

GCSE PSYCHOLOGY

41802 Understanding Other People
Mark scheme

4180
June 2014

Version: 1.0 Final

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 Learning

Total for this question: 15 marks

1 (a) Read the following statements about flooding and decide whether the statements are **TRUE** or **FALSE**.
(3 marks)

	TRUE	FALSE
It is difficult to protect the person undergoing flooding from harm.	✓	
For flooding to be successful, the person undergoing treatment is expected to give up the right to withdraw.	✓	
Flooding is a gradual treatment so it is not as stressful as other treatments.		✓

AO3 = 3 marks

1 (b) Describe and evaluate the use of systematic desensitisation as a treatment for phobias.
(Answer in continuous prose.)
(6 marks)

AO1 = 3 marks AO3 = 3 marks

AO1: up to 3 marks for a clear description of systematic desensitisation.
Possible points of description: Reference to the process being gradual / step by step, reference to relaxation techniques, construction of a hierarchy of fears, reference to movement through the stages being reliant on the patient being relaxed. Appropriate examples for hierarchy or potential relaxation techniques are creditworthy.

To gain 3 marks for AO1, the answer **must** include description of the following 3 elements: a) Evidence of a hierarchy of fears, b) reference to relaxation techniques, c) reference to the gradual nature of the treatment. This is regardless of the number of other points made.

Note: If contextualised in an e.g. then it can be given credit as long as the required elements are present.

3 marks: A full description of systematic desensitisation containing all three elements referred to above.

2 marks: At least two of these elements must be present.

1 mark: A description of a systematic desensitisation 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: Candidates could state three evaluation points (positive and/or negative) or they could focus on one or two criticisms with appropriate elaboration. The evaluation should clearly relate to systematic desensitisation.

Possible evaluative points: Ethical implications of the treatment; such as right to withdraw, deception or amount of harm, comparison to other methods (most likely to be flooding), patient taking an active role and being involved in how and when to move through stages. Any reference to length of time and cost of the treatment **must** show how these relate to evaluation of the therapy. Other evaluation points will receive credit.

NOTE: Totally generic evaluations should receive a maximum of 1 AO3 mark.

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 and evaluation of systematic desensitisation reflecting the detail of the possible points in the mark scheme, including the required elements. For 5 marks, both description and evaluation are present but one of these features is slightly lacking in detail. The answer is well-structured with effective use of sentences and/or paragraphs. There are few spelling and punctuation errors.
4 or 3 marks Max. 4 marks if not written in continuous prose.	For 4 marks, both description and evaluation of systematic desensitisation have been attempted but lack some details of the required elements identified in the mark scheme. For 3 marks, either clear description or clear evaluation is present that reflects the detail of the possible points in the mark scheme, or there is a brief description and/or evaluation of systematic desensitisation. 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 and/or evaluative points and a lack of the required elements relating to the systematic desensitisation. 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

1 (c)	What do psychologists mean by the term ‘punishment’? Give an example. <i>(3 marks)</i>
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AO1 = 2 marks AO2 = 1 mark

AO1: 2 marks for an appropriate explanation of punishment.

Possible points: Punishment is an unpleasant consequence of a behaviour (1 mark) that weakens behaviour (1 mark). A stimulus that weakens behaviour as it is unpleasant (2 marks). Max: 2 marks.

Note: For full credit, reference **must** be made to weakening / stopping / reducing behaviour.

AO2: 1 mark for appropriate recognisable example linked to behaviour

Possible answer: If a child misbehaves, they may have their toys taken away for a while (1 mark).

For an example to gain credit, it must relate to a consequence of behaviour. For example, simply putting ‘being told off’ is not enough but saying ‘being told off after being naughty’ would be fine.

1 (d)	Outline at least one of Pavlov’s contributions to our understanding of learning. <i>(3 marks)</i>
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AO1 = 3 marks

AO1: Up to 3 marks for an outline of at least one of Pavlov’s contributions. This is likely to elicit a wide range of answers and candidates can earn marks in a variety of ways. There could be one contribution outlined in detail or two contributions; one in less detail and one only stated. To gain the full 3 marks, there must be an element of elaboration of at least one point that was made. Three aspects simply stated would receive a maximum of 2 marks if none are outlined.

Possible contributions:

- Outline of classical conditioning, that learning is through association, stimulus – response relationship, CS, CR, UCS & UCR explanations. If a diagram is drawn, it must have an explanation to gain credit.
- Outline of extinction, spontaneous recovery, generalisation or discrimination and how they work should be given credit.
- Candidates may also focus on research conducted by Pavlov, the most likely being ‘Pavlov’s Dog’ research. If elaborated, candidates will be able to achieve the full 3 marks.
- Elaboration may also be in the form of an example; if it is a relevant example illustrating Pavlov’s work then it should gain credit.

Section B Social Influence**Total for this question: 15 marks**

2 (a) With reference to the article above, briefly outline what is meant by deindividuation.
(3 marks)

AO1 = 2 marks AO2 = 1 mark

AO1: 2 mark for a clear definition of deindividuation:

Possible points; reference to a loss of a sense of self, feeling less responsible for our own actions, loss of personal identity, anonymity due to being in a group / wearing a mask / being deemed the same.

Feeling anonymous especially when part of a group (2 marks)

AO2: 1 mark for appropriate reference to the article:

Possible answer: Wearing hoodies or large crowds means you feel more anonymous (1 mark).

2 (b) (i) Describe **one** study in which deindividuation was investigated.

Include in your answer the aim of the study, the method used, the results obtained and the conclusion drawn.

(4 marks)

AO1 = 4 marks

Any relevant study can receive credit, the most likely being research of Zimbardo. Creditworthy points: A suitable aim for the study. A method containing details of how the research was carried out. Results that give a clear indication of outcome for the method 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.

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

- 2 (b) (ii)** Some people say that studies of deindividuation lack ecological validity. Outline **at least one other** criticism of the study you have described in your answer to **2 (b) (i)**.
(3 marks)

AO3 = 3 marks

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

Possible criticisms: Sampling issues, including availability of participants, issues of a lack of control of variables, issues of data gathering, generalisation issues, ethical issues etc.

NOTE: If the study described in 2bi is not deindividuation, credit can still be given for 2bii if the evaluation is appropriate to the study described.

- 2 (c)** Imagine that you have been asked to conduct a study to investigate social loafing. Use your knowledge of psychology to describe how you would conduct your study.

In your answer, give details about:

the conditions you would have
the task the participants would be given
the way in which you would measure social loafing.

(3 marks)

AO2 = 3 marks

AO2: Up to 3 marks for the description of an appropriate method. Answers will most likely be based on Latane et al. (1979) or Earley (1989), although any relevant study would be creditworthy

NOTE: The answer does not have to reflect a known study as long as it would measure social loafing.

Points of description: A clear description of two or more conditions, an appropriate task that could lead to social loafing and an indication of how social loafing would be measured.

NOTE: If only 1 condition is described, maximum 1 mark.

- 2 (d)** Outline **one** practical implication of the results of research into obedience.
(2 marks)

AO2 = 2 marks

Any appropriate practical implication can receive credit but evidence of elaboration is needed to gain full marks.

Possible points: If a student is asked to do something by a teacher they will (1 mark) because the teacher is seen to have authority (1 mark). Children are likely to obey their parents (1 mark) as they see them as an authority figure (1 mark). Research shows that it is hard to disobey an order from someone in authority (1 mark) which can explain why people do terrible things during wars (1 mark). Max: 2 marks

If a practical application is outlined, no marks should be given.

Section C Sex and gender

Total for this question: 15 marks

3 (a) What is meant by the term ‘gender identity’? Give an example of a behaviour which shows gender identity in a boy. *(3 marks)*

AO1 = 2 marks AO2 = 1 mark

AO1: 2 marks for an appropriate explanation of gender identity.

Possible points: Gender identity is a psychological term (1 mark) that relates to whether we think that we are masculine or feminine (1 mark). A child’s gender can be identified through their attitudes, beliefs and behaviour (1 mark) Max: 2 marks.

AO2: 1 mark for appropriate example

Possible points: Boys may show masculine behaviour such as being aggressive or playing football (1 mark). Boys might play with cars rather than dolls (1 mark).

3 (b) Read the following descriptions of behaviour. Decide whether the description applies to social learning theory **or** gender schema theory. Tick the correct box next to each description. *(3 marks)*

AO2 = 3 marks

	Social Learning Theory	Gender Schema Theory
Shelley is 4 years old and watches her mother putting on make-up. She picks up some make-up and starts to do the same.	✓	
Arun believes that all boys want to play with cars, and all girls want to play with dolls.		✓
Clare sees her older sister being rewarded for sweeping. Clare then starts to sweep.	✓	

3 (c) Evaluate the gender schema theory of gender development.

(3 marks)

AO3 = 3 marks

AO3: Up to 3 marks for an appropriate outline of at least one evaluation point (positive or negative). This could be one evaluation point outlined in detail or two criticisms; one in less detail and one only stated. Three stated evaluation points could receive a maximum of 3 marks even if none are elaborated.

Possible criticisms: The theory is seen as the most detailed and thorough. The theory is well supported by evidence, any reference to research that backs up / goes against the theory should be credited. It has intuitive appeal where it fits with our experience. The theory cannot explain some aspects of development: why some children are more highly gender schematised than others, why gender begins to develop at two years old, why children choose same-sex friends and gender-appropriate toys before they are able to correctly label themselves as male or female.

Note: Totally generic evaluation should receive a maximum of 1 mark.

3 (d) Outline and evaluate the psychodynamic theory of gender development.
(Answer in continuous prose.)

(6 marks)

AO1 = 3 marks AO3 = 3 marks

AO1: up to 3 marks for a clear description of the psychodynamic theory in relation to gender development.

To gain the full three marks, there must be reference to:

- The unconscious nature of the process
- Conflict/complexes in the phallic stage
- Identification with the same-sex parent

Possible points of description: Reference to the process being unconscious, Identification with same-sex parent, reference to / explanation of the phallic stage, explanation of Oedipus and/or Electra complex. Reference to Little Hans may be given credit only if it is made relevant to the theory of gender development itself.

Descriptions should clearly relate to the psychodynamic theory of gender development specifically.

If candidates simply list different aspects of the theory, a maximum of 2 marks should be given.

3 marks: A full description of the psychodynamic theory containing all three required elements.

2 marks: A reasonable description of the psychodynamic theory which includes all three required elements or a description that has one required element missing.

1 mark: A description of the psychodynamic theory that either has more than one required element missing or is muddled.

AO3: up to 3 marks for appropriate evaluation.

Evaluation marks can be earned in several ways: Candidates could state three evaluation points (positive and/or negative) or they could focus on one or two criticisms with appropriate elaboration. The evaluation should clearly relate to the psychodynamic theory of gender development

Possible evaluative points: Difficulty in testing the ideas as they are based on unconscious thoughts and feelings, the lack of evidence to support the Electra / Oedipus complexes, criticism of the lone-parent family explanation that there has been an increase in lone-parent families but no increase in the homosexual population, a range of people influence a child's gender development – not just parents, comparison to other theories such as the research support for the social learning theory. Little Hans study is only creditworthy if it is related back to the impact of the theory.

Other evaluation points will receive credit.

NOTE: Totally generic evaluations should receive a maximum of 1 AO3 mark.

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 and evaluation of the psychodynamic theory reflecting the detail of the possible points in the mark scheme. For 5 marks, both description and evaluation are present but one of these features is slightly lacking in detail. 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, both description and evaluation of the psychodynamic theory have been attempted but lack some details of the possible points in the mark scheme. For 3 marks, either clear description or clear evaluation is present that reflects the detail of the possible points in the mark scheme, or there is a brief description and evaluation of the theory. 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 and/or evaluative points relating to the psychodynamic theory. 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

Section D Aggression**Total for this question: 15 marks**

4 (a) Look at the following statements that relate to the social learning theory of aggression. *(3 marks)*

AO1 = 3 marks

Judging whether our own behaviour is appropriate or not appropriate.	A
A person receives a reward after producing a desirable behaviour.	D
Someone acts aggressively providing an example for someone else to follow.	B

4 (b) Outline the method and results of **one** study in which the development of aggression was investigated. *(3 marks)*

AO1 = 3 marks

The method and results of any study that investigated development of aggression will earn marks. The most likely studies will be Raine (1997) and Young et al. (1959), Barker (1941), Megargee (1962), Bandura (1963), Liebert (1974).

Possible points: Any valid method of a study investigating the development of aggression (max 2 marks). Results that give a clear outcome of the study (Max 2 marks).

Note: The detail for the second mark can either be in the description of the method or the results.

4 (c) (i) Identify **one** biological way of reducing aggression. *(1 mark)*

AO1 = 1 Mark

Any relevant biological method should gain credit with the most likely being drugs, ECT and surgery.

Note: If 4ci is incorrect, cii and ciii cannot gain credit.

4 (c) (ii) Briefly explain how the biological way of reducing aggression that you identified in **4 (c) (i)** might help to reduce aggressive behaviour. (2 marks)

AO2 = 2 Marks

Possible points: Any reference to the effect of the method (1 mark), for example, drugs may stimulate/suppress activity in the brain (1 mark). Further elaboration (1 mark) When the prefrontal cortex is stimulated, it can control the aggressive instincts (1 mark) Max 2 marks

Generic comments such as ‘Surgery would reduce aggression or Drugs would stop people being aggressive’ are not creditworthy as the answer needs to address **why** the method would reduce aggression. Award no marks for simply naming a drug

Note: If 4ci is incorrect, cii and ciii cannot gain credit.

4 (c) (iii) Outline at least **one** criticism of the biological way of reducing aggression that you have identified in your answer to **4 (c) (i)**. (3 marks)

AO3 = 3 marks

AO3: Up to 3 marks for an outline of at least one criticism. 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 outlined.

Possible points: Reference to research into the effectiveness of the method, and further contradicting evidence, whether the method is a short or long term solution, side effects if relevant, how quickly the method reduces aggression, comparison to other methods. Any other relevant criticism.

Note: If 4ci is incorrect, cii and ciii cannot gain credit.

4 (d) (i) The suggestion above is an example of:
(Tick the correct box.) (1 mark)

AO2 - 1 mark

A psychodynamic way of reducing aggression	✓
A social learning way of reducing aggression	

4 (d) (ii) Using your knowledge of the frustration aggression hypothesis, outline how the aggressive behaviour of criminals might be reduced.

(2 marks)

AO2 = 2 marks

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

Possible creditworthy points: Reference to releasing the build up of aggressive instincts in safe ways is creditworthy. This may be the use of sport or any other relevant method used to 'let off steam'.

Reference to reducing or avoiding exposure to frustrating situations should also be credited.

The use of an example can gain credit as long as it refers to the reduction / avoidance of frustration and is applicable to the scenario.

If simply stated, a maximum of 1 mark can be credited, regardless of the number of points made.

Section E Research methods**Total for this question: 20 marks**

- 5 (a)** The psychology student used opportunity sampling to obtain her sample. Outline how she could have done this. (2 marks)

AO2 = 2 marks

The answer must:

- Refer to the target population; patients / phobics / those undergoing treatment
- Arrive at 10 in each of the two groups

Note: Simply saying people at true clinic is not specific enough for the target population.

Possible points: The student could have waited outside the clinic and chosen the first ten patients undergoing each treatment (2 mark)

- 5 (b) (i)** The questionnaire contained both open questions and closed questions. The following question was asked on the questionnaire:

‘How do you feel after your treatment programme?’

(1 mark)**AO2 = 1 mark**

This is an example of:
(Tick the correct box.)

A closed question	<input type="checkbox"/>
An open question	<input checked="" type="checkbox"/>

- 5 (b) (ii)** Outline **one** advantage of using open questions in a questionnaire.

(2 marks)**AO3 = 2 marks**

Any relevant advantage should receive credit.

Possible answer: Open questions allow people to explain their answers (1 mark) so the researcher knows why each answer has been given (1 mark)

5 (b) (iii) Outline **one** advantage of using closed questions in a questionnaire. *(2 marks)*

AO3 = 2 marks

Any relevant advantage should receive credit.

Possible answer: Closed questions are easy to score (1 mark) so lots of data can be analysed quickly (1 mark)

5 (c) (i) The psychology student needed to consider ethical issues during her investigation. One issue was confidentiality and she dealt with this by not recording any personal details about the participants.

Apart from confidentiality, identify **one** other ethical issue that the psychology student should have considered. *(1 mark)*

AO2 = 1 mark

Any relevant ethical issue should be given credit (not confidentiality)

Possible points: Debriefing, protection from harm, treating participants with respect, the right to withdraw, deception, distress, consent or any other relevant issue

Note: If the answer to 5ci is incorrect, no credit can be given to 5cii and 5ciii

5 (c) (ii) Briefly explain why the issue that you identified in your answer to **5 (c) (i)** should have been considered in this study. *(2 marks)*

AO2 = 2 marks

2 marks for an explanation of why the issue named should have been considered in this situation. Candidates answer must be relevant to the situation to gain any credit.

Possible points: Treating participants with respect: Due to the nature of the study, participants may be sensitive about their treatment so would need to be treated respectfully (2 marks). Distress: The participants may already be under stress as they have a phobia so bringing it up and asking questions may be added pressure (2 marks)

No credit should be given for describing ways of dealing with the issue

Note: If the answer to 5ci is incorrect, no credit can be given to 5cii and 5ciii

5 (c) (iii)	Outline how she could have dealt with the issue that you identified in your answer to 5 (c) (i) .	<i>(2 marks)</i>
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AO2 = 2 marks

Any relevant method of dealing with the issue named in 5 (c) (i) should be given credit.

Possible points: These will depend on the issue identified but may include any reference to avoiding the issue itself, for example, 'she could have dealt with informed consent by telling the participants what the study was about before the start, and asking them to sign a consent form'. Reference to following the BPS guidelines is creditworthy but will need to be made specifically relevant to the issue identified to gain 2 marks.

Debrief may be used as a way of dealing with the majority of potential issues so is creditworthy as long as it is made relevant to the specific issue identified. Reference to stopping the study at any point, briefing beforehand, treating the participants and the information sensitively may all be credit worthy.

Note: If the answer to 5ci is incorrect, no credit can be given to 5cii and 5ciii

5 (d) (i)	Using the information in Table 1 above, work out the median rating for flooding.	<i>(1 mark)</i>
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AO2 = 1 mark

Median = 7

5 (d) (ii)	Explain why the median ratings for flooding and systematic desensitisation could be misleading when drawing a conclusion about the success of these treatments.	<i>(3 marks)</i>
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AO2 = 3 marks

AO2: Candidates may focus on one reason in detail or two or more reasons; one in less detail and one or more only stated. Three stated reasons would receive a maximum of 2 marks if none are explained.

Possible points: Reference to the medians being the same but the raw data being very different/median not accurately reflecting the ratings given, reference to the difference in range/standard deviation, reference to consistency of the method, reference to the conclusion drawn just on the median being limited / not able to show the true differences in the treatments rating.

If only either flooding or systematic desensitisation is mentioned then a maximum of 2 marks can be given.

5 (e) (i) The psychology student decided to carry out case studies using one participant from each of the two treatment groups. What is a case study?

(2 marks)

AO1 = 2 marks

AO1: Up to 2 marks for correct description of the term.

Possible points: Reference to the small-scale nature of a case study, what typical case studies will entail, the methods used during a case study. Candidates might mention that case studies can involve a range of methods of collecting information - but the focus must be on the individual / small group. For example, 'A case study can include interviews, biographical records as well as observations of an individual or small group' (2 marks). Reference to a case study being an in-depth investigation of an individual or small group (2 marks).

5 (e) (ii) Outline **one** disadvantage of using case studies in psychological research.

(2 marks)

AO3 = 2 marks

AO1: Up to 2 marks for any relevant disadvantage. To gain the maximum marks, there must be an element of elaboration. Simply listing or identifying disadvantages should only gain 1 mark.

Possible disadvantages: Reference to subjective nature of the method, the problem of generalisation of findings, relevant ethical issues, comparison to other methods should be credited if this is accurately done.

It can't be generalised as it is only one person (1 mark)

Assessment Objectives
41802 June 2014

Question	AO1	AO2	AO3	Total
Learning				
1(a)			3	
1(b)	3		3	
1(c)	2	1		
1(d)	3			
	8	1	6	15
Social Influence				
2(a)	2	1		
2(bi)	4			
2(bii)			3	
2(c)		3		
2(d)		2		
	6	6	3	15
Sex and Gender				
3(a)	2	1		
3(b)		3		
3(c)			3	
3(d)	3		3	
	5	4	6	15
Aggression				
4(a)	3			
4(b)	3			
4(c)(i)	1			
4(c)(ii)		2		
4(c)(iii)			3	
4(d)(i)		1		
4(d)(ii)		2		
	7	5	3	16
Research Methods				
5(a)		2		
5(b)(i)		1		
5(b)(ii)			2	
5(b)(iii)			2	
5(c)(i)		1		
5(c)(ii)		2		
5(c)(iii)		2		
5(d)(i)		1		
5(d)(ii)		3		
5(e)(i)	2			
5(e)(ii)			2	
	2	12	6	20
Total	28	28	24	80