

Mark Schemes for the Units

June 2007

1989/MS/R/07

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General Certificate of Education Psychology (1989)

MARK SCHEMES FOR THE UNITS

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Mark Scheme 1989/01
June 2007

INSTRUCTIONS ON MARKING SCRIPTS

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Annotation consists of:

- the use of ticks and crosses against responses to show where marks have been earned or not earned;
- the use of specific words or phrases as agreed at standardisation and as contained in the final mark scheme either to confirm why a mark has been earned or indicate why a mark has not been earned (eg indicate an omission);
- the use of standard abbreviations eg for follow through, special case etc.

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- v) Every blank page should be crossed through to indicate that it has been seen. (*Section 8a – d, page 8*)

e) Handling of unexpected answers

The Standardisation Meeting will include a discussion of marking issues, including:

- a full consideration of the mark scheme in the context of achieving a clear and common understanding of the range of acceptable responses and the marks appropriate to them, and comparable marking standards for optional questions;
- the handling of unexpected, yet acceptable answers. (*Section 6a, bullet point 5, page 6*)

There will be times when you may not be clear how the mark scheme should be applied to a particular response. In these circumstances, a telephone call to the Team Leader should produce a speedy resolution to the problem. (*Appendix 5, para 17, page 26*)

SOCIAL INFLUENCE**Source A: Social Influence**

A psychologist called Sherif did an experiment in conformity using the autokinetic effect. This is a visual illusion in which a fixed spot of light seen in a darkened room appears to move.

Each person was asked separately to say how far the light moved. They gave very different estimates from each other. They ranged from 1 to 18 cms.

They were then put into small groups and asked to say their estimates out loud. They all began to give similar estimates, this is called convergence to a central norm.

- 1 From the Source,
 (a) identify the range of estimates reported by the participants when asked separately.
 1-18 AO2 (1)

- (b) state what is meant by "convergence" in the group situation.
 answers merging to a common agreed point. Must emphasize that convergence means coming together. AO2 (1)

- 2 From your study of social psychology explain **TWO** factors which affect conformity.

Possible answers: NSI/ISI/low self esteem/social norm, group size, uncertainty, unanimity etc. No credit for a definition of conformity.

(1) 1-2 marks in each section depending on development of answer. AO1 (2)

(2) 1-2 marks in each section depending on development of answer. AO1 (2)

- 3 In the table below write in **obedience** or **conformity** beside each of the four descriptions – one is already done for you

answers in bold

DESCRIPTION

CONFORMITY or OBEDIENCE

chanting songs on the football terrace

conformity

drivers stopping at "GIVE WAY" signs

obedience

buying the latest fashion in clothes

conformity

turning up on time for the examination

obedience

driving with insurance and road tax

obedience

AO1 (4)

4 *Social psychologists have carried out a number of studies into conformity.*

Possible answers: Jenness/Asch/Zimbardo/Crutchfield.

(a) *Describe how **one** of the studies was carried out*

1-2 marks bald outline 3-4 marks detailed account (max of 2 marks for using Sherif).
AO1 (4)

(b) *Outline the findings from this study*

1-2 marks depending on development or statement
AO1 (2)

(c) *Give **one** criticism of the study*

1 mark for crude statement 2 marks for explicit criticism
AO2 (2)

b) and c) cannot be credited if a) is wrong.

Section total (18)

BEHAVIOURAL PSYCHOLOGY**Source B: Aggression**

Fran "I've got some psychology homework, about aggression"

Gary "OK, what do you want to know?"

Fran "Well, I've just got to say why it happens"

Gary "So – which explanation do you want first?"

Fran "What? You mean there's more than one?"

Gary "You asked! Freud said that it's all because we have instincts that make us do things. He gave them some fancy Greek names, Thanatos and Eros"

Fran "Great! And what about the other explanations then?"

Gary "Well – Albert Bandura said that it is because we copy people behaving badly – it's his Social Learning Theory"

- 5** *From the Source,*
(a) *state how Freud explained aggression.*

instincts make us act aggressively AO1 (1)

- (b)** *state Bandura's main explanation why people act aggressively.*

Copying others behaving badly AO2 (1)

- 6** *Freud's research included some case studies.*
Describe what is meant by a case study

an in-depth study of an individual or small group of individuals over a period of time
1 mark bald rough answer 2 marks for most of the main features – two of these features.

AO1 (2)

- 7** *Draw a line joining up the correct descriptions and terms below*

DESCRIPTION	TERM
the process of imitating the behaviour of a model	observation
anyone whose behaviour is observed and copied	reinforcement
anything that strengthens a behaviour	model
noticing what others do or say	imitation

Answers: 1 to 4, 2 to 3, 3 to 2, 4 to 1 AO1 (4)

- 8** *Explain **one** gender difference in levels of aggression.*

consistent pattern of gender difference in levels of aggression/ differences increase with age, testosterone, different role models etc

1-2 marks for general or explanation of difference

3-4 marks for more detailed explanation

AO1 (4)

- 9 *Describe the Social Learning Theory of aggression.*

Expected: Bandura & Bobo doll research plus key SLT terminology

1-3 marks for bald unspecific outline 4-6 marks for detail of theory with accurate use of terminology (6)

1-3 for research only – Bandura.

Section total (18)

DEVELOPMENTAL PSYCHOLOGY**Source C: Attachment**

People seem to be interested in how babies develop a bond with their carers.

Two psychologists carried out a longitudinal study to find out just how infants develop attachments.

They observed 60 babies from birth to 18 months in their homes, and they also interviewed their parents.

Their findings were that the process of attachment follows a number of clear stages.

The researchers concluded that attachments depend on the level of sensitive responsiveness shown by the parents. This means how well the parents understand and respond correctly to the infant.

10 *From the Source,*

(a) *state how many babies were studied*

60

AO2 (1)

(b) *state what is meant by "sensitive responsiveness"*

when a person understands and responds to the needs of the baby etc

AO1 (1)

11 *Explain what psychologists mean by attachment.*

eg the first important bond that a baby develops with a caregiver etc
1 mark for single word/phrase 2 marks for clear definition

AO1 (2)

12 *Complete the following passage by writing in the missing words.
You must choose **four** from the following list*

insecurely attached

separation protest

privation

securely attached

deprives

reunion

As an infant develops she shows distress when the caregiver leaves, this distress is called **separation protest** when infants use their caregiver as a safe base they are said to be **securely attached** infants who avoid the caregiver or are confused about them are said to be **insecurely attached** an infant who never develops attachment is experiencing **privation**

13 (a) Describe what is meant by a longitudinal study in research.

eg the same individuals studied over a significant period of time etc
1-2 marks depending on number of main features

AO1 (2)

(b) Identify **one advantage** and **one disadvantage** of longitudinal research

(1) ADVANTAGE eg high quality developmental information/change etc (1)

(2) DISADVANTAGE subject loss/funding/time/impact of social change etc (1)

AO1 (4)

14 (a) Describe Bowlby's theory of attachment, eg monotropy.

1-2 marks bald obscure account eg minimalist statements eg attachment
Is crucial 3-4 marks for clear accurate account of Bowlby
Max of 2 marks for reference to maternal deprivation, max of 2 marks for reference
to stage theory and 2 marks for a description of research only.

AO1 (4)

(b) Outline **one criticism** of Bowlby's theory

eg retrospective data/animal evidence/unrepresentative sample/focus
on first five years, late attachment, multiple attachment etc
1-2 marks depending on clarity of chosen criticism

AO2 (2)

Section total (18)

DEVELOPMENTAL PSYCHOLOGY**Source D: Cognitive Development**

Two psychologists carried out research into the idea of what Piaget had called object permanence.

They played with very young babies, offering them a toy.
They had arranged in advance for the lights in the room to be turned off as soon as each baby reached for the toy.

An infra-red camera recorded what the babies then did in the darkened room.
They were observed carrying on reaching out for the toy despite no longer being able to see it.

15 *From the Source,*

(a) *identify who were the participants in the research.*

young babies

AO2 (1)

(b) *state what was used to record the behaviour in the darkened room.*

an infra-red camera

AO2 (1)

16 *Identify **two** ethical guidelines which psychologists must observe in research with children.*

eg parental consent/avoidance of stress or distress or long term harm etc

(1)

AO1 (1)

(2)

AO1 (1)

17 *Draw a line connecting Piaget's cognitive stages with the correct description*

DESCRIPTION

COGNITIVE STAGE

the child is able to think logically but only about physical objects

Sensori--motor

the child begins to use symbols, signs, words

Formal operational

the child is able to reason in abstract terms

Concrete operational

the child explores its world using its developing senses

Pre-operational

answers: 1 to 3, 2 to 4, 3 to 2, 4 to 1

AO1 (4)

- 18** [6 marks are available for the Quality of Written Communication in this Section]
Describe **TWO** of Piaget's studies into cognitive development (do not accept counter-evidence or references to moral development).

2 most likely answers: Three Mountains Task/conservation tasks

(1) **Study 1**

1-3 marks vague description 3-6 marks for clear accurate account AO1 (6)

(2) **Study 2** as above. AO1 (6)

Written Communication (6)

Section total (26)

Written communication can be awarded for the wrong answer if they have attempted to write about area – maximum of 2 marks.

Mark Scheme 1989/02
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INDIVIDUAL DIFFERENTIATION

Source A: Attitudes of Prejudice

A psychologist wanted to investigate whether people were more likely to help someone they saw as being part of their in-group rather than their out-group.

He invited participants, who were all Manchester United fans, along to his Psychology department. However, they didn't realise that they were really taking part in a field experiment outside the building.

As participants approached the building, the psychologist had arranged for a confederate to fall over outside. The confederate always wore either a Manchester United or a Liverpool football shirt. The results showed that more participants stopped to help the confederate when he was wearing the Manchester United shirt.

The psychologist concluded that most football fans were showing their prejudice by not helping someone they saw as being part of an out-group.

- 1 From the Source
 (a) Identify the *method* used in the study. 1 x AO2
1 mark for “field experiment” or “experiment”

- (b) State what all of the participants had in common. 1 x AO2
1 mark for “they were all Manchester United fans” or similar response eg candidates may not refer to name of football club

- 2 Complete the following passage by writing in the missing words. 2 x AO2

You must choose **two** words from the following list.

dependent

independent

sample

In the study, the psychologist set up the **independent** variable which was whether the confederate wore a Manchester United shirt or a Liverpool shirt.

He then measured the **dependent** variable which was whether participants helped or not.

1 mark for each correctly placed answer.

- 3 Identify which one of the following people did *not* know they were part of the study. Tick one box to show your answer. 1 x AO1

confederate

participant

psychologist

1 mark for ticking “the participant”.

No marks if more than one box ticked.

- 4 Explain why the psychologist in the study used the same confederate each time. 1 x AO1 1 x AO2

1 mark for a brief or basic response eg “he wanted to keep certain factors the same”, “the sex of the person might make a difference”, “as a control”

or 2 marks for a more detailed and/or sophisticated response eg “to control (1) extraneous variables (1)”, “if the age of the confederate changed (1) if might affect how much help he received (1)” or “he wanted to standardise (1) the race of the confederate (1)”

Alternatively, 2 marks can be awarded for two brief but relevant responses.

- 5 Outline **one** ethical problem with the study in the Source. 2 x AO2
1 mark for identifying the ethical issue eg lack of informed consent, deception, causing distress/embarrassment
plus 1 mark for relating it to the study
eg “the participant may have been caused distress (1) because they were not sure whether to help or not”
Or plus 1 mark for elaborating on an issue
eg “informed consent (1) which means knowing what the aim of a study is and agreeing to take part (1)”

- 6 State whether the following statements are true or false. 3 x AO1

Give your answer by circling either TRUE or FALSE as shown below.

<input checked="" type="radio"/> TRUE	<input type="radio"/> FALSE
<input type="radio"/> TRUE	<input checked="" type="radio"/> FALSE

- (a) “Being prejudiced against a group of people because they are teenagers is an example of ageism.”

<input checked="" type="radio"/> TRUE	<input type="radio"/> FALSE
---------------------------------------	-----------------------------

1 mark for TRUE

- (b) “Being prejudiced against a person because he is a man is an example of sexism.”

<input checked="" type="radio"/> TRUE	<input type="radio"/> FALSE
---------------------------------------	-----------------------------

1 mark for TRUE

- (c) “Being prejudiced against ethnic minorities is an example of racism.”

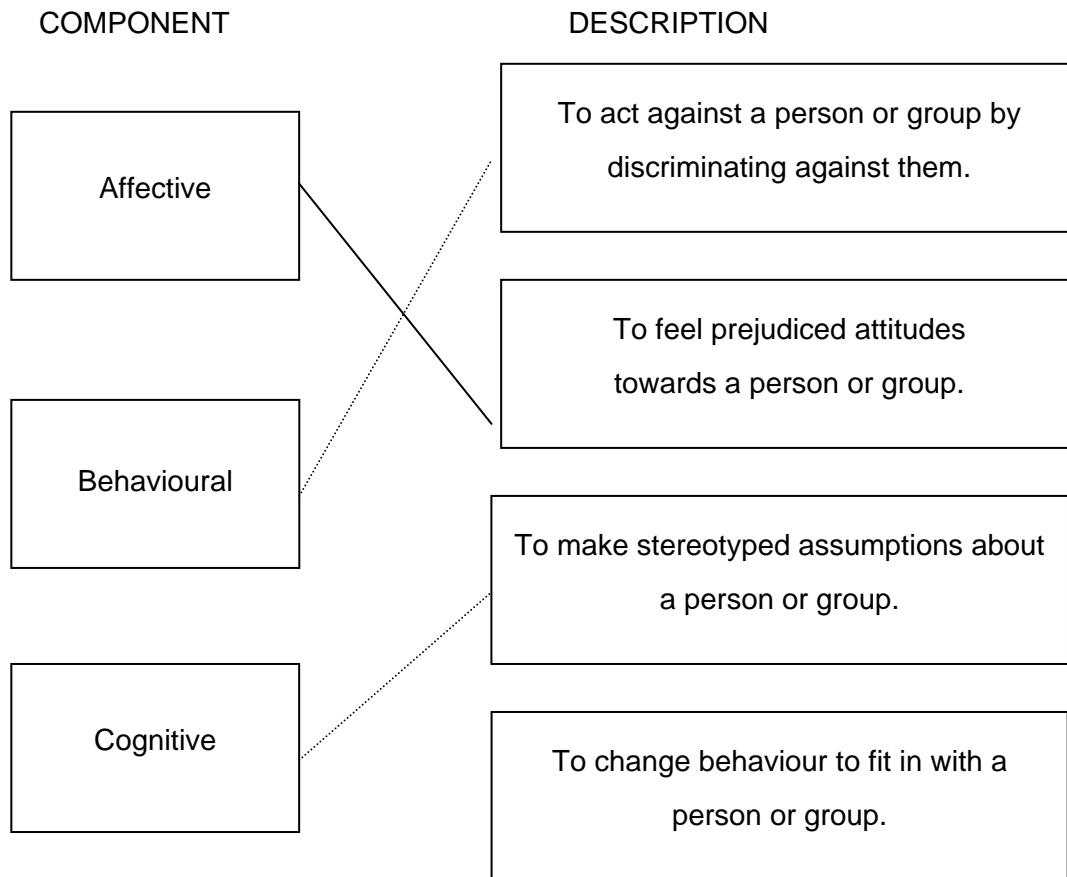
<input checked="" type="radio"/> TRUE	<input type="radio"/> FALSE
---------------------------------------	-----------------------------

1 mark for TRUE

- 7 There are a number of components of prejudice.
 Look at the following diagram.
 Draw a line between two boxes to match each component of prejudice to its definition.

2 x AO1

The first one is done for you as an example.



1 mark for each correct match

- 8 Describe **one** theory of prejudice. 4 x AO1
1 mark for brief statement eg “Adorno’s theory says that prejudiced people are fascists”
or 2-3 marks for increasing detail
or 4 for a detailed response, including appropriate terminology eg with Tajfel’s theory may refer accurately to in/out groups, self-esteem, competition, attributions

Section total: 18 marks

COGNITIVE PSYCHOLOGY

Source B: Memory

Caitlin returned to school after spending six weeks in Spain with a Spanish family.

At school, she was upset to find her first lesson was French. This was the only subject that she really disliked. She then found out that she was in a different classroom with a new teacher.

When Caitlin got to the lesson, she had forgotten many of the French words she had learned the previous year.

Caitlin's friend, Shazia, studied Psychology. She suggested there may be psychological explanations for Caitlin's memory problems. These included the theories of cue dependent forgetting, motivated forgetting, interference and trace decay.

9 From the Source

- (a) State what Caitlin had forgotten. 1 x AO2
1 mark for a reference to "French words" or just "French". Accept more general responses referring to a foreign language, etc.

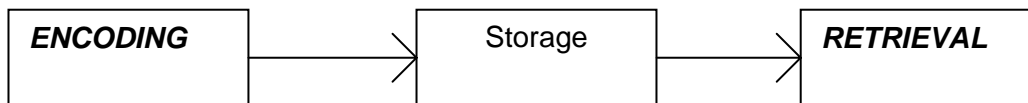
- (b) Identify **one** psychological explanation of forgetting. 1 x AO2
1 mark for any one from "cue dependent forgetting", "motivated forgetting", "interference" or "trace decay".

- 10 (a) Describe **one** theory of forgetting. 4 x AO1
1 mark for brief statement eg "Trace decay is about memories fading" or 2-3 marks for increasing detail or 4 for a detailed response, including appropriate terminology eg for trace decay may include limited duration, lack of rehearsal, fading of neural trace, unavailability eg for motivated forgetting may include repression, unconscious, traumatic experiences, inaccessibility eg for cue dependent forgetting may include state, context, inaccessibility, tip-of-tongue phenomenon eg for interference may include retroactive interference, proactive interference, distortion, schemas
(Do give credit if description includes or relies on application to the Source).
NB: Do not give credit for naming a theory if it is given in the Source.
Can credit naming and description of theory not in Source eg displacement.
NB: If theory incorrectly named then still award credit for description.

- (b) Outline **one** criticism of this theory of forgetting. 2 x AO2
1 mark for any brief or basic criticism of the chosen theory
 eg “trace decay doesn’t explain why we can still ride bikes after not using one for 20 years”
2 marks for a more developed criticism
 eg “cue dependent forgetting assumes all information is accessible (1) when in fact it may have become unavailable (1)”
If criticism is valid but does not relate to theory described then no credit.

- 11 Complete the following diagram to show the stages of memory. **2 x AO1**

The first letter of each missing word is given.



1 mark for encoding/encode in first box.
1 mark for retrieval/retrieve/retrieving in third box.

- 12 Atkinson & Shiffrin developed the two-process (multi-store) model of memory.

From the options below, identify the **four** terms associated with the two-process model.

Tick four boxes to show your answers.

4 x AO1

scratchpad		short-term memory	<input type="checkbox"/>
limited capacity	<input type="checkbox"/>	long-term memory	<input type="checkbox"/>
deep processing		rehearsal	<input type="checkbox"/>
shallow processing		network model	

1 mark for ticking “limited capacity”
1 mark for ticking “short-term memory”
1 mark for ticking “long-term memory”
1 mark for ticking “rehearsal”
Marks will be adjusted for going beyond the rubric.

- 13 Describe **at least one** application of memory research (eg ways of aiding memory).

4 x AO1

Applications may include memory aids/education, eye-witness testimony/police investigations, advertising, etc.

Memory aids are likely to be sub-divided into specific examples eg method of loci, mnemonics, hierarchical organisation, etc and each of these can count as a distinct application.

Up to 3 marks for identifying applications with 1 mark for each application. One of these applications must be further described for 4th mark.

Alternatively two applications may be identified and then each described for up to 4 marks.

One application may be identified and then described in further detail for up to 4 marks.

Candidates do not have to explicitly identify an application and may describe an application without naming it. Such answers can still earn full marks.

Section total: 18 marks

BIO-PSYCHOLOGY

Source C: Stress

A recent study shows that many of us report experiencing classic symptoms of stress, such as heart palpitations, headaches and irritability, when we are at work.

When people are asked about what causes stress at work, the five most common responses are;

Factor	% of people reporting experiencing this
Bad management	67
Difficult colleagues	51
Long hours	75
Strict deadlines	42
Work overload	86

Interestingly, the study also shows a positive correlation between level of income and stress levels.

14 From the Source

- (a) Identify **one** symptom of stress. 1 x AO2
1 mark for “heart palpitations”, “headaches”, “irritability”
- (b) State the percentage of people who reported experiencing work overload. 1 x AO2
1 mark for 86(%)

15 Identify the type of graph the psychologist should use to display a *correlation*.

scattergram histogram bar chart

Tick **one** of the above boxes to show your answer. 1 x AO1

1 mark for ticking “scattergram”.
No credit if more than one box ticked.

16 The study in the Source used a questionnaire to collect data.

- (a) Outline what is meant by a questionnaire. 2 x AO1
1 mark for a brief or basic response eg “a set of questions”
2 marks for a more detailed/sophisticated response eg “a series of questions (1) which are the same for all respondents (1)”
- (b) Describe **one** disadvantage of using a questionnaire. 2 x AO2
1 mark for a briefly stated disadvantage eg “you don’t get many back”, “they don’t go into depth”
Or 2 marks for a more detailed response eg “because questions are pre-set (1) it is not possible to follow new lines of enquiry (1)”

- 17 The table below gives examples of ways of measuring stress.

Complete the table by ticking to show whether each measure is *physiological (biological)* or *psychological*. **3 x AO1**

The first two are done for you as examples.

measures of stress	physiological (biological)	psychological
Questionnaire		<input checked="" type="checkbox"/>
Heart Rate	<input checked="" type="checkbox"/>	
Blood Pressure	<input checked="" type="checkbox"/>	
Interview		<input checked="" type="checkbox"/>
Level of Sweat/Perspiration	<input checked="" type="checkbox"/>	

1 mark for each correct response as shown in above table.

18 One application of research into stress is to offer ways of reducing stress.

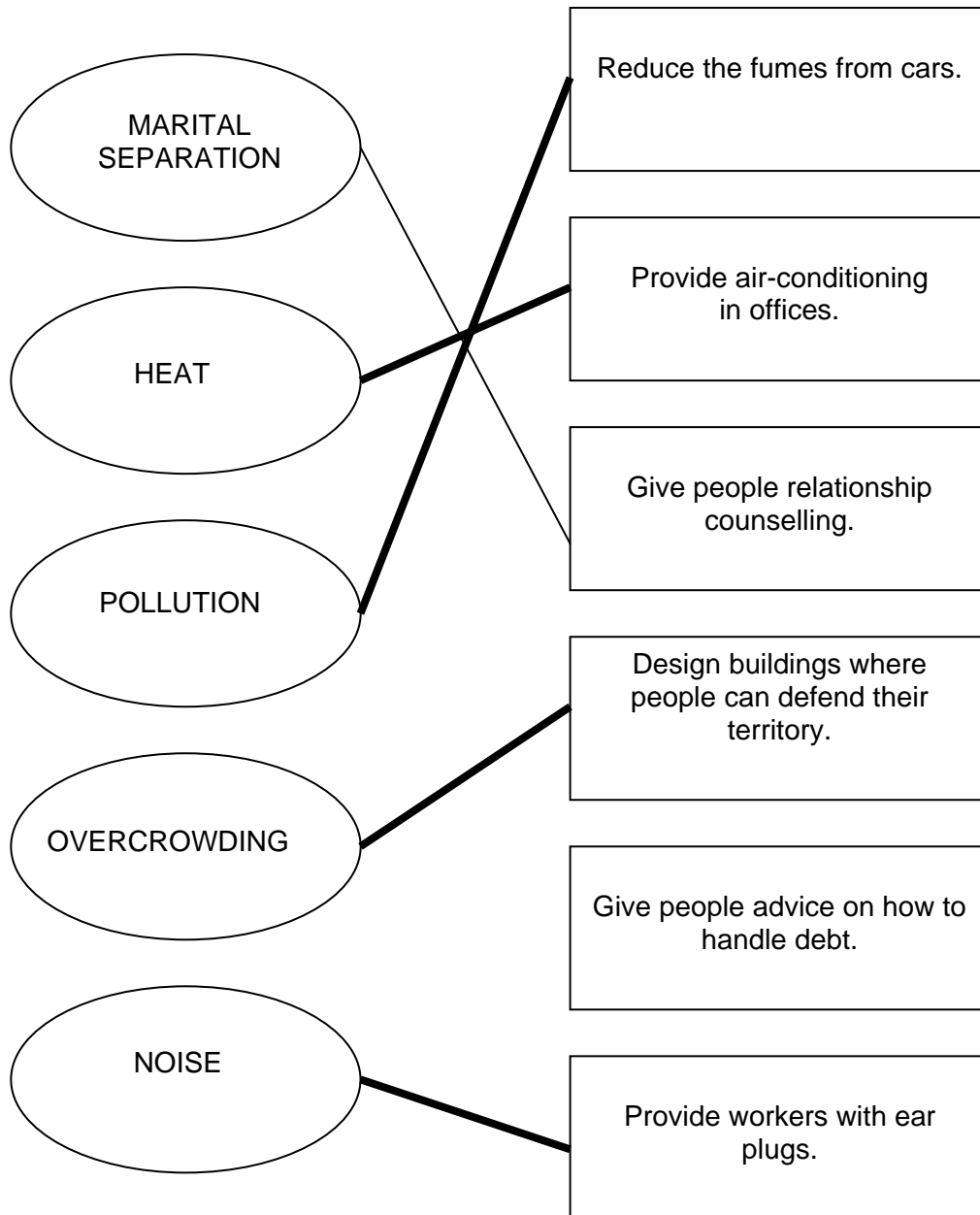
Draw a line between each cause of stress and a way of reducing it.

4 x AO2

One is done for you as an example.

CAUSE OF STRESS

WAY OF REDUCING STRESS



1 mark for each correct match

- 19 The study in the Source is one piece of research into stress.

Describe **one** *other piece of research* that has been carried out to investigate causes of stress (eg crowding, noise, etc). 4 x AO1

1 mark: *The study is just discernible from the description or only one point is made about the study eg the method used, the sample used, one of the main findings.*

2 marks: *A brief or basic description of a study which shows some knowledge of methodology and/or findings.*

3 marks: *A more detailed description of a study which shows some knowledge of methodology and/or findings.*

4 marks: *A detailed description of a study which shows knowledge of how the study was conducted and its main finding(s)/conclusion(s).*

Section total: 18 marks

INDIVIDUAL DIFFERENTIATION

Source D: Aspects of Morality

A psychologist carried out an observation of two 4 year old children playing a game where they had to take it in turns to “catch” a toy fish from a box.

This is part of the conversation she recorded between the two children.

CHILD 1: I didn't get a fish so it's my turn again.

CHILD 2: No, it's my turn now. You just had a go.

CHILD 1: But I want another turn. I'm going again.

CHILD 2: You had better not or I won't play anymore.

CHILD 1: OK. I'll let you have a turn. But you should give me one of your sweets for letting you have a go.

The psychologist decided that these two children were at Kohlberg's pre-conventional level of moral development.

20 From the Source

(a) Name the *method* the psychologist used to study the children. 1 x AO2
1 mark for “observation” or similar response

(b) State the age of the children. 1 x AO2
1 mark for 4 (years)

21 (a) Outline Kohlberg's pre-conventional level of moral development. 2 x AO1
1 mark for a brief or basic response eg “it is the first stage of moral development”
2 marks for a more sophisticated response eg “a stage where morality is based on avoiding punishment (1) and gaining reward (1)”

(b) Name Kohlberg's two other levels of moral development. 2 x AO1
1 mark for “conventional”
1 mark for “post-conventional”
in either order

- 22 Outline **one** way the psychologist could carry out cross-cultural research to investigate Kohlberg's levels of moral development. 1 x AO1 1 x AO2

1 mark for identifying the nature of cross-cultural research

plus 1 mark for applying to Kohlberg's theory or morality more generally

eg "She could go to different countries (1) to see if the levels occurred in the same order (1)"

Or plus 1 mark for suggesting an appropriate method for studying Kohlberg's levels eg "She could ask different people from different societies (1) questions about moral dilemmas (1)"

- 23 [6 marks are available for the Quality of Written Communication in this question.]

The psychologist in the Source was investigating Kohlberg's theory of moral development.

Describe and evaluate **one other** theory of moral development (eg social learning theory or Piaget's theory).

8 x AO1 4 x AO2 6 x QoWC

Other theories may include Piaget, SLT, Gilligan

1-3 AO1 marks: A simplistic description of one other theory, possibly only stating key concepts without really showing understanding. There is not necessarily a specific focus on morals or examples are inappropriate.

4-6 AO1 marks: Some understanding of key concepts is evident in the description. The focus is on morals possibly with some evidence/examples to illustrate points.

7-8 AO1 marks: Good understanding of relevant key concepts is evident in the description. The focus is clearly on moral development probably with an effective use of relevant examples/evidence to illustrate points.

NB: Key concepts for Piaget include: stages, heteronomous morality, autonomous morality, moral realism vs moral relativism, consequences vs intention, fixed vs flexible rules, attitudes to punishment

Key concepts for SLT include: observation, imitation, reinforcement, role models, identification, internalisation

1-2 AO2 marks for each brief or simple criticism eg "children develop morals at different stages(1)", "SLT ignores the role of instinct (1) and the idea we may have an in-built sense of what is right and wrong (1)"

or 3-4 AO2 marks for an increasingly detailed/sophisticated criticism eg "SLT theory ignores the concept of cognitive development (1) and fails to recognise that age has an effect on moral development (1). For example, do 3 and 10 year olds really learn morals in the same way? (1) Evidence would suggest that older children are more active learners of what is right or wrong (1)"

or a combination of both

If criticism is not relevant to chosen theory then no credit available.

Plus 1-6 marks for quality of written communication, as follows:

0 marks: no use of psychological terminology and very low literacy levels.

1-2 marks: minimal use of psychological terminology and poor level of literacy.

3-4 marks: appropriate use of psychological terminology and imperfect level of literacy.

5-6 marks: sophisticated use of psychological terminology and virtually perfect level of literacy.

Section total: 26 marks

Distribution of marks

SECTION	AO1	AO2	QoWC	TOTAL
A	11	7	0	18
B	14	4	0	18
C	10	8	0	18
D	14	6	6	26
TOTAL	49	25	6	80
PERCENT	61%	31%	8%	100%

Mark Scheme 1989/03
June 2007

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2 After the Standardisation Meeting

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- c) **Annotation of scripts**

The purpose of annotation is to enable examiners to indicate clearly where a mark is earned or why it has not been awarded. Annotation can, therefore, help examiners, checkers, and those remarking scripts to understand how the script has been marked.

Annotation consists of:

- the use of ticks and crosses against responses to show where marks have been earned or not earned;
- the use of specific words or phrases as agreed at standardisation and as contained in the final mark scheme either to confirm why a mark has been earned or indicate why a mark has not been earned (eg indicate an omission);
- the use of standard abbreviations eg for follow through, special case etc.

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- v) Every blank page should be crossed through to indicate that it has been seen. (*Section 8a – d, page 8*)

e) Handling of unexpected answers

The Standardisation Meeting will include a discussion of marking issues, including:

- a full consideration of the mark scheme in the context of achieving a clear and common understanding of the range of acceptable responses and the marks appropriate to them, and comparable marking standards for optional questions;
- the handling of unexpected, yet acceptable answers. (*Section 6a, bullet point 5, page 6*)

There will be times when you may not be clear how the mark scheme should be applied to a particular response. In these circumstances, a telephone call to the Team Leader should produce a speedy resolution to the problem. (*Appendix 5, para 17, page 26*)

SOCIAL INFLUENCE**Source A: Social Influence**

A psychologist called Sherif did an experiment in conformity using the autokinetic effect.

This is a visual illusion in which a fixed spot of light seen in a darkened room appears to move.

Each person was asked separately to say how far the light moved. They gave very different estimates from each other. They ranged from 1 to 18 cms.

They were then put into small groups and asked to say their estimates out loud. They all began to give similar estimates, this is called convergence to a central norm.

- 1 *From the Source,*
(a) *identify the range of estimates reported by the participants when asked separately.*
 1-18 cms AO2 (1)
- (b)** *state what is meant by "convergence" in the group situation.*
 answers merging to a common agreed point AO2 (1)
- 2 *Identify and explain **TWO** psychological factors which affect conformity*
 Possible answers: NSI/ISI/low self esteem/social norms/unanimity, ambiguity, uncertainty, size etc
- (a)** 1-2 marks in each section depending on development of answer AO1 (2)
- (b)** 1-2 marks in each section depending on development of answer AO1 (2)
- 3 **(a)** *Give **ONE** everyday example of conformity.*
 1 mark for any credible example AO1 (1)
- (b)** *Give **ONE** everyday example of obedience.*
 1 mark for any credible example AO1 (1)
- 4 *Explain the difference between conformity and obedience.*
 difference: conformity-going along with crowd/norm etc
 obedience: going along with order/command etc
 1-2 marks for outline statement
 3-4 marks showing a clear understanding of the basic differences AO2 (4)
- 5 *Describe and evaluate **ONE OTHER** study into conformity.*
 Possible answers: Jenness/Asch/Crutchfield/Zimbardo etc No credit for Sherif.
 maximum 4 marks for description depending on detail 2 marks for some evaluation (6)

Section total (18)

BEHAVIOURAL PSYCHOLOGY**Source B: Aggression**

Fran "I've got some psychology homework, about aggression"

Gary "OK, what do you want to know?"

Fran "Well, I've got to say just why it happens"

Gary " So – which explanation do you want first?"

Fran "What? You mean there's more than one?"

Gary "You asked! Freud said that it's all because we have instincts that make us do things. He gave them some fancy Greek names, Thanatos and Eros"

Fran " Great! And what about the other explanations then?"

Gary " Well – Albert Bandura said that it is because we copy people behaving badly – it's his Social Learning Theory"

- 6 *From the Source,*
(a) *state how Freud explained aggression.*

instincts make us act aggressively AO1 (1)

- (b) *state Bandura's main explanation why people act aggressively.*

copying others behaving badly AO2 (1)

- 7 *Freud's research included some case studies.*

- (a) *Describe what is meant by a case study.*

an in-depth study of an individual or small group of individuals over a period of time

1 mark bald rough answer

2 marks for most or all of the main features

AO1 (2)

- (b) *From your study of psychology, outline **one** example of a case study in research.*

Eg Little Hans/Little Albert/Genie or any credible example.

1-2 marks depending on detail

(2)

- 8 *From your study of psychology describe **one** study into the role the media might play in relation to aggression.*

Answers that focus on media but with no reference to research = max of 2 marks

learning ways of behaviour through tv or film modelling/computer games

cartoons – research eg Williams/Eron/Cumberbatch etc Accept Bandura

1-2 marks for sketchy account of appropriate research 3-4 marks for developed accurate account AO1 (4)

- 9 *Describe **one** cultural difference in the level of aggression.*

eg differences in tolerance of aggression/differences in attitude to aggression/

differences in expression/ research eg Bronfenbrenner, Mead, Ebbeson etc

1-2 marks for a very basic attempt to explain AO2 (2)

10 *Describe and evaluate the Social Learning Theory of aggression.*

expected: key SLT terminology

1-2 marks very basic answer

3-4 marks reasonable description of theory/some terminology

5-6 marks good use of terminology plus some evaluation

(1 – 3 marks for research only)

(6)

Section total (18)

DEVELOPMENTAL PSYCHOLOGY

Source C: Attachment

People seem to be interested in how babies develop a bond with their carers.

Two psychologists carried out a longitudinal study to find out just how infants develop attachments.

They observed 60 babies from birth to 18 months in their homes, and they also interviewed their parents.

Their findings were that the process of attachment follows a number of clear stages.

The researchers concluded that attachments depend on the level of sensitive responsiveness shown by the parents. This means how well the parents understand and respond correctly to the infant.

11 *From the Source,*

(a) *state how many babies were studied.*

60

AO2 (1)

(b) *state what is meant by “sensitive responsiveness”.*

when a person understands and responds to the needs of the baby etc

AO1 (1)

12 **(a)** *Describe what is meant by a longitudinal study in research*

eg the same individuals studied over a significant period of time etc
1-2 marks depending on number of features mentioned

AO1 (2)

(b) *Explain **one** advantage and **one** disadvantage of longitudinal research*

(1) ADVANTAGE eg high quality developmental data/evidence of change.

AO1 (2)

(2) DISADVANTAGE subject loss/funding/time/impact of social change

AO1 (2)

13 *Explain what psychologist mean by attachment.*

eg the first important bond that a baby develops with a caregiver etc
1 mark for single word/phrase 2 marks for clear definition

AO1 (2)

14 *Explain the difference between **deprivation** and **privation** in attachment.*

eg deprivation= separation from an attached figure etc
privation= never having become attached in the first place etc
1-2 marks for the clarity/accuracy of the distinction

AO1 (2)

15 *Describe and evaluate Bowlby’s theory of attachment.*

Up to 4 marks for description depending on how accurate and developed it is.
1-2 marks for accurate evaluation

AO1

Max of 2 marks for description of research only.

Max of 2 marks for maternal deprivation reference only.

AO2 (6)

Section total (18)

DEVELOPMENTAL PSYCHOLOGY**Source D: Cognitive Development**

Two psychologists carried out research into the idea of what Piaget had called object permanence.

They played with very young babies, offering them a toy.
They had arranged in advance for the lights in the room to be turned off as soon as each baby reached for the toy.

An infra-red camera recorded what the babies then did in the darkened room.
They were observed carrying on reaching out for the toy despite no longer being able to see it.

- 16** *From the Source,*
- (a)** *state who the participants were in the research*
- young babies AO2 (1)
- (b)** *state what was used to record the behaviour in the darkened room*
- an infra-red camera AO2 (1)
- 17** *Explain each of the following terms:*
- (a)** *egocentrism*
- eg seeing the world only from your own point-of-view
1-2 marks depending on development of answer AO1 (2)
- (b)** *conservation*
- eg knowing that something is the same despite changes in its appearance
1-2 marks depending on accuracy of answer AO1 (2)
- (c)** *object permanence*
- eg knowing that despite not being able to see an object it still exists etc
1-2 marks for accurate answer AO1 (2)
- 18** *[6 marks are available for the Quality of Written Communication in this Question]
Describe and evaluate Piaget's research into cognitive development.
Research can refer to theory and/or studies.
1-8 marks for description
1-4 marks for evaluation/comment/criticism.
Evaluation marks will depend on research described ie 1-2 or 2-4(12)*

Written Communication (6)
Section total (26)

Mark Scheme 1989/04
June 2007

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INDIVIDUAL DIFFERENTIATION

Source A: Attitudes of Prejudice

A psychologist wanted to investigate whether people were more likely to help someone they saw as being part of their in-group rather than their out-group.

He invited participants, who were all Manchester United fans, along to his Psychology department. However, they didn't realise that they were really taking part in a field experiment outside the building.

As participants approached the building, the psychologist had arranged for a confederate to fall over outside. The confederate always wore either a Manchester United or a Liverpool football shirt. The results showed that more participants stopped to help the confederate when he was wearing the Manchester United shirt.

The psychologist concluded that most football fans were showing their prejudice by not helping someone they saw as being part of an out-group.

- 1 From the Source
- (a) Identify the *method* used in the study. 1 x AO2
1 mark for "field experiment" or "experiment"
- (b) State what all of the participants had in common. 1 x AO2
1 mark for "they were all Manchester United fans" or similar response eg candidates may not refer to name of football club
- 2 (a) Identify the *independent variable* in the study. 1 x AO2
1 mark for type of shirt worn or similar response, including just the word "shirt", "top", etc or for some reference to how the confederate was presented
- (b) Identify the *dependent variable* in the study. 1 x AO2
1 mark for whether confederate was helped or similar response, including any response which refers to "help"
- 3 The study in the Source uses a *confederate*.
 Explain what is meant by a *confederate*. 2 x AO1
1 mark for a brief response eg "an accomplice", "someone who helps out the researcher"
2 marks for a more detailed or sophisticated response eg "an accomplice (1) of the researcher who also knows the aim of the study (1)"
- 4 Explain why the psychologist in the study used the same confederate each time. 1 x AO1 1 x AO2
1 mark for a brief or basic response eg "he wanted to keep certain factors the same", "the sex of the person might make a difference", "as a control" or 2 marks for a more detailed and/or sophisticated response eg "to control (1) extraneous variables (1)", "if the age of the confederate changed (1) if might affect how much help he received (1)" or "he wanted to standardise (1) the race of the confederate (1)"
Alternatively, 2 marks can be awarded for two brief but relevant responses.

- 5 Outline **one** ethical problem with the study in the Source. 2 x AO2
1 mark for identifying the ethical issue eg lack of informed consent, deception, causing distress/embarrassment
plus 1 mark for relating it to the study
eg “the participant may have been caused distress (1) because they were not sure whether to help or not”
Or plus 1 mark for elaborating on an issue
eg “informed consent (1) which means knowing what the aim of a study is and agreeing to take part (1)”

- 6 State whether the following statements are true or false. 2 x AO1

Give your answer by circling either TRUE or FALSE as shown below.

TRUE	FALSE
TRUE	FALSE

- (a) “Being prejudiced against a person because he is a man is an example of sexism.”

TRUE	FALSE
------	-------

1 mark for TRUE

- (b) “Being prejudiced against ethnic minorities is an example of racism.”

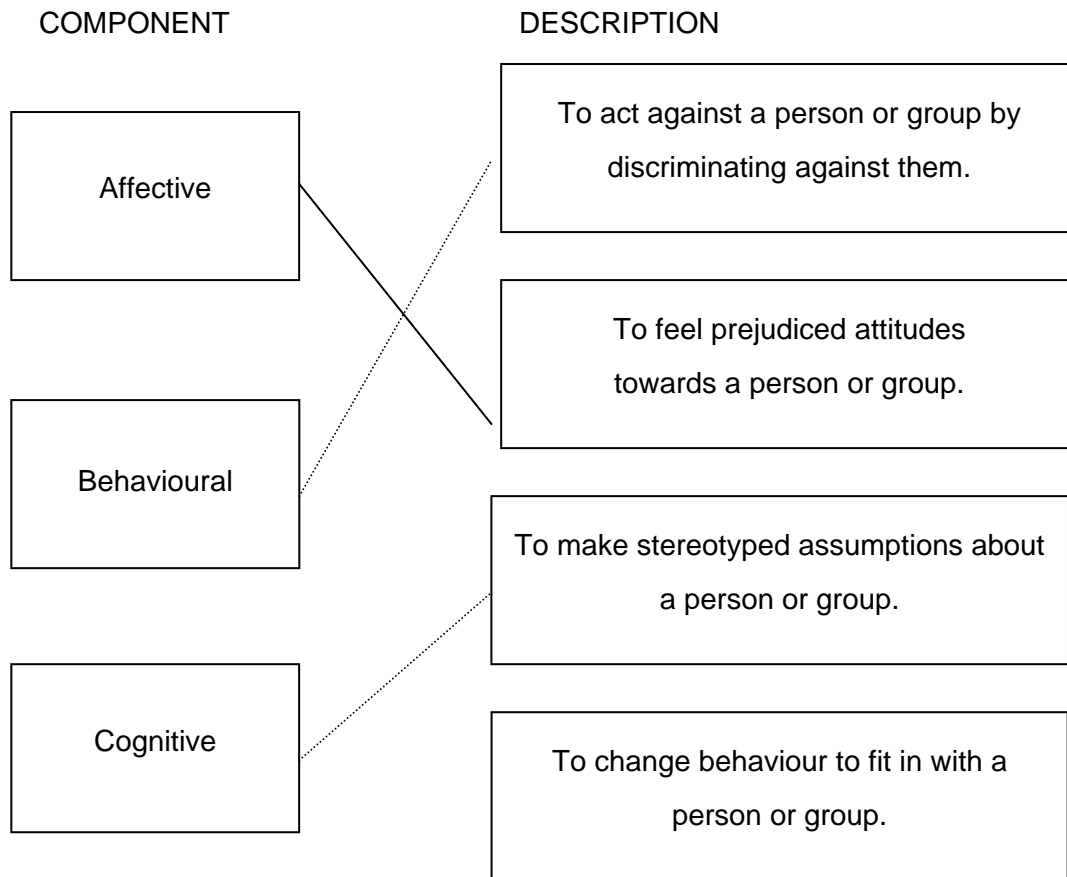
TRUE	FALSE
------	-------

1 mark for TRUE

- 7 There are number of components of prejudice.
 Look at the following diagram.
 Draw a line between two boxes to match each component of prejudice to its definition.

2 x AO1

The first one is done for you as an example.



1 mark for each correct match

- 8 The Source refers to the Social Identity theory of prejudice.
 Describe **one other** theory of prejudice. 4 x AO1
1 mark for brief statement eg “Adorno’s theory says that prejudiced people are fascists”
or 2-3 marks for increasing detail
or 4 marks for a detailed response, including appropriate terminology eg with Adorno’s theory may refer accurately to personality traits, type of upbringing, displacement of hostility

Section total: 18 marks

COGNITIVE PSYCHOLOGY

Source B: Memory

Caitlin returned to school after spending six weeks in Spain with a Spanish family.

At school, she was upset to find her first lesson was French. This was the only subject that she really disliked. She then found out that she was in a different classroom with a new teacher.

When Caitlin got to the lesson, she had forgotten many of the French words she had learned the previous year.

Caitlin's friend, Shazia, studied Psychology. She suggested there may be psychological explanations for Caitlin's memory problems. These included the theories of cue dependent forgetting, motivated forgetting, interference and trace decay.

9 From the Source

- (a) State what Caitlin had forgotten. 1 X AO2
1 mark for a reference to "French words" or just "French". Accept more general responses referring to a foreign language, etc.

- (b) Identify **one** psychological explanation of forgetting. 1 x AO2
1 mark for any one from "cue dependent forgetting", "motivated forgetting", "interference" or "trace decay".

- 10 (a) Describe **one** theory of forgetting. 4 x AO1
1 mark for brief statement eg "Trace decay is about memories fading"
or 2-3 marks for increasing detail
or 4 for a detailed response, including appropriate terminology
eg for trace decay may include limited duration, lack of rehearsal, fading of neural trace, unavailability
eg for motivated forgetting may include repression, unconscious, traumatic experiences, inaccessibility
eg for cue dependent forgetting may include state, context, inaccessibility, tip-of-tongue phenomenon
eg for interference may include retroactive interference, proactive interference, distortion, schemas
NB: Do not give credit for naming a theory if it is given in the Source.
Can credit naming and description of theory not in Source eg displacement.
NB: If theory incorrectly named then still award credit for description.

- (b) Explain Caitlin's memory problems using this theory. 2 x AO2
1 mark for some attempt to apply to the case of Caitlin eg "her classroom was a different context", "she put French words into her unconscious"
Or 2 marks for good application to the case of Caitlin
eg "Caitlin could have forgotten some French words over the holidays (1) because she hadn't had the chance to rehearse them (1)"
eg "Because Caitlin had her lessons in a different classroom (1) she didn't have the cues from the original context that she learnt French in (1)"
eg "Caitlin did not like French lessons (1) so because of the distress they caused perhaps she repressed them (1)"
NB: The theory used must be the theory described in part (a).
Credit 1 for a good application of another theory.

- 11 Atkinson & Shiffrin developed the two-process (multi-store) model of memory.

From the options below, identify **two** terms associated with the two-process model.

Tick **two** boxes to show your answers.

2 x AO1

- | | | | |
|-----------------|--------------------------|------------------|-------------------------------------|
| scratchpad | <input type="checkbox"/> | limited capacity | <input checked="" type="checkbox"/> |
| deep processing | <input type="checkbox"/> | rehearsal | <input checked="" type="checkbox"/> |

1 mark for ticking "limited capacity"

1 mark for ticking "rehearsal"

Marks will be adjusted for going beyond the rubric.

- 12 (a) Describe **two** applications of memory research (eg ways of aiding memory).

6 x AO1

Applications may include memory aids/education, eye-witness testimony/police investigations, advertising, etc.

Memory aids are likely to be sub-divided into specific examples eg method of loci, mnemonics, hierarchical organisation, etc and each of these can count as a distinct application

For each answer, up to 1 mark for identifying an application plus a further 1 or 2 marks for a description of the application depending on detail.

eg "One application is the use of method of loci (1). This is where people are encouraged to use a familiar route to learn new lists of information (1) by mentally placing items from the list at locations along the route (1)."

Candidates do not have to explicitly identify an application and may describe an application without naming it. Such answers can still earn full marks.

- (b) Evaluate **one** of the above applications of memory research. 2 x AO2
1 mark for a brief or basic evaluation eg "rehearsal is time consuming"
2 marks for a more developed evaluative point eg "taking witnesses back to the scene of a crime assumes memories will be triggered (1) but they may not have stored the information in the first place (1)"
Alternatively, 2 marks for two basic, brief points.
Credit any identifiable evaluative point even if application is not explicitly referred to. However, the point must apply to one of the applications given in (a).

Section total: 18 marks

BIO-PSYCHOLOGY

Source C: Stress

A recent study shows that many of us report experiencing classic symptoms of stress, such as heart palpitations, headaches and irritability, when we are at work.

When people are asked about what causes stress at work, the five most common responses are;

Factor% of people reporting experiencing this

Bad management	67
Difficult colleagues	51
Long hours	75
Strict deadlines	42
Work overload	86

Interestingly, the study also shows a positive correlation between level of income and stress levels.

13 From the Source

- (a) Identify **one** symptom of stress. 1 x AO2
1 mark for “heart palpitations”, “headaches”, “irritability”
- (b) State the *percentage* of people who reported experiencing work overload. 1 x AO2
1 mark for 86(%)

14 The study in the Source showed “a positive correlation between level of income and stress levels”.

From the options below, identify what this statement means.

- There is no relationship between level of income and stress levels.
- As level of income increases then stress levels increase.
- As level of income increases then stress levels decrease.
- Tick **one** of the boxes to show your answer. 1 x AO1

1 mark for ticking 2nd option..
No credit if more than one box ticked.

15 The study in the Source used a questionnaire to collect data.

- (a) Outline what is meant by a questionnaire. 2 x AO1
1 mark for a brief or basic response eg “a set of questions”
2 marks for a more detailed/sophisticated response eg “a series of questions (1) which are the same for all respondents (1)”
- (b) Describe **one** disadvantage of using a questionnaire. 2 x AO2
1 mark for a brief or basic response eg “you don’t get many back”, “they don’t go into depth”
2 marks for a more detailed or sophisticated response eg “because questions are pre-set (1) it is not possible to follow new lines of enquiry (1)”

- 16 The table below gives examples of ways of measuring stress.

Complete the table by ticking to show whether each measure is *physiological (biological)* or *psychological*. 3 x AO1
The first two are done for you as examples.

measure of stress	physiological (biological)	psychological
Questionnaire		☐
Heart Rate	☐	
Blood Pressure	☐	
Naturalistic Observation		☐
Level of Adrenaline	☐	

1 mark for each correct response as shown in above table.

- 17 One application of research into stress is to offer ways of reducing stress.

Explain **one** way in which stress could be reduced in everyday life. 2 x AO2

1 mark for a brief or basic response eg “employ good managers”, “cut down noise levels”, “build more spacious houses”, “have a drink”

2 marks for a more detailed and/or sophisticated answer eg “having a drink (1) to help relax (1)”, “use biofeedback (1) so people can monitor and control their own stress levels (1)”, “use air-conditioning in offices (1) to control the amount of heat (1)”

- 18 The study in the Source is one piece of research into stress.

Describe and evaluate **one other piece of research** that has been carried out to investigate causes of stress (eg crowding, noise, etc). 4 x AO1 2 x AO2

1 AO1 mark: The study is just discernible from the description or only one point is made about the study eg the method used, the sample used, one of the main findings.

2 AO1 marks: A brief or basic description of a study which shows some knowledge of methodology and/or findings.

3 AO1 marks: A more detailed description of a study which shows some knowledge of methodology and/or findings.

4 AO1 marks: A detailed description of a study which shows knowledge of how the study was conducted and its main finding(s)/conclusion(s).

Plus up to 2 x AO2 marks for two brief criticisms eg “researchers could not control other variables affecting stress”, “lab studies lack ecological validity”

Or 2 x AO2 marks for a more detailed or developed criticism eg “by scoring life events Holmes & Rahe assumed everyone experienced them in the same way (1) yet people’s perceptions of events may differ causing them more or less stress than average (1)”

Criticism must clearly relate to the piece of research to gain credit.

Section total: 18 marks

INDIVIDUAL DIFFERENTIATION

Source D: Aspects of Morality

A psychologist carried out an observation of two 4 year old children playing a game where they had to take it in turns to “catch” a toy fish from a box.

This is part of the conversation she recorded between the two children.

CHILD 1: I didn't get a fish so it's my turn again.

CHILD 2: No, it's my turn now. You just had a go.

CHILD 1: But I want another turn. I'm going again.

CHILD 2: You had better not or I won't play anymore.

CHILD 1: OK. I'll let you have a turn. But you should give me one of your sweets for letting you have a go.

The psychologist decided that these two children were at Kohlberg's pre-conventional level of moral development.

19 From the Source

(a) Name the *method* the psychologist used to study the children. 1 x AO2
1 mark for “observation” or similar response

(b) State the age of the children. 1 x AO2
1 mark for 4 (years)

20 (a) Outline Kohlberg's *pre-conventional level* of moral development. 2 x AO1
Up to 2 marks for demonstrating knowledge of Kohlberg's pre-conventional level of moral development eg a reference to avoiding punishment for 1 mark and a reference to seeking rewards for 1 mark.

(b) Explain why the psychologist decided the children in the Source were at the pre-conventional level of moral development. 2 x AO2
1 mark for some attempt to apply to the source eg “because the children were only 4 years old”
2 marks for a good explanation using the source eg “Because Child 1 makes decisions based on Child 2's refusal to play (punishment) and getting a sweet (reward)”

21 Outline **one** way the psychologist could carry out cross-cultural research to investigate Kohlberg's levels of moral development. 1 x AO1 1 x AO2

1 mark for identifying the nature of cross-cultural research

plus 1 mark for applying to Kohlberg's theory or morality more generally eg “She could go to different countries (1) to see if the levels occurred in the same order (1)”

Or plus 1 mark for suggesting an appropriate method for studying Kohlberg's levels eg “She could ask different people from different societies (1) questions about moral dilemmas (1)”

22 [6 marks are available for the Quality of Written Communication in this question.]

The psychologist in the Source was investigating Kohlberg's theory of moral development.

Describe and evaluate **one** other theory of moral development (eg social learning theory or Piaget's theory).

8 x AO1 4 x AO2 6 x QoWC

Other theories may include Piaget, SLT, Gilligan

1-3 AO1 marks: A basic description of one other theory, demonstrating a weak understanding of key concepts. There is little focus on morality and examples/evidence are generally inappropriate and poor.

4-6 AO1 marks: An adequate description of one other theory, demonstrating a sound understanding of key concepts. There is reasonable focus on morality and possibly examples/evidence which are generally appropriate and effective.

7-8 AO1 marks: A good description of one other theory, demonstrating a high level of understanding of key concepts. There is a clear focus on moral development and probably examples/evidence which are appropriate and illustrate points very well.

NB: Key concepts for Piaget include: stages, heteronomous morality, autonomous morality, moral realism vs moral relativism, consequences vs intention, fixed vs flexible rules, attitudes to punishment.

Key concepts for SLT include: observation, imitation, reinforcement, role models, identification, internalisation

1-2 AO2 marks for each brief or simple criticism eg "children develop morals at different stages(1)", "SLT ignores the role of instinct (1) and the idea we may have an in-built sense of what is right and wrong (1)"

or 3-4 AO2 marks for an increasingly detailed/sophisticated criticism eg "SLT theory ignores the concept of cognitive development (1) and fails to recognise that age has an effect on moral development (1). For example, do 3 and 10 year olds really learn morals in the same way? (1) Evidence would suggest that older children are more active learners of what is right or wrong (1)"

or a combination of both

If criticism is not relevant to chosen theory then no credit available.

Plus 1-6 marks for quality of written communication, as follows:

0 marks: no use of psychological terminology and very low literacy levels.

1-2 marks: minimal use of psychological terminology and poor level of literacy.

3-4 marks: appropriate use of psychological terminology and imperfect level of literacy.

5-6 marks: sophisticated use of psychological terminology and virtually perfect level of literacy.

Section total: 26 marks

Distribution of marks

SECTION	AO1	AO2	QoWC	TOTAL
A	11	7	0	18
B	12	6	0	18
C	10	8	0	18
D	12	8	6	26
TOTAL	45	29	6	80
PERCENT	56%	36%	8%	100%

Section total: 26 marks

**General Certificate of Secondary Education
Psychology 1989**

June 2007 Assessment Series

Component Threshold Marks

Component	Max Mark	A	B	C	D	E	F	G
1	80	-	-	41	35	29	22	16
2	80	-	-	45	39	33	27	21
3	80	67	55	43	29	-	-	-
4	80	63	54	45	35	-	-	-
5	40	34	28	23	19	15	12	9

Specification Options

Foundation Tier

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	-	-	-	109	93	77	61	45
Percentage in Grade	200	-	-	-	39.1	22.0	15.8	11.5	6.2
Cumulative Percentage in Grade	200				39.1	61.1	76.9	88.4	94.5

The total entry for the examination was 1794

Higher Tier

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	182	158	134	111	83	69	-	-
Percentage in Grade	200	2.9	14.6	22.8	19.6	23.5	8.1	-	-
Cumulative Percentage in Grade	200	2.9	17.5	40.3	59.9	83.4	91.5	-	-

The total entry for the examination was 2531

Overall

	A*	A	B	C	D	E	F	G
Percentage in Grade	1.7	8.7	13.6	27.5	22.9	11.2	4.6	2.5
Cumulative Percentage in Grade	1.7	10.5	24.1	51.5	74.4	85.6	90.2	92.7

The total entry for the examination was 4325
Statistics are correct at the time of publication.

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