



A-LEVEL

Psychology

41802 Unit 2 Understanding Other People
Mark scheme

4180
June 2016

Version 1.0: Final Mark Scheme

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.

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A - Learning

Question 1 (a)

AO1 = 2 marks

What is meant by the term 'learning'?

[2 marks]

2 marks for a clear definition

1 mark for a limited or muddled definition

Possible definition: A (relatively permanent) change in behaviour due to experience (or other plausible cause). (2 marks)

Question 1 (b)

AO1 = 4 marks

Look at the following statements about classical conditioning.

A conditioned response, that is no longer produced, suddenly appears again.	C
A conditioned response that is only produced when a specific stimulus is presented.	E
A conditioned response is no longer produced.	D
An event that produces a reflex/automatic response.	A

From the following list of terms, choose the **one** that matches each statement about classical conditioning and write either **A, B, C, D or E** in the box next to it. Use any letter only **once**.

- A** Unconditioned stimulus
- B** Unconditioned response
- C** Spontaneous recovery
- D** Extinction
- E** Discrimination

[4 marks]

Question 1 (c)

AO2 = 3 marks

AO3 = 3 marks

Katarina is a heavy smoker. She has tried many times to give up smoking but without success. She has volunteered to try aversion therapy to change this unwanted behaviour.

Use your knowledge of psychology to explain how aversion therapy could be used to help Katarina, and outline **at least one** criticism of using this procedure to help her to stop smoking.

(Answer in continuous prose)

[6 marks]

AO2: Up to 3 marks for a correct description of how aversion therapy can be used in this situation.

Essential points:

- a substance that causes an unpleasant response e.g. vomiting/nausea/pain could be mixed or linked with the tobacco in the cigarettes Katarina smokes.
- Katarina will then associate smoking with the unpleasant response e.g. being sick/feeling nauseous/feeling pain.
- Katarina will stop smoking (to avoid the unpleasant response)/the behaviour will be reduced/weakened/unlearned

NOTE: All three essential points must be contained within the answer for maximum AO2 marks.

Maximum 1 mark for a totally generic description of aversion therapy not related to Katarina/She/Smoking.

AO3: Up to 3 marks for the outline of valid criticism(s) of using aversion therapy in this situation.

Possible points: It can be a very unpleasant experience (1 mark) because it can make them feel unwell (1 mark). There may be ethical issues (1 mark) even though she has volunteered for treatment (1 mark). She must be allowed to withdraw (1 mark). If she withdraws, the treatment will be ineffective (1 mark). The effect of this treatment can be short-lived (1 mark) without additional support (1 mark). MAX: 3 marks

Marks awarded for this answer will be determined by the quality of written communication.

6 or 5 marks	<p>For 6 marks, there is a clear description and criticism(s) of the treatment reflecting the detail of the possible points in the mark scheme.</p> <p>For 5 marks, both description and criticism(s) are present but one of these features is slightly lacking in detail.</p> <p>The answer is well-structured with effective use of sentences and/or paragraphs. There are few spelling and punctuation errors.</p>
4 or 3 marks	<p>For 4 marks, both description and criticism(s) of the treatment have been attempted but lack some details of the possible points in the mark scheme.</p> <p>For 3 marks, either clear description or clear criticism(s) is present that reflects the detail of the possible points in the mark scheme, or there is a brief description and/or criticism(s) of the treatment.</p> <p>The answer has some structure with appropriate use of sentences. There are some spelling and punctuation errors.</p>
2 or 1 mark	<p>For 2 marks, there are fewer than 3 descriptive and/or criticism points relating to the treatment.</p> <p>For 1 mark the answer is muddled.</p> <p>There is little evidence of structure in terms of correct use of sentences. There are frequent spelling and punctuation errors.</p>
0 marks	No relevant content.

Question 1 (d)

AO1 = 2 marks

AO2 = 1 mark

Read the following article.

School encourages healthy eating by offering treats!

A local primary school has introduced a reward system to encourage its pupils to eat more healthy food. In an interview, the head teacher said, "Every pupil has been given a healthy eating loyalty card. Each time they go to the canteen, they receive one stamp on their card if they eat green vegetables with their cooked lunch. Once they have collected ten stamps, they can exchange them for extra computer time as a reward. It seems to be working very well. The pupils are eating more healthily."

What is meant by a 'token economy'? Refer to the article in your answer.

[3 marks]

Essential points for definition:

- Reference to gaining/amassing/saving/collecting tokens/points
- Reference to exchanging tokens for rewards.

Possible definition: tokens are awarded for desirable behaviour (1 mark), which can be exchanged for a reward (once a sufficient number of tokens has been collected) (1 mark).

Do not credit definitions of reinforcement e.g. rewarding desirable behaviour.

AO2: 1 mark for any appropriate reference to the article.

Possible points: children are collecting stamps for eating green vegetables (1 mark) and can exchange them for a treat/extra computer time (1 mark). MAX: 1 mark.

Section B – Social Influence**Question 2 (a)****AO1 = 2 marks**

Look at the following statements about social influence.

A change in a person's behaviour to match the behaviour of others in a group of people.	A
A loss of a sense of self and feeling less responsible for our own actions.	C

From the following list of terms, choose the **one** that matches each statement and write either **A, B or C** in the box next to it. Use any letter only **once**.

- A** Conformity
- B** Obedience
- C** Deindividuation

[2 marks]**Question 2 (b) (i)****AO1 = 2 marks**

What is meant by 'social loafing'?

[2 marks]**2 marks** for a clear definition containing all three elements.**1 mark** for a limited or muddled definition with at least two elements covered.

Elements:

- Reduced effort
- In a group/group activity
- Compared to working alone or/group doing the same task

NOTE: full credit may be given for the use of an example of a specific task, provided all elements are contained within the answer.

Question 2 (b) (ii)

AO2 = 5 marks

Imagine that you are going to conduct a study to investigate **one** factor that has been shown to affect social loafing.

Use your knowledge of psychology to describe:

- the task participants must complete and the conditions under which it will be completed
- the behaviour that would be measured
- the results you would expect to find in your study.

[5 marks]

AO2: up to 5 marks for a clear description of a plausible investigation to study a factor that affects social loafing.

- 3 marks – A clear plausible description of a task and a method, with both/all conditions clearly identified.
- 2 marks – A description of a task and a method with both conditions clearly identified.
- 1 mark – Only one condition present and/or description muddled.

Plus

- An indication of what would be measured (1 mark). For example, number of..., volume of...

Plus

- 1 mark for description of appropriate results in line with known psychological research that compares (both or more) conditions.

Question 2 (c)

AO2 = 3 marks

A man collapses at a bus stop. Identify and briefly explain **one** factor that might affect bystander intervention in this situation.

[3 marks]

AO2: 1 mark for correctly identifying/outlining one factor that might affect bystander intervention; for example, the number of people that are present (diffusion of responsibility), perceived dangers, the appearance of the victim, difficulty in defining the situation as an emergency, bystander expertise, perceived similarity of victim to bystander, etc.

Up to 2 marks for explaining the chosen factor. This could include reference to how and/or why the factor has an effect.

Possible points; if more than one other person is present there is likely to be diffusion of responsibility (1 mark) sharing responsibility with others present makes helping behaviour from individuals less likely (1 mark). If the victim appears responsible for their situation (e.g. drunk) help is less likely (1 mark) compared to when the victim appears needy (e.g. blind/old) when help is more likely (1 mark). If a bystander feels qualified to deal with the problem, they are more likely to help (1 mark), compared to a bystander who does not feel competent (1 mark). If the victim appears similar to the bystander, help is more likely (1 mark) compared to the victim having nothing in common with the bystander (1 mark).

MAX: 2 marks

Question 2 (d)

AO3 = 3 marks

Evaluate research into bystander intervention that has been conducted by psychologists.

[3 marks]

AO3: up to 3 marks for appropriate evaluation.

Evaluation marks can be earned in several ways: Students could state three criticisms (positive and/or negative) or they could focus on one or two criticisms with appropriate elaboration.

Possible evaluative points: The artificiality of the research situation. The specific focus of the task that could lead to demand characteristics. Difficulties of determining whether the situation requires intervention or not. Difficulties involved in analysing data in this type of task. Possible sampling issues. Usefulness of knowledge gained. Ethical concerns.

Other appropriate evaluation points will receive credit.

NOTE: Issues of research into bystander intervention must be referred to in the answer to attract maximum marks. Totally generic answers should receive a maximum of 1 mark.

Section C – Sex and Gender

Question 3 (a)

AO1 = 3 marks

Read the statements below.

	Sex identity	Gender identity
The most common hormone in males is testosterone.	✓	
Many females have a psychological need to be caring.		✓
A common chromosome pattern in females is called XX.	✓	

Decide whether each of the statements refers to sex identity **or** gender identity.

Tick the correct box for each statement.

AO1 = 3 marks

Question 3 (b) (i)

AO1 = 6 marks

Describe a psychodynamic theory of gender development in both boys and girls.
(Answer in continuous prose)

AO1 = 6 marks

AO1: up to 6 marks for a clear description of a psychodynamic theory of gender development in both boys and girls.

Essential elements for Freudian theory:

- Oedipus complex for boys with explanation of (unconscious) attraction to mother and fear of castration.
- Electra complex for girls with explanation of (unconscious) attraction to father/jealousy towards mother.
- Identification with the same sex parent (and adoption of the appropriate gender role).
- The unconscious process of gender development.

Accept any valid alternative theory.

Marks awarded for this answer will be determined by the quality of written communication.

6 or 5 marks	For 6 marks, there is a clear description of a psychodynamic theory containing all of the essential elements in the mark scheme. For 5 marks, all essential elements are present but one of these features is slightly lacking in detail/accuracy. The answer is well-structured with effective use of sentences and/or paragraphs. There are few spelling and punctuation errors.
4 or 3 marks	For 4 marks, one essential element may be missing and/or more than one lacks detail/accuracy. For 3 marks, two essential elements may be missing or only one gender has been described. The answer has some structure with appropriate use of sentences. There are some spelling and punctuation errors.
2 or 1 mark	For 2 marks, there are fewer than 3 descriptive points present. For 1 mark the answer is muddled. There is little evidence of structure in terms of correct use of sentences. There are frequent spelling and punctuation errors.
0 marks	No relevant content.

Question 3 (b) (ii)

AO3 = 4 marks

Outline **at least one** criticism of the psychodynamic theory of gender development that you have described in your answer to **3 (b) (i)**.

AO3 = 4 marks

AO3: Up to 4 marks for a good outline of at least one criticism. This could be one criticism outlined in detail or two or more criticisms with elaboration of at least one.

Possible points: Freud's ideas are difficult to test (1 mark) because they are based on unconscious processes (1 mark) and these are not observable (1 mark). Although there has been a rise in the number of children being raised by a single parent (1 mark) there has not been an increase in homosexuality (as suggested by Freud) (1 mark). The sample Freud used to formulate his theory was unrepresentative (1 mark), therefore it is unsafe to generalise (1 mark). Evidence from case studies cannot be generalised (1 mark). Retrospective accounts may not be reliable (1 mark) MAX: 4 marks.

Comparison to other theories is credit worthy.

NOTE: Other valid criticisms are worthy of credit.

NOTE: A list of two or more criticisms without any elaboration should receive a maximum of 2 marks.

If no psychodynamic theory of gender development is outlined in **3(b)(i)** then no credit can be gained from **3(b)(ii)**

Question 3 (c)

AO1 = 1 mark AO2 = 1 mark

Read the following conversation between two mothers.

Faye: “I try to encourage my son to help to do the washing up after dinner, but he simply refuses. He says it’s a girl’s job.”

Jane: “I know. My son James was just the same. Then he saw his television hero, who is also a boy, doing the washing up. Now James washes the dishes without even being asked.”

What is meant by ‘modelling’? Refer to the conversation in your answer.

AO1 = 1 AO2 = 1

AO1: 1 mark for a correct definition of modelling.

Possible definition: Presenting a behaviour that someone else can copy (1 mark). Choosing to copy/imitate the behaviour of a (role) model/person. (1 mark)

AO2: 1 mark for an appropriate reference to the conversation.

Possible reference: James saw his television hero washing up and now he is modelling this behaviour (1 mark).

Section D - Aggression**Question 4 (a)****AO1= 2 marks**

Read the following possible explanations of aggression.

Aggressive behaviour is caused by an unconscious drive towards self-destruction.	B
Aggressive behaviour is caused by high levels of testosterone.	A
Aggressive behaviour is learned by modelling behaviour that has been witnessed.	C

From the following list of terms, choose the **one** that matches each explanation and write either **A**, **B** or **C** in the box next to it. Use each letter only **once**.

- A** Biological
- B** Psychodynamic
- C** Social learning

[2 marks]

Question 4 (b)

AO2 = 5 marks

An infant school teacher noticed that half of the pupils in his class were pushing in at the front of the lunch queue line. He spoke to his friend who was a social psychologist. His friend suggested it might be possible to reduce this aggressive behaviour by using social learning explanations of aggression and studies based on modelling.

The social psychologist said he would carry out such a study using the children from the teacher's class.

Use your knowledge of psychology to describe:

- How the study could be carried out
- The results that might be expected from the study.

[5 marks]

Up to 3 marks for a description of how the study would be carried out.

Essential elements:

- description of what is to be observed by the children (up to 2 marks).
- description of how aggressive behaviour would be measured after the observation.

Up to 2 marks for a description of expected results for this class. For full credit there must be an element of comparison, for example reference to the before (50% pushed in) **and** after results.

NOTE: The study must be focused on the reduction of aggressive behaviour/pushing in. Studies that measure the development of aggressive behaviour are not creditworthy.

Question 4 (c)

AO3 = 4 marks

Outline **at least one** criticism of social learning studies of the development of aggressive behaviour.

[4 marks]

AO3: up to 4 marks for a good outline of at least one criticism. This could be one criticism outlined in detail or two or more criticisms with elaboration of at least one. NOTE: Four stated criticisms would receive a maximum of 2 marks if none are outlined.

Possible points: the artificiality of lab-based studies to investigate aggression (1 mark), which might not reflect behaviour in the real world (1 mark). Therefore these studies might lack ecological validity (1 mark). There are ethical issues with studies of the development of aggression (1 mark) as they usually involve children witnessing aggressive behaviour (1 mark). The children would need to be carefully debriefed (1 mark). There are also issues of consent when working with young children (1 mark).

NOTE: the simple statement 'lacks ecological validity' will earn no marks unless there is some form of elaboration.

NOTE: totally generic statements that could apply to any study will receive a maximum of 1 mark. Reference to development of aggression must be contained somewhere in the answer.

Question 4 (d)

AO1 = 1 mark

AO3 = 3 marks

Identify and evaluate **one** way of reducing aggression based on biological explanations.

[4 marks]

AO1: 1 mark for identifying one way of reducing aggression based on biological explanations.

Possible ways: Psychosurgery, ECT, drugs.

AO3: up to 3 marks for an appropriate evaluation.

Evaluation marks can be earned in several ways: Students could state three criticisms (positive and/or negative) or they could focus on fewer criticisms with appropriate elaboration.

Possible points: the effectiveness of the method, whether the effects are long-term or short-term, possible side effects, comparison to other methods, ethical considerations.

Example: drug treatment is relatively cheap compared to surgery (1 mark) and it can be very effective (1 mark), taking only a short time to have its effect (1 mark). Drugs are easy to administer either by nurses or the patients themselves (1 mark).

Section E – Research Methods

Question 5 (a)

AO3 = 2 marks

The teacher gave each girl a sheet on which they recorded the amount of time spent in minutes on the internet playing games and the amount of time spent in minutes doing important school work.

State **one** disadvantage of obtaining data using this method. How might this affect the outcome of the study?

[2 marks]

AO3: 1 mark for a stated disadvantage.

Possible disadvantages: there could be demand characteristics (1 mark), students could lie (1 mark). Other appropriate disadvantages can receive credit.

Accept disadvantages related to sampling issues e.g. gender bias, sample size.

AO3: 1 mark for saying how the stated disadvantage might affect the outcome.

Possible answers: it could lead to a wrong conclusion being drawn (1 mark), she might not find a negative correlation when there actually is one (1 mark), the data might be incorrect/inaccurate/unreliable/invalid/false (1 mark).

Data is bias/unfair or simply stating “it may be false” is not creditworthy

Max: 1 mark.

Question 5 (b) (i)

AO2 = 1 mark

What type of correlation did the teacher think she would find?

(Tick the correct box.)

[1 mark]

Positive correlation	<input type="checkbox"/>
No correlation	<input type="checkbox"/>
Negative correlation	<input checked="" type="checkbox"/>

Question 5 (b) (ii)

AO2 = 4 marks

Use the graph paper below to sketch a scatter graph to show the type of relationship the teacher expected to find.

[4 marks]

AO2: up to 4 marks for an appropriate sketch of a scatter graph to illustrate a negative correlation.

Essential points:

- Appropriate title including reference to correlation/relationship and a reference to both variables (1 mark). Do not credit reference to ‘comparison.’
- Correctly labelled axis for variable A (1 mark).
- Correctly labelled axis for variable B (1 mark).
- Graph shows a negative correlation (1 mark).

NOTE: If only the terms variable A and variable B are used to identify the variables throughout the graph then maximum 3 marks.

Question 5 (b) (iii)

AO3 = 2 marks

Outline **one** limitation of correlation studies.

[2 marks]

2 marks for a clear outline of limitation
1 mark for a limited or muddled outline.

Possible points: they do not tell us about the causes of behaviour, they only tell us that two variables are associated, there could be a third factor affecting both variables.

NOTE: Other limitations could be creditworthy.

Question 5 (c) (i)

AO1 = 1 mark

What is a ‘target population’?

[1 mark]

AO1: 1 mark for a correct definition of target population.

Possible definition: the group of people the researcher wishes to study (1 mark)

NOTE: do not accept the ‘participants’ the researcher wishes to study. That is the sample.

Question 5 (c) (ii)

AO2 = 1 mark

Identify the target population for the study described above.

(Tick the correct box.)

[1 mark]

The students in the teacher's Psychology class	<input type="checkbox"/>
All Year 10 students in the United Kingdom	<input type="checkbox"/>
All the students in the teacher's school	<input checked="" type="checkbox"/>

Question 5 (d) (i)

AO1 = 2 marks

Outline what is meant by the term 'sample' in psychological research?

[2 marks]

2 marks for a clear outline

1 mark for a limited or muddled outline

AO1: Up to 2 marks for a correct outline of what is meant by the term sample.

Possible points: the (small) group of participants/people who take part in the study (1 mark) who represent/are drawn from the target population (1 mark).

NOTE: Credit the use of an accurate example to elaborate a point.

Question 5 (d) (ii)

AO3 = 1 mark

The participants used in this study were the students in the teacher's Year 10 Psychology class, who were all girls. Is this sample representative of the target population?

[1 mark]

YES	<input type="checkbox"/>
NO	<input checked="" type="checkbox"/>

Question 5 (d) (iii)

AO3 = 2 marks

Briefly explain your answer to **5 (d) (ii)**.

[2 marks]

2 marks for a clear explanation

1 mark for a limited or muddled explanation

- Reference to a feature of the sample e.g. gender (all girls), age (Year 10), subject (Psychology),
- Reference to **why** this makes the sample unrepresentative

NOTE: Other valid points of explanation can receive credit.

Question 5 (e)

AO2 = 4 marks

At the end of the study, the teacher wanted to make sure that she had treated her students in an ethical manner, including knowing what the study was about. She wrote a paragraph to read out to the students who had participated in the study. Use your knowledge of **at least one** ethical issue to write a short paragraph that the teacher could have read out to the students at the end of the study.

[4 marks]

AO2: up to 4 marks for an appropriate paragraph that could be read out to the students.

- Maximum of 2 marks for an answer that is not in verbatim form (can be said out loud to students) or is written as statement to be read prior to the study.

Possible creditworthy points:

- explaining the purpose of the study.
- the right to have their data withdrawn.
- explaining anonymity and/or confidentiality.
- thanking the students for taking part.

NOTE: Credit any other relevant points.

Assessment Objectives

41802 June 2016

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