



**General Certificate of Education**

**Psychology 1186**

*Specification B*

**Unit 1 (PSYB1)    Introducing Psychology**

**Mark Scheme**

*2011 examination - June series*

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

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## SECTION A KEY APPROACHES AND BIOPSYCHOLOGY

### Question 1a

[AO1 = 3]

**A** = Dendrites

**B** = Cell body (do not accept cell or body cell), soma, cytoplasm, nucleus

**C** = Axon, myelin sheath, nodes of Ranvier, Schwann cells

### Question 1b

[AO3 = 3]

**AO3** Up to three marks for an appropriate evaluation of the use of adoption studies. The evaluation may be in terms of strengths, limitations or a combination of both. Credit may also be given for use of/evaluation of the findings from adoption studies.

Do not credit description of adoption studies.

Likely points: provides evidence of heritability; problem of comparison of children raised in adopted families being compared with their biological parents – environments are often very different; problem of establishing accurate criteria to take account of differences in environment; similarities between adopted and biological children may not be due to heredity, problem of age of adoption and time spent with biological parent, credit comparison with twin studies, etc.

Candidates may receive full marks for providing one point that is explored in depth or more than one point in less detail.

Maximum 2 marks for analysis of the rationale/conclusions to be drawn from adoption studies.

### Question 1c

[AO2 = 4]

**AO2** Award up to 2 marks for each limitation.

One mark for brief/muddled explanation of the limitation.

Two marks each for a clear explanation of the limitation.

Likely limitations: theories are hard to falsify; unscientific approach; rejects empirical evidence; ignores cultural constraints in a person's ability to change and develop; emphasis on Western culture and values; concepts do not apply in the same way in other cultures; emotions and consciousness are difficult to study objectively; over optimistic/idealistic – assuming everyone can reach self-actualisation and is able to exercise free will; the focus on individuals means that generalisation is not really appropriate.

Candidates may also receive credit for a comparison with other approaches in psychology if used in explicit relation to the question.

**Question 1d****[AO1 = 5, AO2 = 5]**

**Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is very good (9 – 10 marks), good (6 – 8 marks), average to weak (3 – 5 marks) or poor (1 – 2 marks). Examiners should be guided by the band judgement when annotating.**

**AO1** Up to five marks for a description of the features/assumptions of social learning theory. Candidates may state how social learning theory acts as a bridge between behaviourism and the cognitive approach in psychology (reciprocal determinism) with its focus on the importance of internal mental processes that are involved in learning; learning occurs by observing others in the environment; the theory of observational learning based on Bandura's four conditions – attention, retention, motor reproduction, motivation. Candidates may describe the concepts of modelling, vicarious reinforcement, imitation, identification, etc. The role of live models and symbolic models that are involved in learning. Characteristics of models that make them more/less likely to be imitated eg status, attractiveness etc.

Credit description of relevant evidence (one mark) eg Bandura's Bobo doll experiments.

**AO2** Up to five marks for evaluation of the approach. Candidates may choose to focus on the strength of social learning theorists who view mental processes that are involved in learning as essential unlike the behaviourist approach. The use of both experimental methods and non-experimental methods involved in research and the focus on humans rather than animals may be viewed as a strength of this approach. The approach can be viewed as less deterministic compared to the behaviourist approach. Candidates may state how the approach can be applied to many areas of psychology eg gender development. Candidates may also focus on the limitations of social learning theory - the approach does not explain how we store or reproduce the observed behaviour. The approach tends to ignore subjective, individual experiences. Some of the research methods used eg laboratory may lack ecological validity. Credit comparisons with other approaches.

Credit use of relevant evidence.

**Maximum 6 marks if no reference to evidence**

**Maximum 8 marks if the evaluation focuses only on explaining gender**

**Mark bands**

**9 – 10 marks Very good answers**

There is accurate, well organised and detailed description of the features of social learning theory. The evaluation is clear, coherent and detailed. There is appropriate reference to evidence. The answer is well focused with little or no misunderstanding.

The answer is well structured with effective use of paragraphs, sentences and psychological terminology. There are few errors of spelling and punctuation.

**6 – 8 marks Good answer**

There is reasonably accurate and organised description of the features of social learning theory though some detail may be lacking. For 7 or 8 marks there is some reference to evidence. Evaluation is present but it may be limited in either depth or breadth. There may be some misunderstanding, irrelevance or limited focus.

The answer has some structure with appropriate use of paragraphs, sentences and psychological terminology. There are some errors of spelling and punctuation.

**3 – 5 marks Average to weak answer**

There is some knowledge of social learning theory and/or basic/limited evaluation. The answer may lack focus. There may be substantial inaccuracy and/or irrelevance.

Some basic ideas are expressed adequately though the answer may lack structure. Psychological terminology may be missing or used inappropriately. There may be some intrusive errors of grammar, spelling or punctuation.

**1 – 2 marks Poor answer**

There is extremely limited knowledge/evaluation of social learning theory. There must be some relevant information.

Basic ideas are poorly expressed. There is little evidence of structure. There may be many errors in grammar, spelling and punctuation.

**0 marks No relevant content**

Total AO1 marks for Question 1: 8

Total AO2 marks for Question 1: 9

Total AO3 marks for Question 1: 3

**Total marks for Question 1: 20**

## SECTION B GENDER DEVELOPMENT

### Question 2a

[AO1 = 2, AO2 = 1]

**AO1** One mark for brief knowledge of both terms eg: sex = biological, gender = psychological.

Two marks for an elaborated answer eg: Sex: biological status as male or female.  
Gender: psychological/social/cultural roles and expectations associated with being male or female.

**AO2** One mark for a further distinction between the terms.

Likely answers: malleable versus fixed; assigned at birth versus acquired; universal versus cultural; one is a social construction whereas the other is a biological fact.

### Question 2bi

[AO1 = 1, AO2 = 1]

**AO1** One mark for reference to Kohlberg's stage of gender constancy. This may be in the form of a brief description or outline of the stage. The understanding of gender constancy may be in the form of what Sally cannot do.

Possible answer: Gender constancy is when a child understands that sex does not change despite a person's change in appearance/behaviour/context (AO1, 1).

**AO2** One mark for explanation of the stage in relation to Sally's comments.  
Possible answer: Sally does not understand that just by changing context/doing a male job does not change the girl's sex (AO2, 1).  
Sally is not in this stage (gender constancy) she is in an earlier stage (gender identity, gender stability).

Do not credit repetition of the stem.

### Question 2bii

[AO3 = 2]

**AO3** One mark for identification of a methodological problem.  
One further mark for explanation of the problem.

Likely answers: errors in categorisation; reliability of categorisation; subjectivity in placing children in stages; overlap between the stages; bias in just one person observing a child's behaviour; inter-researcher reliability; stages are not mutually exclusive, based on interviews with the children, complexity of questions etc.

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**Question 2c****[AO3 = 3]**

- AO3** Up to three marks for relevant detail of what the psychologist(s) did ie the sample used, the procedure involved in the study, materials used, how the participants were allocated to conditions in the study, etc.

Likely studies: Smith and Lloyd – Baby X; Seavey – Baby X; Furnham and Farragher – TV advertisements; Fagot – mother/infant home observations; Urberg – ‘Who is brave?’ stories; DeLoache – three bears story, Dweck et al – classroom observations of boys and girls, etc.

**Question 2d****[AO1 = 5, AO2 = 5]**

**Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is very good (9 – 10 marks), good (6 – 8 marks), average to weak (3 – 5 marks) or poor (1 – 2 marks). Examiners should be guided by the band judgement when annotating.**

- AO1** Up to five marks for a description of psychodynamic explanation(s) of gender development. Candidates are likely to describe Freud’s theory of gender development. Candidates may focus on the role of the parents in the acquisition of gender; identification during the phallic stage of development; Oedipus and Electra complexes. Credit appropriate features of other psychodynamic explanations eg Chodorow; Horney; Erikson.

Credit description of relevant evidence/studies eg Goldberg and Lewis (1969); Little Hans, etc (one mark).

- AO2** Up to five marks for discussion. Explanation rests on unconscious concepts and processes which are untestable eg Oedipus/Electra complex. Theorists have questioned Freud’s theory of the Oedipus complex eg Malinowski (1929) – in a study of Trobriand islanders, no evidence was found that young boys had experienced the Oedipus complex. Candidates may refer to the issue of single-parent families ie how children are still able to acquire their gender identity in the absence of the same-sex parent. Candidates may receive credit for reference to alternative explanations of gender development which can be used to evaluate Freud eg Chodorow, who stated that the early mother-child relationship forms the basis of gender identity. Chodorow stated that gender identity begins at birth unlike Freud, who stated that it occurs during the phallic stage (4 – 5 years). Candidates may contrast the timing of gender identity during the phallic stage with the cognitive explanation which views this process as developing over a number of years in childhood. The psychodynamic explanation emphasises the unconscious in gender acquisition which is in contrast to social learning theory.

Credit use of relevant evidence.

**Mark bands**

**9 – 10 marks Very good answers**

There is accurate, well organised and detailed description of psychodynamic explanation(s) of gender development. The discussion is clear, coherent and detailed. The answer is well focused with little or no misunderstanding.

The answer is well structured with effective use of paragraphs, sentences and psychological terminology. There are few errors of spelling and punctuation.

**6 – 8 marks Good answer**

There is reasonably accurate and organised description of psychodynamic explanation(s) of gender development though some detail may be lacking. Discussion is present but it may be limited in either depth or breadth. There may be some misunderstanding, irrelevance or limited focus.

The answer has some structure with appropriate use of paragraphs, sentences and psychological terminology. There are some errors of spelling and punctuation.

**3 – 5 marks Average to weak answer**

There is some knowledge of psychodynamic explanation(s) of gender development and/or basic/limited discussion. The answer may lack focus. There may be substantial inaccuracy and/or irrelevance.

Some basic ideas are expressed adequately though the answer may lack structure. Psychological terminology may be missing or used inappropriately. There may be some intrusive errors of grammar, spelling or punctuation.

**1 – 2 marks Poor answer**

There is extremely limited knowledge/evaluation of psychodynamic explanation(s) of gender development. There must be some relevant information.

Basic ideas are poorly expressed. There is little evidence of structure. There may be many errors in grammar, spelling and punctuation.

**0 marks No relevant content**

Total AO1 marks for Question 1: 8

Total AO2 marks for Question 1: 7

Total AO3 marks for Question 1: 5

**Total marks for Question 1: 20**

## SECTION C RESEARCH METHODS

### Question 3a

[AO3 = 2]

**AO3** One mark for an appropriate conclusion ie reference to improvement eg relaxation therapy is an effective form of therapy in helping children to overcome their phobias (AO3, 1).

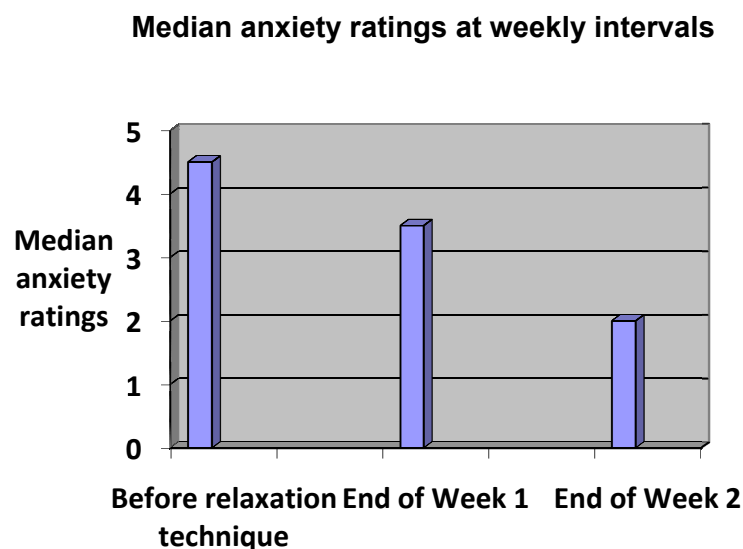
One mark for the justification with reference to what the data shows eg the median anxiety ratings for those children who received therapy are lower at week 1 and 2/as time goes on (AO3, 1).

Credit similar response.

### Question 3b

[AO3 = 3]

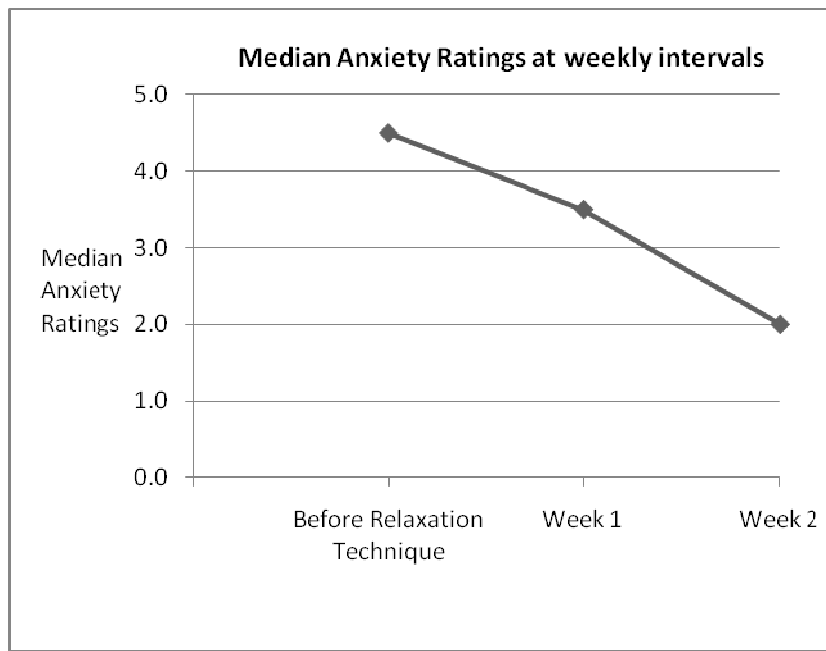
Possible answer:



To gain the maximum three marks, candidates must provide the following:

- An appropriate title eg there must be some reference to (median) anxiety ratings, weekly intervals / reference to time
- Appropriate axes and labelled eg median anxiety ratings
- Plotting of data using a sensible scale

Credit line graph – example overleaf

**Question 3ci****[AO3 = 1]****AO3** One mark for identification of a correct measure.

Likely answers: mean, mode.

**Question 3cii****[AO3 = 1]****AO3** One mark or an appropriate limitation of the measure of central tendency (can credit limitation of the median if given in 3ci).

Likely answers:

Mean – it can be distorted by extreme scores / small samples

Credit answers where the candidate makes it clear that a fractional result would be inappropriate such as 2.4 people. Must include example.

Mode – less useful if there are a number of scores which have the same number of responses; less sensitive measure.

If no answer to 3ci, cannot credit 3cii.

### Question 3d

[AO3 = 3]

**AO3** One mark for naming an appropriate ethical issue eg consent; confidentiality; psychological harm; debriefing; respect; integrity, etc.

Up to two marks for an explanation of how the psychologist might have addressed this issue.

Possible answer: Consent (AO3, 1). The psychologist might have addressed this issue by asking parents to give informed consent on behalf of their children (AO3, 1) and then asking them to sign a letter of agreement for their children to take part in the study (AO3, 1).

### Question 3e

[AO3 = 3]

**AO3** Up to three marks for a discussion of at least one problem of parents ratings their children.

Likely problems: bias on the part of the parents; issue of reliability; issue of validity; subjectivity of parents rating their own child's anxiety, etc.

One mark for brief identification of a relevant problem.

Two marks for problem identified and brief explanation of why it is a problem/brief discussion.

Three marks for an answer that includes full explanation of why it is a problem and the impact on the outcome of the study/full discussion.

Expect less detail if more than one problem is presented.

Answer must include some discussion for 3 marks.

### Question 3f

[AO3 = 3]

**AO3** Up to three marks for an explanation.

Credit the following points: testing two different groups of children; one group is given therapy, the other group receives no form of therapy; both groups compared at the end of the study to see if there is a difference.

**Question 3gi**

**[AO3 = 3]**

**AO3** Up to three marks for an outline.

Likely answers: understand the long-term effects of the relaxation technique; provision of ideas for future research; understand other possible benefits of relaxation therapy; ratings; reasons for improvement/deterioration of anxiety in the children other than the technique; provision of a meaningful understanding of the children's condition, etc. Credit benefits of qualitative data.

Candidates may be credited full marks for one point explored in detail or for a number of less detailed points.

**Question 3gii**

**[AO3 = 1]**

**AO3** One mark for an appropriate example of an open question.

Possible answer: Why do you think Zack was anxious?

Total AO3 marks for question 3: 20

**Total marks for question 3: 20**

**ASSESSMENT OBJECTIVE GRID****JUNE 2011**

<b>QUESTION</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>TOTAL</b>
<b>1</b> (a) (b) (c) (d)	3   5	 4 5	 3	20
<b>2</b> (a) (b)(i) (b)(ii) (c) (d)	2 1  5	1 1  5	 2 3	20
<b>3</b> (a) (b) (c)(i) (c)(ii) (d) (e) (f) (g)(i) (g)(ii)			2 3 1 1 3 3 3 3 1	
<b>TOTAL</b>				60

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