turn to speak when I have a conversation with him.”

Explain **one** function of eye contact. Use the conversation above to support your answer.

(2 marks)

AO2: One mark for identifying an appropriate function of eye contact from the conversation.

Possible functions: To signal turn taking in conversation. Also allow; ensuring the smooth flow of conversation; providing feedback about, for example: emotion, interest, attraction.
One mark for appropriate reference to conversation; Hayley said she could never tell when it is her turn to speak.

AO2 = 2 marks

2 (b) (i) Some facial expressions are recognised in most societies. Is this statement true or false? (Tick the correct box)

True	False
✓	

(1 mark)

AO1 = 1 mark

This item is automarked

2 (b) (ii) Choose **one** study in which the relationship between facial expressions and the hemispheres of the brain was investigated. Describe the method used by the researcher(s) in your chosen study.

(2 marks)

AO1: Up to 2 marks for correct description of an appropriate method. The most likely method will be that used by Sackeim (1978). Markers must be aware that there could be other methods that would be relevant which relate to different studies, other than those covered by Sackeim. These should receive credit if they make psychological sense.

2 marks: Clear description of a method.

1 mark: Reasonable description of a method.

AO1 = 2 marks

2 (c) (i) Imagine that you are going to conduct a study to investigate how a gesture used by waitresses (such as squatting down in front of customers), affects the size of the tips that the customers give. Use your knowledge of psychology to describe:

- what you would do to carry out your study
- the results you would expect to find in your study

(4 marks)

Up to 3 marks for the description of an appropriate method. Answers will most likely be based on the work of Lynn and Mynier.

NOTE: Credit may be given for other gestures, for example, touch, provided the description makes psychological sense.

Points of description: A clear description of method that contains two or more conditions (2 marks)

An indication of what would be measured (1 mark). **Maximum of 3 marks**

If just one condition is described, regardless of any indication of a measurement **award 1 mark only**

Plus

1 mark for description of appropriate results in line with known psychological research.

No mark for results if only one condition has been described.

AO2 = 4 marks

2 (c) (ii) What else might have affected the tipping behaviour of participants in the study that you have described in your answer to 2(c)(i). Explain your answer.

(3 marks)

AO3: Up to 3 marks for saying what else might have affected tipping behaviour (1 mark) and relevant explanation (2 marks).

Possible answers: size of bill, same or opposite sex customers, facial expression, etc.

NOTE: A list of three different things should receive a maximum of 1 mark. Two things identified with one elaborated can receive full credit (2 + 1).

Possible elaboration: Tips are often calculated as a percentage of the bill (1 mark), therefore the higher the bill, the greater the tip might be (1 mark).

Male customers might feel more attracted to the waitresses than female customers (1 mark).

Therefore males might feel inclined to give a greater tip (1 mark)

If the waitress is smiling, she might appear more friendly (1 mark) and customers might give a higher tip to waitresses who smile compared to waitresses who frown (1 mark)

Other appropriate and well-reasoned examples should receive credit also.

AO3 = 3 marks

Item 2 (c) (i) and 2 (c) (ii) are linked

2 (d) Studies of NVC show that:

Tone of voice is important when conveying messages.	✓
Pupil dilation has no effect on emotion.	
The posture that someone adopts makes no difference to how much they are liked.	
We don't like people whose pupils are dilated.	
The use of personal space in conversation varies with culture.	✓
Postural echo gives an unconscious message of friendliness.	✓

(Tick **three** boxes only.)

(3 marks)

AO2 = 3 marks

This item is automarked

3 (a) Describe Eysenck's type theory of personality. Your answer should also include the name of a personality scale devised by Eysenck and an outline of how this scale is used to measure personality.

[Answer in continuous prose]

(6 marks)

AO1: Up to 6 marks for an accurate description of Eysenck's type theory, including all the required elements.

Required elements:

- Each type must be both named and described for full credit' ie extraverts, who are sociable (1); introverts, who are quiet (1); neurotics, who are anxious (1). Credit other named and described types (eg psychotic, tenderminded, stable) Up to 3 marks.
- If **all** three types are only named award 1 mark only, fewer than 3 – no marks.
- A named personality scale: eg EPI or EPQ(R), IVE. 1 mark
- An outline of how the scale is used to measure personality such as: answering items with Y/N; plotting on dimension grid, lie detection items. Up to 2 marks.

AO1 = 6 marks

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 of only Eysenck's type theory, containing all the required elements. For 5 marks, there is a good description of only Eysenck's type theory, containing all the required elements but slightly lacking in detail; for example, in how the scale is used. 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, there is a reasonable description of Eysenck's type theory, containing all required elements but lacking in detail; for example, in description of the personality types and/or how the scale is used. For 3 marks, either clear description of Eysenck's type theory only or a named scale and a clear description of how it is used or an answer that contains three valid points, perhaps with one required element missing. 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 points relating to Eysenck's theory. 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

3 (b) Explain **one** criticism of Eysenck's type theory of personality.

(3 marks)

AO3: Up to 3 marks can be earned for an explanation of one criticism.

Possible answers: Much of his theory was developed from information received from Servicemen (1 mark). This is not a representative sample (1 mark). Therefore generalisation to a wider population is risky (1 mark).

He used questionnaires to test personality (1 mark). People's answers could have been based on their mood/recent behaviour at the time (1 mark). If they were tested again at a later date, the results might have been different (1 mark).

NOTE: Simply identifying one or more criticisms will receive a maximum of 1 mark.

AO3 = 3 marks

3 (c) Describe and evaluate **one** study of temperament. Include in your answer the method used, the results obtained and the conclusion drawn. Evaluate the study of temperament that you have described.

[Answer in continuous prose]

(6 marks)

Likely studies include Buss and Plomin, Thomas et al and Kagan and Snidman.

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

Possible points of description: A method clearly outlining the condition(s) of the study, results that accurately describe the outcome of the study (figures need not be included). A valid conclusion.

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: Students could state three criticisms (positive and/or negative) or they could focus on one or two criticisms with appropriate elaboration.

Possible evaluative points: The artificiality of the research situation. The specific focus of the task that could lead to demand characteristics. Difficulties involved in analysing data in this type of task.

Possible sampling issues. Usefulness of knowledge gained.

Other appropriate evaluation points will receive credit.

NOTE: Totally generic evaluations should receive a maximum of 1 AO3 mark.

AO1 = 3 marks AO3 = 3 marks

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 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 mark scheme. For 3 marks, either clear description or clear evaluation is present that reflects the detail 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

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

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

Possible answers: The belief 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 people (2 marks).

AO2: 1 mark for an appropriate reference to the stereotype – bed reserving – in the article;

Possible answer: Foreigners always **reserve their sun beds** (before breakfast) (1 mark).

AO1 = 2 marks AO2 = 1 mark

4 (b) (i) A psychologist wanted to investigate the helping behaviour of football fans. On several occasions, he arranged for a confederate to fall over and appear injured in front of Aston Villa fans.

Half of the time, the confederate was wearing an Aston Villa shirt. The rest of the time he wore a Birmingham City shirt. The psychologist noted the number of times the confederate was helped in each condition.

Using your knowledge of psychology, outline the results that you would expect the psychologist to find **and** the conclusion that the psychologist could draw from the results.

(3 marks)

AO2: Up to 2 marks for description of appropriate results in line with known psychological research.

Points of description: For maximum marks, reference must be made to the two conditions described in (b)(i). Figures need not be given.

NOTE: Reference to one condition only would earn a maximum of 1 mark without a clear comparison to a second condition; for example, 'He was helped more when he wore an Aston Villa shirt'. This would earn 1 mark; compared to whom?

AO2: 1 mark for an appropriate conclusion in line with known psychological research.

Possible conclusion: We are more likely to help if we have something in common with the victim (1 mark).

AO2 = 3 marks

4 (b) (ii) Explain **at least one** ethical issue that might have occurred in the study described in 4(b)(i).

(3 marks)

AO3: Up to 3 marks can be earned for an explanation of one or more ethical issues with appropriate elaboration of one.

Possible answers: There could be danger to the confederate (1 mark), especially when the confederate was wearing a Birmingham City shirt (1 mark). It was also a deception (1 mark), etc. Max: 3 marks

NOTE: Three stated ethical issues will receive a maximum of 1 mark.

AO3 = 3 marks

Items 4 (b) (i) and 4 (b) (ii) are linked

4 (c) Ways of reducing prejudice have been described by Sherif, Aronson and Elliot.

Use your knowledge of psychology to identify and briefly outline **two** ways of reducing prejudice.

(4 marks)

AO1: Up to 2 marks for each outline of ways to reduce prejudice.

Possible answers: Working 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 group (1 mark).

The jigsaw method (1 mark), where each person in the group shares their knowledge with others during a task (1 mark). Do not credit 'to reach a common goal'.

Creating empathy (1 mark), so that people become aware of what it feels like to be discriminated against (1 mark).

NOTE: If two different ways are only stated, award up to 2 marks MAX.

NOTE: Ways described by other psychologists can receive credit (eg Harwood)

NOTE: Allow 'removing the cause of prejudice (eg competition) as a way of reducing prejudice

AO1 = 4 marks

4 (d) Outline **one** practical implication of research into **one** of the following:

- stereotyping
- prejudice
- discrimination.

(2 marks)

AO2: Up to 2 marks for an outline of one practical implication. Any relevant practical implication should receive credit.

Possible answers: Research shows that most stereotypes promote harmful images (1 mark). They can stop us seeing what the person is really like (1 mark).

Research shows that young children hold prejudiced views towards other nationalities despite having no personal experience of these nationalities (1 mark). This suggests that children's prejudiced attitudes are strongly influenced by what other people say to them (1 mark).

AO2 = 2 marks

5 (a) The most common method of investigation used in Psychology is to conduct experiments. Outline **one** advantage and **one** disadvantage of this method of investigation.

(4 marks)

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

Possible advantage: Experiments allow us to examine the cause and effect (1 mark) by manipulating an IV and measuring its effect on a DV (1 mark).

Other appropriate advantages can receive credit, such as replicability, the use of standardised procedures, control of EVs, objectivity, etc.

Possible disadvantage: **Many/some** (not they/implied all) experiments may lack ecological validity (1 mark) because they are conducted in artificial environments (1 mark)

Other appropriate disadvantages can receive credit, such as the difficulty in controlling all other variables that may have an effect on the outcome, participants not acting naturally, sampling error, etc.

NOTE: If an advantage and/or a disadvantage are only stated and not elaborated, award a maximum of 1 mark for each.

NOTE: award no marks for advantages and disadvantages of experimental designs.

AO3 = 4 marks

5 (b) (i)

The test containing 30 questions	
The number of questions answered correctly	
Whether the temperature was cool or warm	✓

AO2= 1 mark

This is an automarked item.

5 (b) (ii)

More students will answer questions correctly when the temperature is cool compared with when it is warm.	
Students will answer more questions correctly when the temperature is cool compared with when it is warm.	✓
Students are more likely to answer questions better when the temperature is cool compared with when it is warm.	

(1 mark)

AO2 = 1 mark

This is an automarked item.

5 (c)

Matched pairs	
Repeated measures	
Independent groups	✓

(1 mark)

This is an automarked item.**AO2 = 1 mark**

5 (d) Apart from counting the total number of questions each student answered correctly, what calculation could the teacher make to compare the performance of the two classes? Give a reason for your choice.

(2 marks)

AO2: Up to 2 marks for naming an appropriate calculation, with justification.

Possible answers: Means/percentages (1 mark) because they takes every score into account or the difference/similarity between groups is easy to compare. (1 mark). Modes (1 mark) because it compares the most frequently occurring scores in each condition or the difference/similarity between groups is easy to compare (1 mark). Medians (1 mark) because they are unaffected by anomalous scores or the difference/similarity between groups is easy to compare (1 mark). Ranges (1 mark) because they look at the differences between the highest and lowest scores in each condition or the **similarity** between groups is easy to compare (1 mark). MAX: 2 marks

NOTE: Totals would earn no marks, as on their own, they would be an inappropriate calculation in an independent groups design. Do not credit display in graphs/tables.

AO2=2 marks

5 (e) (i) Apart from the questions that were asked in the test, state **one other** procedure that should have been standardised in this study. Give a reason for your answer.

(2 marks)

AO2: 2 marks for an outline of one other procedure that should have been standardised.

Possible points: The time allowed for the test should be the same for both groups (1 mark) because if one group had longer, the total number of questions answered correctly could be higher (1 mark). Credit timing of test, ie when completed – needs to be same time of completion for both groups

Instructions should be the same for both groups (1 mark) because if they were not, one group could be helped more by what was said to them (1 mark). MAX: 2 marks

NOTE: Other relevant standardised procedures can receive credit such as matching participants for intelligence or using a different design – repeated measures.

AO2 = 2 marks

5 (e)(ii) The teacher used standardised procedures. Briefly explain why it is necessary to use standardised procedures in this study.

(2 marks)

AO2: 2 marks for briefly explaining why it is necessary to use standardised procedures.

Possible points: Because it is an independent groups design (1 mark), each group has to be treated exactly the same way (1 mark). To make sure the results are: not affected, unbiased, reliable, valid. (1 mark). MAX: 2 marks

NOTE: Other relevant points can receive credit.

AO2 = 2 marks

5 (f)

This sampling method is quick and easy because members of the target population, who happen to be available, take part in the study.	B
This sampling method produces a representative sample because different subgroups of the target population are identified and every member of each subgroup has an equal chance of being selected for the study.	D
This sampling method avoids experimenter bias because every 6th member of an alphabetical list of the target population is selected for the study.	C

AO3 = 3 marks

This is an automarked item.

5 (g) (i) What is meant by an **extraneous variable**?

AO1: 1 mark for stating what is meant by an extraneous variable.

Possible answer: EVs are variables other than the IV that could affect the DV (1 mark)

AO1 = 1 mark

5(g) (ii) Briefly explain why extraneous variables need to be controlled in experiments.

AO1: 1 mark for answers that refer to 'effect on outcome.'

If not controlled, we cannot be sure what has caused the results of the experiment (1 mark). They need to be controlled so that we can be sure that only the IV is affecting the results (1 mark). Max: 1 mark

AO1 = 1 mark

5 (h) (i) Conducting research in a natural setting has both advantages and limitations. One advantage is that the research often has high ecological validity. State why this is so. (1 mark)

AO3: 1 mark for stating one advantage.

Possible advantage: Behaviour is more likely to be a true reflection of what people normally do (or words to that effect) (1 mark).

AO3 = 1 mark

5 (h) (ii) State **one** limitation of conducting research in a natural setting.

AO3: 1 mark for stating one limitation.

Possible disadvantages: More difficult to control EVs (1 mark). Could be more time consuming waiting for something to happen (1 mark), hard to monitor the behaviour (1), issue of not being able to inform participants or give right to withdraw prior to participation (1)

AO3 = 1 mark

Assessment Objectives

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Item	AO1	AO2	AO3
Section A			
1 (a)	2		
1 (b)		4	
1 (c)	4		
1 (d)			3
1 (e)	2		
Section B			
2 (a)		2	
2 (b) (i)	1		
2 (b) (ii)	2		
2 (c) (i)		4	
2 (c) (ii)			3
2 (d)		3	
Section C			
3 (a)	6		
3 (b)			3
3 (c)	3		3
Section D			
4 (a)	2	1	
4 (b) (i)		3	
4 (b) (ii)			3
4 (c)	4		
4 (d)		2	
Section E			
5 (a)			4
5 (b) (i)		1	
5 (b) (ii)		1	
5 (c)		1	
5 (d)		2	
5 (e)(i)		2	
5 (e) (ii)		2	
5 (f)			3
5 (g) (i)	1		
5 (g) (ii)	1		
5 (h)(i)			1
5 (h) (ii)			1
	28	28	24