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**General Certificate of Secondary Education  
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**Psychology**

**41802**

**(Specification 4180)**

**Unit 2: Understanding Other People**

**Final**

***Mark Scheme***

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## Section A Learning

### Question 1 (a) (i)

AO1 = 1 mark

TRUE	FALSE
✓	

### Question 1 (a) (ii)

AO1 = 1 mark

TRUE	FALSE
	✓

### Question 1 (a) (iii)

AO1 = 1 mark

TRUE	FALSE
✓	

### Question 1 (b)

AO1 = 2 marks

Up to two marks for a definition/description. Credit the use of an example to describe the term.

Possible creditworthy points: A learned behaviour that is no longer produced/has disappeared, a conditioned response that is no longer seen, which suddenly appears again/reoccurs (2 marks). An example that refers to a behaviour no longer being produced but then appearing again at a later date (2 marks).

Reference to an example can be creditworthy if reference is made to the actual behaviours. Simply stating, for example, Pavlov's Dog showed this is not enough.

Reference to behaviour reappearing on its own, with no reference to becoming extinct/disappearing (1 mark).

### Question 1 (c)

AO2 = 3 marks

Up to 3 marks can be earned for a clear description of how behaviour shaping can be used to train Leah.

Possible creditworthy points: Leah would be taught to use a knife and fork in small steps (1 mark). An example of a first step such as - simply picking up the knife and fork, or picking up food with the fork (1 mark). At each step her behaviour would be reinforced (1 mark). An example of appropriate reinforcement such as – she could be rewarded with a toy/praise at each step (1 mark). Reference to moving closer to the desired behaviour (1 mark). At the end of shaping, reward is only given for complete behaviour (1 mark).

To gain more than one mark, reference to more than one step must be made. Reference to it being a gradual process alone should not be given credit.

A maximum of 1 mark if the student attempts a definition of behaviour shaping.

**Question 1 (d) (i)**

**AO1 = 2 marks, AO2 = 1 mark**

AO1 up to two marks for a description of flooding.

Possible creditworthy points: Flooding involves immediate/quick/full exposure to the feared object (1 mark) until there is no fear response (1 mark). The person is flooded with thoughts and actual experiences (1 mark). The person unlearns the connection between stimulus and the fear response (1 mark). The CS-CR bond has to be broken (1 mark).

Simply stating 'exposure' to feared object is not enough. It needs to differentiate from systematic desensitisation, eg refer to full/quick/extreme exposure.

AO2 one mark for an appropriate reference to Sophie's fear.

Possible reference: Sophie would be exposed to spiders (1 mark). Sophie may have to hold a spider in her hand (1 mark). Sophie may have to imagine a room full of spiders/a spider running across the floor (1 mark).

**Question 1 (d) (ii)**

**AO3 = 3 marks**

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 creditworthy points: Flooding has been shown to treat some phobias successfully (1 mark). Any relevant ethical issue can receive credit: It can be very unpleasant for those being treated (1 mark). Patients are under a lot of distress (1 mark). It is unethical, as it is an unpleasant experience for the patients (1 mark). They agree to lose their right to withdraw (1 mark) as flooding requires them to stay (1 mark). It is extreme, so it is more unethical than systematic desensitisation (1 mark). It may not always work (1 mark).

**Question 1 (e)**

**AO2 = 1 mark**

Treatment used is aversion therapy.

## Section B Social Influence

### Question 2 (a)

**AO1 = 2 marks**

Up to two marks for an outline definition/description of social loafing. This must include reference to:

- less effort from an individual in the group
- due to the presence of others involved in the same task.

Credit the use of an example to illustrate the definition/description.

Possible answer: Putting less effort into doing something when you are with others doing the same thing (2 marks).

### Question 2 (b) (i)

**AO2 = 1 mark**

Obedience	✓
Conformity	

### Question 2 (b) (ii)

**AO2 = 2 marks**

Up to two marks for an explanation of obedience. It may be one point given with elaboration or two relevant points stated to gain credit.

Possible creditworthy points: Reference to uniform, legitimate authority or socialisation.

Students may provide an explanation using research such as Bickman which is creditworthy.

Possible answer: She obeyed because the guard was wearing a uniform (1 mark) so she thought he was a legitimate authority (1 mark). We are more likely to obey someone if they are wearing a uniform (1 mark) according to Bickman's study (1 mark).

Note: if a student has ticked obedience and goes on to justify why it is **not** conformity then that is creditworthy.

Note: if student has ticked conformity in b(i), he/she cannot gain credit in b(ii).

### Question 2 (c) (i)

**AO1 = 4 marks**

Any relevant study by Latané and Darley that investigates bystander intervention can receive credit. A description of what happened to Kitty Genovese is not relevant.

Creditworthy points: A suitable aim for a bystander intervention study by Latané and Darley. A method containing some description of condition(s) in which bystander intervention was

tested. Results that give a clear difference in outcome for the condition(s) described (figures need not be given). A valid conclusion that is based on the described outcome of the study.

- 4 marks: A clear description of a relevant study containing all four required elements.
- 3 marks: A reasonable description of a recognisable study containing all four elements or a description with one element missing.
- 2 marks: A description of a recognisable study that is either very brief, has more than one element missing or is unclear.
- 1 mark: A muddled description of a study with some relevance.

If the aim and conclusion are identical, award a maximum of 3 marks.

**Question 2 (c) (ii)**

**AO3 = 3 marks**

AO3: Up to 3 marks for appropriate evaluation. This could be one criticism outlined in detail or two or more criticisms; one in less detail and one or more only stated. Three stated criticisms would receive a maximum of 2 marks if none are elaborated.

Possible creditworthy points: Demand characteristics, issues of ecological validity, ethics.  
NOTE: - Totally generic evaluations will be awarded a maximum of 1 mark.

Other appropriate evaluation points should receive credit. If the study in 4 (a) (ii) is not by Latané and Darley, credit can still be given here if the evaluation matches the study described, and it is a study of bystander intervention. Studies not related to bystander intervention should receive no credit for 4 (b) (i) or (ii).

**Question 2 (d)**

**AO2 = 3 marks**

	<b>Is a practical implication</b>	<b>Is not a practical implication</b>
Some studies do not meet ethical guidelines, because they have involved deception and psychological harm.		✓
Studies have shown that when, we are in a group in which everyone else agrees to do something, we find it hard to disagree with the group answer.	✓	
Studies have shown that, when people are wearing uniforms, they are less likely to behave as individuals.	✓	

## Section C Sex and gender

### Question 3 (a)

**AO1 = 2 marks**

AO1: Up to 2 marks for an appropriate explanation of sex identity.

Possible creditworthy points: Sex identity is a biological term (1 mark) that relates to whether we are male or female (1 mark). It is identity based on physical factors (1 mark). It can be identified through hormones/chromosomes (1 mark).

### Question 3 (b)

**AO1 = 2 marks**

	TRUE	FALSE
Gender schema theory states that gender development happens in five stages; the third stage is called the phallic stage.		✓
Gender schema theory states that our understanding of gender is made up of mental building blocks that contain information about each gender.	✓	

### Question 3 (c)

**AO1 = 1 mark**

Testosterone	✓
XY	

### Question 3 (d) (i)

**AO2 = 1 mark**

Oedipus complex

### Question 3 (d) (ii)

**AO2 = 1 mark**

Gender schema

### Question 3 (d) (iii)

**AO2 = 1 mark**

Imitation

**Question 3 (d) (iv)**

**AO2 = 1 mark**

Vicarious reinforcement

**Question 3 (e)**

**AO1 = 3 marks, AO3 = 3 marks**

Note: for maximum AO1 marks, a correct explanation of social learning theory of gender development must be stated. If a study only is described; 1 mark for the description of the study, 1 mark for a valid conclusion.

AO1: up to 3 marks for a clear description of the social learning theory.

Possible creditworthy points: The theory suggests that an understanding of gender is learnt (1 mark) from watching and copying the behaviour of others (1 mark). Role models provide an example of gender for the child to follow (1 mark). If they see a role model being rewarded or punished for a behaviour, it will influence whether the child will copy it (1 mark). Accurate reference to modelling/imitation/vicarious reinforcement (1 mark). Use of an appropriate example is creditworthy.

- 3 marks: A clear description of the social learning theory containing accurate detail.  
2 marks: A reasonable description of the social learning theory although may be lacking detail.  
1 mark: A description of the social learning theory that is simply identified or is muddled.

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 creditworthy points: This theory is well supported by research (1 mark). It does not explain why two children of the same sex can have the same role models but behave differently (1 mark). It does not explain why children brought up without a strong same-sex role model do not have difficulty developing their gender (1 mark). It ignores any biological differences between males and females (1 mark). The use of a relevant study to evaluate the theory is creditworthy and if elaborated and explained as evaluation may gain up to 3 marks.

Any other relevant evaluation points will receive credit.

Totally generic evaluation will receive a maximum of 1 mark. Maximum 1 mark if evaluation only relates to the study described.

If the answer is **not** written in continuous prose then a maximum of 4 marks can be given. This includes the use of bullet points or headings.



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 evaluation of the theory reflecting the detail of the possible points in the mark scheme.</p> <p>For 5 marks, both description and evaluation 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 evaluation of the theory have been attempted but lack some details of the possible points in the mark scheme.</p> <p>For 3 marks, <b>either</b> clear description <b>or</b> clear evaluation is present that reflects the detail of the possible points in the mark scheme, <b>or</b> there is a brief description and/or evaluation of a relevant study.</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 evaluative points relating to the theory.</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.

## Section D Aggression

### Question 4 (a)

#### AO1 = 4 marks

Up to 4 marks for any relevant biological explanation(s) of aggression. Students may gain marks by describing one explanation in detail, or more than one in less detail.

Possible creditworthy points: The biological explanation suggests that hormones could cause aggression (1 mark). One factor could be the level of testosterone (1 mark) which may explain why males are typically more aggressive than females (1 mark). It suggests that aggression may be due to how different parts of the brain interact (1 mark). Disease/damage to the brain/limbic system/prefrontal cortex may cause increased aggression (1 mark). It may be due to chromosomes (1 mark). Violent offenders may have an extra Y chromosome (1 mark) or having an XYY chromosome (1 mark).

- 4 marks: A clear description of the biological explanation containing accurate detail.  
3 marks: A reasonable description of the biological explanation.  
2 marks: A description of the biological explanation that is very brief.  
1 mark: A muddled description the biological explanation with some relevance.

### Question 4 (b)

#### AO1 = 3 marks, AO3 = 3 marks

AO1: up to 3 marks for a clear description of a relevant study. Likely studies include Bandura et al (1963), Liebert and Baron (1972), Charlton et al (2000), Young et al (1959), Rainé (1997) and Barker (1941). Studies of APD can gain up to full credit if made relevant to aggression.

Possible creditworthy points:

A method in which students include all conditions. Results which indicate clear differences in conditions. A valid conclusion relevant to the chosen study and which must be distinct from the results given.

AO1: up to 3 marks for a clear description of a relevant study.

- 3 marks: A clear description of a relevant study containing all three required elements.  
2 marks: A reasonable description of a recognisable study although one element may be missing.  
1 mark: A description of a recognisable study that either has more than one element missing or is muddled.

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 experimental situation. The specific focus of the task that could lead to demand characteristics. Possible sampling issues including the ability to generalise results. Possible ethical issues. Usefulness of knowledge gained. Contradictory or supporting evidence cited. Other evaluation points will receive credit.

Vague comments, such as ‘it is unethical’ or ‘it lacks ecological validity’, should not receive credit unless there is some elaboration.

Note: evaluation of a non-qualifying study can receive credit. Max – 3 marks.

No credit should be given for evaluation in the absence of a recognisable study.

Note: totally generic evaluation will receive a maximum of 1 mark.

Marks awarded for this answer will be determined by the quality of written communication. If the answer is **not** written in continuous prose, a maximum of 4 marks can be given. This includes the use of bullet points or headings.

6 or 5 marks	<p>For 6 marks, there is a clear description and evaluation of a relevant study reflecting the detail of the possible answer in the mark scheme.</p> <p>For 5 marks, both description and evaluation 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 evaluation of a relevant study have been attempted but lack some details of the possible answer in the mark scheme.</p> <p>For 3 marks, <b>either</b> clear description <b>or</b> clear evaluation is present that reflects the detail of the possible answer in the mark scheme, <b>or</b> there is a brief description and/or evaluation of a relevant study.</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 evaluative points relating to a relevant study.</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 4 (c)**

**AO2 = 5 marks**

Showing a person non-aggressive models	<b>C</b>
Removing part of an aggressive patient's brain	<b>A</b>
Showing an aggressive person a video of a role model being punished for aggressive behaviour	<b>C</b>
Giving an aggressive person drugs to control their aggressive behaviour	<b>A</b>
Getting aggressive people to watch a violent TV programme to get aggressive instincts out of their system	<b>B</b>

## Section E Research methods

### Question 5 (a)

**AO2 = 1 mark**

Opportunity sample

### Question 5 (b)

**AO2 = 1 mark**

Any relevant ethical issue should receive credit.

Possible answers: Confidentiality, distress, deception, consent, treating participants with respect. Debrief is acceptable.

### Question 5 (c)

**AO2 = 2 marks**

Up to 2 marks for an appropriate explanation, 1 mark for identifying the reason and a further mark for elaboration.

Possible creditworthy points: It was not an artificial setting (1 mark) so reflects real life (1 mark). The participants did not know they were being observed (1 mark) so acted naturally (1 mark).

### Question 5 (d)

**AO3 = 1 mark**

High inter-observer reliability	✓
Low inter-observer reliability	

### Question 5 (e)

**AO3 = 5 marks**

The graph must have an informative title, which needs to include number of males and females that helped or did not help (1 mark).

The display must be bar chart with four bars [the bars may touch] (1 mark).

Both axes must be clearly labelled (1 mark for each axis).

The graph must be plotted accurately (1 mark).

**Question 5 (f) (i)**

**AO3 = 1 mark**

Yes	✓
No	

**Question 5 (f) (ii)**

**AO3 = 2 marks**

AO3: Up to 2 marks for an appropriate explanation. Without reference to the information in **Table 1** – maximum 1 mark.

Possible creditworthy points: There were 15 males out of 21 that helped compared to only 5 females out of 20 (2 marks). A higher proportion of males helped compared to females (2 marks).

**Question 5 (g) (i)**

**AO2 = 2 marks**

Possible answer: The teachers could have put the names of all of the bystanders into a container and picked out ten of them (2 marks).

For full credit answers must make reference to the target population and random selection of ten.

**Question 5 (g) (ii)**

**AO2 = 2 marks**

	Open	Closed
How did it make you feel when you saw the person drop her books?	✓	
Would you have helped if it a male had dropped his books? Yes or No.		✓

**Question 5 (g) (iii)**

**AO3 = 3 marks**

Students can get marks in different ways. They can either explain one advantage in detail or they can explain one in less detail and state another advantage. Simply stating 2 or more

advantages can gain a maximum of 2 marks, as to get the full 3 marks, there must be an element of elaboration in at least one of the advantages.

Any appropriate advantage is creditworthy.

Possible creditworthy points:

They can produce large amounts of data (1 mark). They can provide information about thoughts and feelings (1 mark) that cannot be found by observations (1 mark).

Credit comparisons to unstructured interviews, or other methods.

They can be collated and analysed easily compared to unstructured interviews (2 marks).

## Assessment Objectives Grid

Question	AO1	AO2	AO3	Total
1 (a)	3			
(b)	2			
(c)		3		
(d) (i)	2	1		
(d) (ii)			3	
(e)		1		15
2 (a)	2			
(b)(i)	4			
(b)(ii)			3	
(c)		3		
(d) (i)		1		
(d) (ii)		2		15
3 (a)	2			
(b)	2			
(c)	1			
(d)		4		
(e)	3		3	15
4 (a)	4			
(b)	3		3	
(c)		5		15
5 (a)		1		
(b)		1		
(c)		2		
(d)			1	
(e)			5	
(f) (i)			1	
(f) (ii)			2	
(g) (i)		2		
(g) (ii)		2		
(g) (iii)			3	20
<b>Total</b>	<b>28</b>	<b>28</b>	<b>24</b>	<b>80</b>

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