

A-Level

Psychology (Specification B)

PSYB1

Unit 1 Introducing Psychology

Final Mark Scheme

2185

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Section A Key Approaches and Biopsychology

Question 1a

Briefly explain one difference between classical conditioning and operant conditioning.

[AO1 = 2 marks]

2 marks for a difference that is clearly explained.

1 mark for a difference stated or poorly explained.

- Type of response involved – CC deals with involuntary responses/reflexes and OC deals with voluntary responses
- Reinforcement is often described as neutral in CC but in OC it is either positive or negative – ie a pleasant consequence.
- The reinforcement occurs before the response is made in CC but is given following the response in OC
- Schedules cannot be used to alter the response and/or extinction rates in CC but in OC these can alter the rates.

Accept other possible differences

Question 1b

Briefly describe how a PET scan can be used to investigate localisation of function.

[AO3 = 3 marks]

Award marks for the following points – one mark each point

- The person is injected with a radioactive tracer
- The person is given a task to perform causing the tracer to move to the area of the brain associated with that task/function
- The area where the function is localised/happens can be seen as it is highlighted on the screen.

Credit other relevant points.

Question 1c

Which two of the following statements are true? Tick two boxes only.

[AO1 = 2 marks]

Award one mark for each correct answer as seen below

- An EEG is used to detect brain wave activity
- The peripheral nervous system carries information to the brain and from the brain.

Question 1di

Cognitive psychologists have studied internal mental processes in different ways. One way is scanning. Give one other method or technique used to study internal mental processes.

[AO3 = 1 mark]

Award one mark for a suitable way/method/technique given

Possible answers

- Conducting an experiment
- Case study
- Observation of behaviour
- Asking questions/interviewing people
- Electrical stimulation of the brain

Accept other relevant methods or techniques.

Question 1dii

Explain one advantage of studying internal mental processes using the method you have given in your answer to 1(d)(i) above.

[AO2 = 2 marks]

2 marks for a clearly explained advantage.

1 mark for an advantage stated or poorly explained.

Experiment: these allow for control of variables other than the IV which means the researcher can establish what did cause the effect seen.

Case study: the in-depth study of an individual/small group allows cognitive psychologists to study internal mental processes over time.

Asking questions/interviewing people: designing questions for people to answer means the researchers can get the specific information they want about internal mental processes by asking particular questions.

Credit answers based on observation if the advantage is made clear.

Question 1e**Describe and evaluate the humanistic approach in psychology.****[AO1 = 5 marks; AO2 = 5 marks]****AO1**

Up to five marks for description in detail 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. Self-actualisation: every person has an innate tendency to reach his or her full potential. Concept of free will: able to choose and determine own actions. Conditions of worth. Unconditional positive regard: the unconditional love of the mother for her child 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. Research methods used e.g. 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 in particular, the use of experiments to understand and predict human behaviour. There is little objective evidence to support the assumptions made by humanistic psychologists. Candidates 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. Candidates may contrast the concept of free will with the deterministic features of other approaches e.g., the biological approach. Some suggest the approach may be culturally biased, favouring individuality over collectivist cultures. 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 some 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 some 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 answer**

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 at the bottom of the band.

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 of the humanistic approach and/or basic or limited evaluation. 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

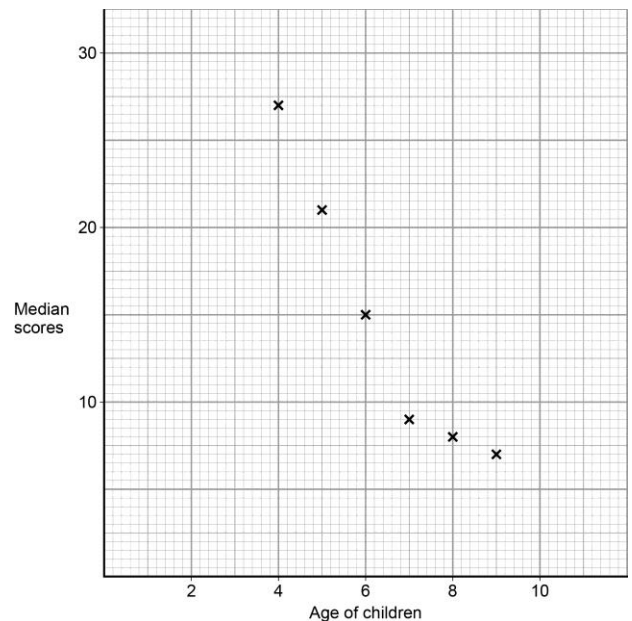
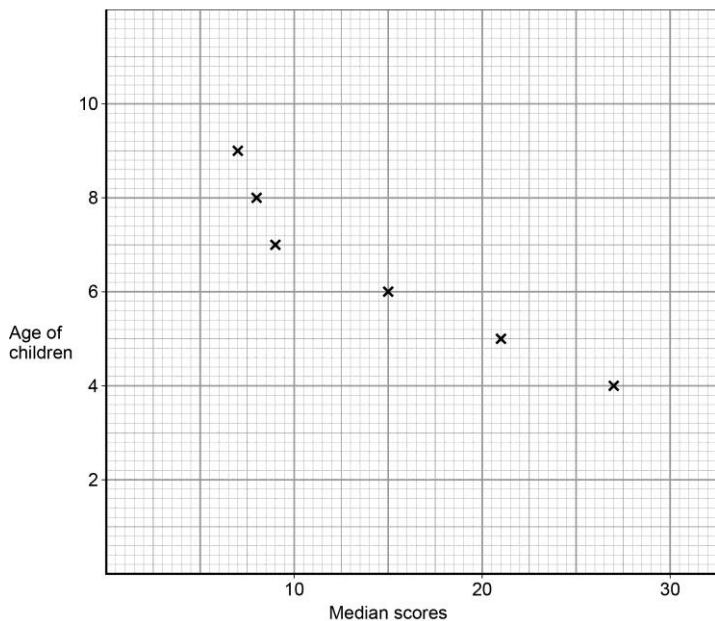
Question 2ai

Use the graph paper below to sketch a scattergram of the data shown in Table 1. You do not need to provide a title.

[AO3 = 2 marks]

Award one mark for each of the following:

- Two labelled axes – age of children and median questionnaire scores
- Plotting – negative correlation



Question 2aii

What type of relationship can be seen in the scattergram you have drawn? Explain your answer.

[AO3 = 2 marks]

Award one mark for each of the following:

- Negative correlation
- As the values of one variable increase/age increase, the values of the other variable decrease/median questionnaire score decrease.

Accept correct justification which matches identification of relationship drawn in 2aii.

Question 2b

What can the researchers conclude about sex-role stereotyping on the basis of the data from this study?

[AO2 = 2 marks]

1 mark for each bullet point.

- The results suggest that a sex-role stereotyping decreases as children get older
- But stereotyping seems to stabilise at the age of 7 upwards

Question 2c

Briefly describe Turner’s syndrome. Explain why researchers of gender development study people who have atypical sex chromosome patterns.

[AO1 = 2 marks, AO2 = 2 marks]

AO1 1 mark each for any two points

- XO pattern/single X chromosome
- female sex identity,
- physical characteristics such as webbed neck/ short stature/sterile.
- psychological characteristics such as difficulty relating to peers.

AO2

2 marks for a clear explanation

1 mark for a limited or muddled explanation

It allows researchers to look for differences in behaviour between people with typical and atypical patterns (1) and attribute these to the different chromosomal pattern (1).

Credit the idea that studying atypical patterns can inform researchers about the relative impact of biology and of environment on gender development.

Question 2d

Describe and evaluate a psychodynamic explanation of gender development.

[AO1 = 5 marks; AO2 = 5 marks]

AO1

Up to 5 marks for knowledge in detail of features and assumptions of psychoanalytic theory that are relevant to gender development. These might include: description of the stage theory of gender development – focus must be on the phallic stage; the Oedipus and Electra complexes; the role of the unconscious; the role of parents; identification process involving internalisation of same-sex parent’s behaviours; role of conflict and process of conflict resolution. Credit description of relevant evidence/studies eg Little Hans – 1 mark.

AO2

Up to 5 marks for evaluation of Freud's psychoanalytic theory of gender development. Likely points, which must be evaluative rather than just statements: the explanation derives from concepts that are largely untestable – the unconscious conflicts in the phallic stage, unconscious use of defence mechanisms as in the case of Little Hans' phobia; the requirement of a same-sex parent for the process of identification – Malinowski 1929 Trobriand Islander study. Credit comparison of psychoanalytic explanations of gender with alternative explanations. Psychoanalytic explanations focus on the role of society, especially childhood experiences and familial relationships whereas biological explanations study innate factors such as Turner's and Klinefelter's syndromes. Other explanations use scientific methods, often experiments which means the theories are testable, unlike Freudian explanations. Some research is conducted using non-human participants, psychoanalytic explanations do not do this but refer to/study human development/behaviours.

Credit use of evidence.

Mark Bands**9 – 10 marks Very good answers**

There is accurate, well organised and detailed description of some features of the psychoanalytic explanation of gender development show. The evaluation of the approach is clear, coherent and detailed. The answer is well focused on gender 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 psychoanalytic explanation of gender development although some detail may be lacking. There is evaluation of the explanation. 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 answer

There is some knowledge of the psychoanalytic explanation of gender development and/or basic or limited evaluation. The answer may lack focus on gender. There may be substantial inaccuracy and/or irrelevance at the bottom of the band.

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 of the psychoanalytic explanation and/or evaluation of this explanation 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

Section C Research Methods

Question 3a

With reference to the descriptive statistics in Table 2, what do the results of the study suggest?

[AO3 = 4 marks]

Award 1 mark for each bullet point

- The happiness ratings suggest that recording pleasant events caused people to feel happier
- Because people in Condition 1 have a happiness rating that is much higher (17) than those in Condition 2 (12.5)

Or vice versa

Award 1 mark for each bullet point

- The range for Condition 1 is small – only 4 – and this indicates that the people in this condition all had quite similar happiness ratings to each other that were quite high.
- The range in Condition 2 is much higher and suggests that there was much more variability in happiness ratings for these participants

Credit other relevant observations.

Question 3b

Give one limitation of using an opportunity sample in psychological research.

[AO3 = 1 mark]

One mark for an appropriate limitation of opportunity sampling.

- The sample may be unrepresentative (of the target population due to being drawn from a limited location/pool of people).
- The sample could be biased (because the researcher actively chooses who participates so could avoid some people).

Question 3c

Explain how the researcher could have randomly allocated the students to Condition 1 and Condition 2.

[AO3 = 3 marks]

Award marks as follows:

Each participant in the sample could be given a number which is put into a 'hat' (1). The first number drawn out of the hat would be allocated to Condition 1 and the second to Condition 2(1). This is done until all 40 numbers have been allocated (1).

OR

Twenty 1's and twenty 2's could be put in a hat (1) and each participant draws out a number (1). The number designates the condition to be undertaken (1).

OR Computer/random number method

Assign each participant a number between 1 and 40 (1 mark) move horizontally or vertically through random number table to find 20 numbers between 1 and 40 for Condition 1 OR generate 20 numbers using random number generator function on computer/calculator for Condition 1 (1 mark) Remaining participants (with unused numbers) go into Condition 2 (1 mark)

Credit alternative methods as long as there is enough practical detail to ensure the steps identified will result in random allocation **and** the same (+/-1) numbers in each condition. No credit for just 'use a computer system.'

Question 3d

Why was it important for the researcher to use random allocation to assign the students to the different conditions in this study?

[AO3 = 2 marks]

1 mark for each point as follows:

- this is a procedure to control for participant variables in an independent groups design
- the researcher might put all the cheerful/sad looking students into a particular condition

Question 3e

Identify the independent variable and the dependent variable in this study.

[AO3 = 2 marks]

Independent variable: whether the participant was asked to record pleasant or upsetting events.
Accept: the type of events the participant was asked to record.

Dependent variable: the happiness rating

Question 3f

Write a suitable hypothesis for this study.

[AO3 = 2 marks]

Up to 2 marks for an appropriate experimental hypothesis. For full credit the hypothesis must be a testable statement and contain both the IV and DV.

Possible answers for 2 marks:

Non-directional: There is a difference in the happiness ratings of participants who are asked to record pleasant events and participants who are asked to record upsetting events.

Directional: Happiness ratings will be higher for participants who record pleasant events than for participants who record upsetting events.

(Accept 'Lower'.)

Accept null version of the hypothesis.

Possible answers for 1 mark:

There will be a difference in the ratings of participants who record events in Condition 1 and Condition 2

Participants who record pleasant events are likely to be happier than participants who record upsetting events.

Question 3g

Identify the experimental design used in this study. Explain why this is a suitable experimental design for this study.

[AO3 = 3 marks]

One mark for identification of the experimental design as independent groups/ measures

plus

2 marks for a clear explanation.

1 mark for a muddled or limited explanation.

Likely points: once the participants have recorded one type of event occurring in their lives they may then have some understanding of what the study is trying to find out (1) and their subsequent recordings would be affected by this knowledge (lack of naivety/demand characteristics) (1).

Maximum of 1 mark for generic explanations about order effects that do not focus explicitly on naivety.

Accept other relevant answers.

Question 3h

Suggest one extraneous variable that might be present in this study.

[AO3 = 1 mark]

One mark for: any variable other than the IV that might affect the happiness ratings if not controlled and that could be present in this study.

- The individual understanding of the students of what the numerical value of the rating given meant
- Personality type/traits

Accept other relevant EVs

Question 3i

Students were asked to record events in a diary. Briefly explain one problem with this.

[AO3 = 2 marks]

One mark for a suitable possible problem and one mark for a likely effect on the DV/happiness rating

- They might have missed writing down some events by accident so their happiness rating could be too high/too low/affected/unreliable/not valid.
- They might have exaggerated the events experienced so their happiness rating could be too high/too low/affected/unreliable/not valid
- Events may have been a mixture of happy and upsetting so how the event was categorised would depend on the student's decision again affecting reliability.

Do not award full marks if the answer just states 'the results will be too high/too low/affected/unreliable/not valid'

Accept other relevant answers.

Assessment Objective Grid

Topic / Question	AO1	AO2	AO3
Key Approaches and Biopsychology			
1(a)	2		
1(b)			3
1(c)	2		
1d(i)			1
1d(ii)		2	
1e	5	5	
Total	9	7	4
Gender Development			
2a(i)			2
2a(ii)			2
2b		2	
2c	2	2	
2d	5	5	
Total	7	9	4
Research Methods			
3a			4
3b			1
3c			3
3d			2
3e			2
3f			2
3g			3
3h			1
3i			2
Total			20
Overall totals	16	16	28