



**General Certificate of Education (A-level)  
June 2012**

**Psychology B**

**PSYB1**

**(Specification 2185)**

**Unit 1: Introducing Psychology**

**Final**

***Mark Scheme***

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## Section A Key Approaches and Biopsychology

### Question 1a

[AO1 = 3]

**AO1** One mark each for the correct area of cortical specialisation.

D = Somatosensory centre

C = Visual centre

B = Auditory centre

### Question 1b

[AO3 = 3]

**AO3** Up to three marks for a brief evaluation of the use of EEGs. Credit up to 3 separate evaluative points or one point fully elaborated or a combination of these.

Likely points: safe way of measuring brain activity; there is no surgery or invasive process; helps to identify activity in various regions of brain; its use as a diagnostic tool eg epilepsy; lacks precision in measuring individual action potential of neurons/electrodes not sensitive enough, etc.

### Question 1c

[AO2 = 2]

**AO2** One mark for suggesting an appropriate defence mechanism.

Likely answers: rationalisation/denial/repression, etc.

One mark for explanation of the defence mechanism in relation to the scenario eg Emily's upset/the event/exam failure/the situation. For the second mark, the explanation must match the named defence mechanism.

Possible answer: Rationalisation (AO2, 1). Emily may not see the examination result as important as she was not fully prepared (AO2, 1).

### Question 1d

[AO2 = 2]

**AO2** One mark for a brief outline of a problem/limitation and 2 marks for an elaborated outline of a problem.

Likely points: not testable/not falsifiable/key concepts not directly observable/problems of generalisability/lack of scientific rigour, etc.

Possible answer: One problem of the psychodynamic approach is that the key concepts like the unconscious are not directly observable (1 mark). That means that there is little objective evidence that can be used to support the approach (1 mark).

**Question 1e**

**[AO1 = 5, AO2 = 5]**

- AO1** Up to five marks for description of the features of the humanistic approach. Features could include how each person is unique and/or good. The subjective experiences, feelings and thoughts of a person should be of importance to psychologists (phenomenology). Focus on the importance of self and congruence. Self-actualisation – every person has an innate tendency to reach his or her full potential. Hierarchy of Needs. Concept of free will – able to choose and determine own actions. Conditions of worth. Unconditional positive regard – the unconditional love is essential to the development of a well-adjusted adult. Client-centred therapy – client at the centre of their own therapy in solving their own problems. The idiographic approach – emphasis on understanding the uniqueness of a person. Concept of holism. Research methods used eg the Q-sort technique. Credit description of relevant evidence (one mark).
- AO2** Up to five marks for evaluation. The following points are likely to be made: The humanistic approach has been criticised for its rejection of the scientific approach and its failure to use experiments to understand and predict human behaviour. There is little objective evidence to support the assumptions made by humanistic psychologists. Students may evaluate the approach in relation to other approaches, eg the behaviourist approach which views humans as passively responding to stimuli in the environment. Humanistic psychologists state that humans are active agents – able to change and determine their own development. However, this may be seen as idealistic. Students may contrast the concept of free will with the deterministic features of other approaches, eg the biological approach. The value of a person-centred approach may be compared to the psychodynamic approach. Practical applications of the approach, eg motivation in business world and client centred therapy. Credit other relevant points. Credit use of relevant evidence.

**Mark Bands**

**9 – 10 marks Very good answers**

There is accurate, well organised and detailed description of the features of the humanistic approach. The evaluation of the approach 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 answers**

There is reasonably accurate and organised description of the features of the humanistic approach though some detail may be lacking. Evaluation of the approach 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 answers**

There is some knowledge of the humanistic approach 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 answers**

There is extremely limited knowledge/evaluation of the humanistic approach. 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**

## Section B Gender Development

### Question 2a [AO1 = 1]

**AO1** One mark for knowledge of the term.

Imitation means copying behaviour (of a role model). Do not credit 'copying' alone.

Credit use of an example to describe imitation.

### Question 2bi [AO3 = 3]

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

Accept any studies which involve social learning/socialisation/imitation of gender.

Likely studies: Fagot – parents treatment of boys and girls in the home; Dweck et al – teachers use of feedback in the classroom; Perry and Bussey – children's preferences for imitation of same-sex models; Masters et al – sex in/appropriate behaviour and imitation in children; Smith and Lloyd – Baby X; Urberg – Who is brave?; DeLoache – Three bears story; Mead Three Tribes study; Furnham and Farragher – TV advertisements, or the content analysis studies of Manstead and McCulloch.

Bandura must focus on the **gender development** aspects of the study, ie use of male and female models, for the third mark.

### Question 2bii [AO3 = 2]

**AO3** One mark for brief explanation of a relevant issue.  
One mark for how/why it is an issue in relation to the study chosen.

Likely issues: bias on the part of the researcher/issues with reliability/validity/cultural constraints/recording methods/issue of consent/integrity of the researcher/protection of participants, etc.

Credit plausible answers to (b)(ii) if answer to b(i) not creditworthy as a SLT study of gender development.

**Question 2ci**  
**[AO1 = 1, AO2 = 1]**

**AO1** One mark for knowledge of gender stability. This knowledge may be embedded in the response as a whole.

Gender stability is the realisation/understanding that a person's (own) sex/gender remains the same/fixed (over time).

**AO2** One mark for appropriate link between gender stability and William's comment. Can only get the application mark if the AO1 mark has been awarded.

Likely answer: William's comment shows that he has not acquired gender stability as he thinks he could, in the future, be 'a mummy.'

**Question 2cii**  
**[AO1 = 1, AO2 = 1]**

**AO1** One mark for knowledge of gender constancy. This knowledge may be embedded in the response as a whole.

Gender constancy is the realisation/understanding that a person's sex/gender remains stable not only over time but in different situations and **despite superficial changes in appearance.**

**AO2** One mark for appropriate link between gender constancy and Tilly's comment. Can only get the application mark if the AO1 mark has been awarded.

Likely answer: Tilly's comment shows that she has not acquired gender constancy as she thinks her auntie could be a man as she now has short hair like a man.

**Question 2d**

**[AO1 = 5, AO2 = 5]**

**AO1** Up to five marks for description of the features of biological explanations of gender development. Students may focus on how genetic factors cause gender-appropriate behaviour – gender and sex are interrelated. Any differences in gender behaviour are due to physiology. Students may choose to focus on hormones, eg the influence of androgens and testosterone or oestrogen and progesterone. Atypical sex chromosomes, eg XXY – Klinefelter’s syndrome; XO – Turner’s syndrome; in terms of the effect these syndromes have on gender development. Students may choose to focus on non-human research, eg Gorski et al (1980) found male rats’ sexually dimorphic nucleus (SDN) to be larger in anatomical structure compared to female rats’ SDN which might account for differences in behaviour. Credit up to two marks for description of relevant evidence.

**AO2** Up to five marks for an evaluation of biological explanations of gender development. Students may choose to contrast biological explanations of gender development with social learning theorists who state that gender is learnt as a result of socialisation (nurture). The cognitive explanation can be used to criticise biological explanations of gender as being too deterministic – children think about their own and other people’s gender and how they behave as a result. Students are required to refer to evidence in their response. This may be in support/conflict for biological explanations. For example, Money (1975), in the case of the penectomised twin, suggested that nurture was responsible for gender development thereby rejecting nature/biology. However, in a follow-up study by Diamond (1998), Brenda had never felt happy as a girl and resumed her masculine identity (nature) thereby supporting biological explanations. Students may raise methodological issues associated with the extrapolation of findings from animal research to explain human gender development. Students may focus on general limitations of biological explanations, eg reductionism. Credit comparison such as reference to cultural variations in gender related behaviour. Credit use of relevant evidence.

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

## Mark Bands

### 9 – 10 marks **Very good answers**

There is accurate, well organised and detailed description of the features of biological explanations of gender development. 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 answers**

There is reasonably accurate and organised description of the features of biological explanations though some detail may be lacking. 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 answers**

There is some knowledge of biological explanations 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 answers**

There is extremely limited knowledge/evaluation of biological explanations. 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**

### Section C Research Methods

#### Question 3a [AO3 = 2]

**AO3** One mark for an appropriate conclusion. One further mark for explanation/justification of the conclusion.

Possible answer: Participants in Group B were influenced by/conformed to/went along with/were led by/affected by the other estimates they had seen (1 mark for conclusion) because the median estimate for Group B was closer to the scores on the list (1).  
Accept 'higher than' Group A.

#### Question 3b [AO3 = 2]

**AO3** One mark for identification of the IV, ie whether participants saw 5 other supposed estimates or not

OR

whether participants wrote their estimates on a blank piece of paper or below 'other' estimates.

One mark for identification of the DV, ie the estimated weight of the cake. Accept 'estimate'.

#### Question 3c [AO3 = 3]

**AO3** Up to 3 marks for an explanation of how stratified sampling is achieved. Answer may be expressed in terms of pupils from a secondary school.

One mark each for reference to the following points:

- identification of strata
- proportions to be worked out
- random selection (within the strata)

#### Question 3di [AO3 = 2]

**AO3** Up to 2 marks for an explanation of how the psychologist could have allocated the participants randomly to the two groups.

Possible answer: Each participant in the sample could be given a number which is put into a hat. The first 50 numbers drawn out of the hat would be allocated to one of the groups.

Or

50 A's and 50 B's could be put in a hat and each participant draws out a letter. The letter designates the group.

Credit alternative method

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

**AO3** One mark for an appropriate reason. One further mark for an explanation of that reason. Random allocation will reduce the likelihood of individual differences affecting the outcome.

Possible answer: Random allocation reduces researcher bias (1) and makes it more likely that the manipulation of the IV caused the results (1).

Accept increasing validity but do not accept reference to increasing reliability.

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

**AO3** One mark for a plausible reason.

Likely answers: to prevent the participants guessing aim of the study/naivety; to prevent order effects.

Credit reference to the illogical nature of using the same participants in both groups in this study.

One mark for relating the reason to the study.

**Question 3f**  
**[AO3 = 3]**

**AO3** One mark for knowledge of an appropriate ethical issue.

Likely answers: deception; consent; confidentiality, etc.

One mark for elaboration of the ethical issue or why the issue is important.

One mark for relating the issue explicitly to the study.

**Note:** INFORMED consent is only to be given **any** credit if candidate explains how it would be totally inappropriate in this study. Such a response could achieve full marks if candidate goes on to explain how use of debrief would be a way of compensating for lack of information beforehand.

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

**AO3** Up to 2 marks for an outline depending on detail.

Likely answers: a structured interview (1) in which the questions asked are prepared and in a set order. (1)

An unstructured interview (1) in which the researcher has an aim but no predetermined questions. (1)

Accept other types of interview, eg face-to-face, group, one-to-one, telephone.

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

**AO3** Up to 2 marks for a limitation of the chosen interview method that is elaborated.

Structured interview: possible answers – no deviation from predetermined questions is allowed (1) this means that an unexpected response cannot be pursued for more detail. (1)

Or, structured interviews are more formal (1) and this might make it a more uncomfortable experience for the interviewee. (1)

Unstructured interview: possible answers – the data are difficult to analyse (1) as all the responses are individual and therefore hard to collate/summarise. (1)

Or, unstructured interviews may produce irrelevant information (1) because it is easy for the interviewer and/or interviewee to go off the focus or point of the investigation (1).

Accept other valid responses eg comparison with other types of interview.

**Assessment Objectives**

<b>QUESTION</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>TOTAL</b>
<b>1</b>				
(a)	3			
(b)			3	
(c)		2		
(d)		2		20
(e)	5	5		
<b>2</b>				
(a)	1			
(b)(i)			3	
(b)(ii)			2	
(c)(i)	1	1		20
(c)(ii)	1	1		
(d)	5	5		
<b>3</b>				
(a)			2	
(b)			2	
(c)			3	
(d)(i)			2	
(d)(ii)			2	
(e)			2	
(f)			3	
(g)(i)			2	20
(g)(ii)			2	
<b>TOTAL</b>	16	16	28	60

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