

AQA A-LEVEL PSYCHOLOGY

PSYCHOLOGY



EXAM QUESTION PACK

UNIT 1 (PSYB1) OLD SPECIFICATION PAPERS

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Please write clearly in block capitals.

Centre number

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Candidate number

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Surname

Forename(s)

Candidate signature

AS PSYCHOLOGY (SPECIFICATION B)

Unit 1 Introducing Psychology

Monday 16 May 2016

Afternoon

Time allowed: 1 hour 30 minutes

Materials

You will need no other materials.
You may use a calculator.

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
- Questions 1(f) and 2(e) should be answered in continuous prose. You may use the space provided to plan your answer. In these questions, you will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.



J U N 1 6 P S Y B 1 0 1

G/TI/Jun16/E4

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PSYB1

Section A Key Approaches and Biopsychology

Answer **all** parts of this question which carries 20 marks.

- 1 (a)** Using an example of human behaviour, explain what is meant by 'evolution'.

[2 marks]

A researcher investigating conditioning conducted the following study. A dog was placed in a large cage. When the dog pressed a pad on the floor, the door of the cage opened. This allowed the dog to escape from the cage.

Each day for one week, the dog was placed in the cage and the researcher recorded the time taken in seconds for the dog to open the cage door, allowing the dog to escape.

The recorded times are given below.

Table 1 Raw data

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Time taken for the door to open (in seconds)	60	50	36	24	20	15	10

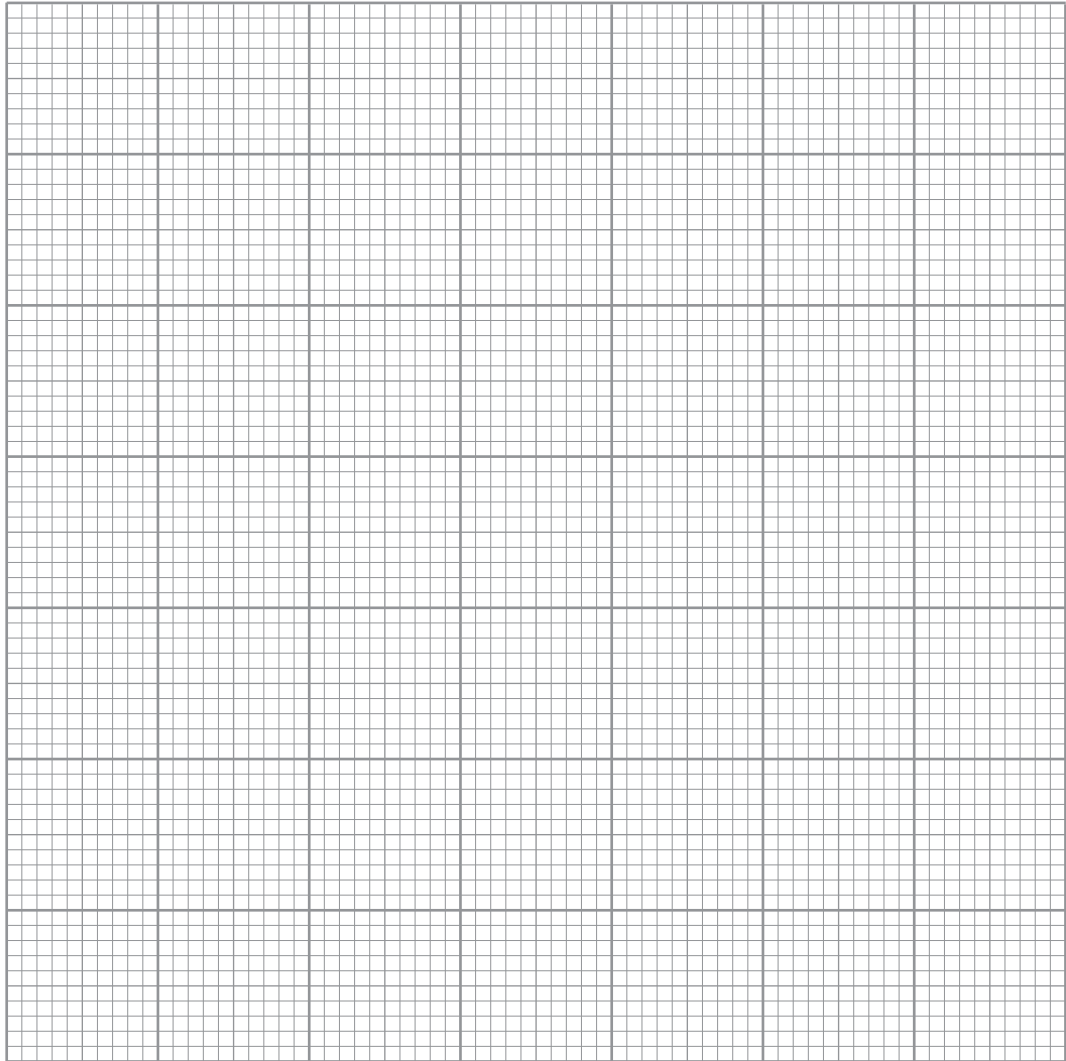
- 1 (b)** Briefly outline **one** advantage of conducting research in laboratory conditions.

[1 mark]



- 1 (c)** Using the graph paper below, draw a fully labelled graph of the raw data in **Table 1**.
[4 marks]

Title: _____



Turn over ►



1 (d) Use your knowledge of conditioning to explain the results of the study.

[2 marks]

1 (e) Humanistic psychologists suggest that all people are driven towards self-actualisation.

Self-actualisation means...

[1 mark]

A	having free will.	
B	not imposing conditions of worth.	
C	realising one's potential.	
D	studying the unique individual.	

(Tick **one** box only.)



[10 marks]

[illegible]

[illegible]

[illegible]

[illegible]

Section B Gender Development

Answer **all** parts of this question which carries 20 marks.

2 (a) Which **one** of the following statements is **true**? Tick **one** box only.

[1 mark]

In the Electra complex the girl identifies with her father.	
In the Oedipus complex the boy is jealous of his mother.	
In the Oedipus complex the boy identifies with his mother.	
In the Electra complex the girl identifies with her mother.	

2 (b) What is meant by a 'sex-role stereotype'? Give an example.

[2 marks]

Question 2 continues on the next page

Turn over ►



- 2 (c) (i)** Outline **one** study in which the possible effects of sex-role stereotyping on gender development were investigated. Briefly describe what the researcher(s) did and what was found.

[2 marks]

- 2 (c) (ii)** Briefly evaluate the study you have described in your answer to question **2(c)(i)**.

[2 marks]



Researchers asked American students and Chinese students to rate the importance of gender equality at home and in the workplace. The students used a scale of 1 to 10, where 1 is not at all important and 10 is essential.

The researchers then compared the ratings of the American and Chinese students and found the following results:

Table 2 Median ratings for the importance of gender equality at home and in the workplace given by American and Chinese students.

	Equality at home	Equality at work
American students	5.5	8.5
Chinese students	9.0	6.0

2 (d) What conclusion can be drawn from the data in **Table 2** above? Justify your answer.

[3 marks]

Question 2 continues on the next page

Turn over ►



[10 marks]

You may use this space to plan your answer

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

[illegible]

[illegible]

20



Section C Research Methods

Answer **all** parts of this question which carries 20 marks.

- 3** Managers at a college wished to find out if the students were satisfied with the teaching and learning provided. They asked a researcher to conduct a pilot study to investigate the attitudes of students in one subject area, the Psychology department.

The researcher decided to focus on the attitudes of the students to the lesson activities and to homework assignments. The researcher also thought it was important to find out about any aspects of the course teaching that the students thought could be improved.

The researcher designed a questionnaire to use with the psychology students to obtain this information. To ensure anonymity the students were not required to put their names on the questionnaire. All psychology students completed the questionnaire at the start of a psychology lesson.

- 3 (a)** Explain how not requiring students to put their names on the questionnaires might have affected the results.

[2 marks]

- 3 (b)** Apart from the issues of anonymity explain **one other** advantage of using questionnaires.

[2 marks]



- 3 (c)** The researcher wanted to find out about the attitudes of the students to homework assignments. This is one question that was asked:

Do you think that the homework assignments you are given are a useful way of assessing your learning? (Tick one box.)

Very useful

☐

Useful

☐

Not very useful

☐

Of no use

☐

- 3 (c) (i)** Write an open question that could have been asked instead of this closed question.

[1 mark]

- 3 (c) (ii)** Explain **one** advantage of the closed question above and **one** advantage of the open question that you have written in your answer to question **3(c)(i)**.

[4 marks]

Question 3 continues on the next page

Turn over ►



3 (d) What is a pilot study and why is it useful to conduct pilot studies?

[3 marks]

After analysis of the responses to the questionnaire, the researcher interviewed a sample of students who had completed the questionnaire.

3 (e) Explain why it might be useful to interview students as well as analysing the questionnaire responses.

[2 marks]

3 (f) The researcher decided to conduct a structured interview. Explain **one** advantage of conducting this type of interview rather than an unstructured interview.

[2 marks]



3 (g) The researcher did not require the students to put their names on the questionnaires.

Outline **two other** ways in which the British Psychological Society (BPS) code of ethics could be applied in this study.

[4 marks]

20

END OF QUESTIONS



There are no questions printed on this page

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AS

Psychology (Specification B)

PSYB1 Introducing Psychology

Mark scheme

2185

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.

Section A Key Approaches and Biopsychology

1 (a) Using an example of human behaviour, explain what is meant by 'evolution'.

[2 marks]

[AO1 = 1 mark; AO2 = 1 mark]

Award 1 mark for a definition of the term 'evolution' and a further mark for an example of the process related to a human behaviour.

AO1 – Evolution:

- a process in which random (physical and behavioural) changes (over time) occur promoting adaptation or maladaptive consequences.

OR

- A process of natural selection in which organisms with adaptive changes survive and maladaptive ones die out.

Accept other valid definitions.

AO2 – examples could include, facial expressions to signal emotional states such as smiling for happiness; territorial behaviours such as fighting to defend resources; development of physical structures to support human language abilities, rooting reflex and sexual selection for survival.

Allow any suitable example. It is sufficient for the example to be simply stated e.g. "An example is the rooting reflex".

Expect to see the example and definition embedded as in: An example of evolution can be seen in the way humans have developed physical structures that have enabled them to speak and communicate better which means they have survived as animals at the top of the animal kingdom – they are the fittest.

1 (b) Briefly outline **one** advantage of conducting research in laboratory conditions.

[1 mark]

[AO3 = 1 mark]

1 mark for a brief outline of an appropriate advantage.

Likely advantages would be – control of extraneous variables, ability to infer cause and effect, replicability.

Do not accept increases reliability/ validity. Reference to internal validity is acceptable.

1 (c) Using the graph paper below, draw a fully labelled graph of the raw data in **Table 1**.
[4 marks]

[AO3 = 4 marks]

Allow 4 marks for a drawing of a suitable graph. This should be a line graph, but a suitable bar chart can be accepted.

- One mark for a suitable title: Times taken for the door to open over a seven day period. Both IV and DV should be referred to.
- One mark for X axis: days marked (points for a line graph and bar space for a bar chart).
- One mark for Y axis: **time taken in seconds/s**
- One mark for plotting correctly. On a line graph the dots must be joined.

1 (d) Use your knowledge of conditioning to explain the results of the study.
[2 marks]

[AO2 = 2 marks]

2 marks for clear application of knowledge of operant conditioning to the study.

1 mark for brief or muddled application.

Possible answers:

- This is positive reinforcement (operant conditioning) in which the dog has learned to do something in order to obtain a pleasant consequence.
- This is negative reinforcement, a form of escape/avoidance learning in which the dog has learned to do something in order to avoid an unpleasant consequence (being locked in).
- This is operant conditioning - the time gets quicker as the dog has made the connection/association between the stimulus – floor pad, and the response – door opens when pad pressed with particular paw – it has learned.

Credit other relevant explanations.

1 (e) Humanistic psychologists suggest that all people are driven towards self-actualisation.
Self-actualisation means...
Tick one box only.
[1 mark]

[AO1 = 1 mark]

Correct answer: C - realising one's potential.

1 (f) Describe and evaluate the psychodynamic approach in psychology.

[10 marks]

[AO1 = 5 marks; AO2 = 5 marks]

AO1

Up to five marks for accurate description of features of psychodynamic explanations: the role of the unconscious; psychosexual stages; the structure of personality; defence mechanisms; the role of conflict; the procedures used in psychoanalysis. Credit description of features provided by neo Freudians such as Erikson.

Credit description of evidence up to 1 mark.

AO2

Up to five marks for evaluation of the psychodynamic explanation of human behaviour. Likely points include: The value of its recognition of the importance of childhood experience on later life; of how dreams etc may be of importance when studying the person; the usefulness of a focus on emotional development as a contrast to the emphasis in other approaches on logic and intellectual development. The value of the therapy and of the case study method as a way of investigating behaviour and testing theory. The lack of scientific rigour and difficulty of testing psychodynamic concepts; the evidence of subjectivity and biased interpretation found in case studies such as Little Hans. Difficulty in testing concepts such as the unconscious; emphasis on males rather than females and the issue of weaker super-ego in females; pessimism and 'backward looking'; therapy is directive and the possible consequences of this.

Credit comparison with other approaches. One approach being more or less 'X' than the other is an acceptable contrast, such as the psychodynamic approach is less able to explain the acquisition of phobias than behaviourists who can provide evidence of how associations can be learned.

Credit use of evidence when used to evaluate the psychodynamic approach.

Mark Bands

9 – 10 marks Very good answers

There is accurate, organised, balanced description of features of the psychodynamic approach. The evaluation of the approach is clear, coherent and has some elaboration of points made. 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 features of the psychodynamic 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 psychodynamic approach and/or basic/limited evaluation. The answer may lack focus. There may be substantial inaccuracy and/or irrelevance.

Some basic ideas are expressed adequately though the answer may lack structure. Psychological terminology may be missing or used inappropriately. There may be some intrusive errors of grammar, spelling or punctuation.

1 – 2 marks Poor answer

There is very limited knowledge/evaluation of the psychodynamic approach. There must be some relevant information.

Basic ideas are poorly expressed. There is little evidence of structure. There may be many errors in grammar, spelling and punctuation.

0 marks No relevant content

Section B Gender Development

2 (a) Which **one** of the following statements is **true**? Tick **one** box only.

[1 mark]

[AO1 = 1 mark]

Correct answer: In the Electra complex the girl identifies with her mother.

2 (b) What is meant by a 'sex-role stereotype'? Give an example.

[2 marks]

[AO1 = 1 mark; AO2 = 1 mark]

Award 1 mark for a definition of a 'sex-role stereotype' and a further mark for an example of this.

AO1 – Sex-role stereotype: an organised belief/set of expectations about how men and women should behave (or think).

AO2 – examples could include: that we should expect women to behave in a caring way; that we should expect men to behave in an assertive way.

Allow any suitable example.

2 (c) (i) Outline **one** study in which the possible effects of sex-role stereotyping on gender development were investigated. Briefly describe what the researcher(s) did and what was found.

[2 marks]

[AO1 = 2 marks]

Up to **2 marks** for an accurate description of a recognisable study in which sex-role stereotyping was investigated. Credit description of the method (1 mark) and findings (1 mark).

Likely studies: Baby X studies – Seavey et al 1975; Fagot 1978; Urberg 1982; DeLoache et al 1987, Furnham and Farragher 2000, Williams and Best 1982.

2 (c) (ii) Briefly evaluate the study you have described in your answer to question 2 (c) (i).
[2 marks]

[AO2 = 2 marks]

2 marks for a brief evaluation of the study described. This might be one strength or limitation of the study that is elaborated or may be two briefer points, but there must be some elaboration of the point(s) made for full credit.

1 mark for evaluative point (not elaborated) or muddled.

Possible answer – participants in a particular study may have been aware that their behaviour was being investigated/observed and this may have affected their responses. The data collected from the study might be invalid and not a real reflection of everyday behaviour.

2 (d) What conclusion can be drawn from the data in **Table 2** above? Justify your answer.
[3 marks]

[AO3 = 3 marks]

Award up to **2 marks** for an appropriate conclusion: for American students equality at work was most important and equality at home less important, but for the Chinese students, equality at home was most important and equality at work was less important, (or expressed the other way round).

For full credit both aspects of the data should be referred to in the answer.

Award **1 mark** for a conclusion that recognises the results for each group are the opposite way round to each other, but lacks the clarity of the above information.

Award a **further mark** for use of the data in the table for example; the median rating for equality at work for American students was higher than for equality at home. **OR** for Chinese students the median rating for equality at home is higher than for equality at work.

Credit reference to the direction of the results without the use of the median values.

2 (e) Discuss biological explanations of gender development. Refer to evidence in your answer.
[10 marks]

[AO1 = 5 marks; AO2 = 5 marks]

AO1

Up to **five marks** for description of the features of biological explanations of gender development. Students may focus on how genetic factors cause gender-appropriate behaviour – gender and sex are interrelated. Any differences in gender behaviour are due to physiology. Students may choose to focus on hormones e.g. the influence of androgens and testosterone or oestrogen and progesterone. Atypical sex chromosomes e.g., XXY – Klinefelter's syndrome; XO – Turner's syndrome; XYY – Supermale in terms of the effect these syndromes have on gender development. Students may choose to focus on non-human research e.g., Gorski et al (1980) found male rats'

sexually dimorphic nucleus (SDN) to be larger in anatomical structure compared to female rats' SDN which might account for differences in behaviour.

Credit up to two marks for description of relevant evidence.

AO2

Up to **five marks** for an evaluation of biological explanations of gender development. Students may choose to contrast biological explanations of gender development with social learning theorists who state that gender is learnt as a result of socialisation (nurture). The cognitive explanation can be used to criticise biological explanations of gender as being too deterministic – children think about their own and other people's gender and how they behave as a result. Gender development occurring over time rather than acquired at birth along with sex. Students are required to refer to evidence in their response. This may be in support/conflict for biological explanations. For example, Money (1975), in the case of the penectomised twin, suggested that nurture was responsible for gender development thereby rejecting nature/biology. However, in a follow-up study by Diamond (1998), Brenda had never felt happy as a girl and resumed his/her masculine identity (nature) thereby supporting biological explanations. Students may raise methodological issues associated with the extrapolation of findings from animal research to explain human gender development.

Credit comparisons with alternative explanations of gender development.

Credit use of relevant evidence.

Only credit reference to methodological issues if made relevant to the biological explanation.

Max 6 marks if no reference to evidence

Mark Bands

9 – 10 marks Very good answers

There is accurate, organised description of the features of biological explanations of gender development. The discussion is clear, coherent and has some elaboration of the points made. There is appropriate reference to evidence. The answer is well focused with little or no misunderstanding.

The answer is well structured with effective use of paragraphs, sentences and psychological terminology. There are few errors of spelling and punctuation.

6 – 8 marks Good answers

There is reasonably accurate and organised description of the features of biological explanations though some detail may be lacking. There is some reference to evidence. Discussion 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 biological explanations and/or basic/limited discussion. The answer may lack focus. There may be substantial inaccuracy and/or irrelevance.

Some basic ideas are expressed adequately though the answer may lack structure. Psychological terminology may be missing or used inappropriately. There may be some intrusive errors of grammar, spelling or punctuation.

1 – 2 marks Poor answer

There is very limited knowledge/discussion of biological explanations. There must be some relevant information.

Basic ideas are poorly expressed. There is little evidence of structure. There may be many errors in grammar, spelling and punctuation.

0 marks No relevant content

Section C Research Methods

3 (a) Explain how not requiring students to put their names on the questionnaires might have affected the results.

[2 marks]

[AO3 = 2 marks]

2 marks for a clear explanation such as:

- participants feel less under pressure to answer in a socially desirable way and their answers might be more honest (2 marks).
- this would increase the validity (and reliability) of the data collected because their answers might be more honest/could not be traced back to them (2 marks).
- the results might be less valid/ reliable because the responses could be less honest. (2marks).

1 mark for a brief or muddled explanation.

Accept other valid explanations.

3 (b) Apart from the issues of anonymity explain **one other** advantage of using questionnaires.

[2 marks]

[AO3 = 2 marks]

Up to **two marks** for a response which explains an advantage of using a questionnaire.

One mark for a slightly muddled or very brief explanation of an advantage of questionnaires in comparison to other methods.

This question specifically targets questionnaires as a method.

Advantages of using a questionnaire, could include:

- data (from the students) could be collected relatively **quickly/large amounts** of data can be collected because the researcher would not need to be present when the questionnaires were completed
- there might be a **reduction in investigator effects/social desirability** because the researcher's reactions would not be visible.

3 (c) (i)	Write an open question that could have been asked instead of this closed question. [1 mark]
------------------	---

[AO3 = 1 mark]

Award one mark for an appropriate open question.

The question must refer to attitudes to homework assignments/ assessment of learning, but need not have a question mark at the end:

Examples might include: 'Can you explain/describe/tell me about the usefulness of homework assignments?' or 'How useful do you think your homework assignments are? Explain your answer.' 'Why do you think your homework assignments are or are not useful?'

3 (c) (ii)	Explain one advantage of the closed question above and one advantage of the open question that you have written in your answer to question 3 (c) (i) . [4 marks]
-------------------	---

[AO3 = 4 marks]

Award **two marks** for an advantage of the closed question.

Award **one mark** for a brief or unelaborated answer or generic answers.

Likely points: having 4 discrete options means the researcher can quickly add up the number of times each response has been selected and can convert the information quickly to percentages and display these clearly.

Award **two marks** for an advantage of the open question. Award one mark for a brief or unelaborated answer. These marks may be awarded even if the question written is not focused on attitudes to learning.

Award **one mark** if the question devised is closed but the advantage given is appropriate to open questions.

Likely points: without the restricted option answers the participants can offer any information they choose to and are likely to provide more detail in their responses explaining why they think as they do. This should give the researcher information about the reasons for the answer given.

Credit other relevant advantages.

3 (d) What is a pilot study and why is it useful to conduct pilot studies?

[3 marks]

[AO3 = 3 marks]

One mark for a definition of a pilot study – a small scale study/ practice run/ trial run conducted before the full investigation takes place

Plus

Up to **2 marks** for an explanation of why pilot studies are conducted.
Award **one mark** for a brief or unelaborated answer.

The following points could form part of the explanation:

- the pilot allows the researcher to test material
- doing the check could highlight any problems in the materials or procedures
- this will allow the researcher to modify the design.

3 (e) Explain why it might be useful to interview students as well as analysing the questionnaire responses.

[2 marks]

[AO3 = 2 marks]

Award up to **2 marks** for an explanation of the additional benefit to the research gained from the interviews.

Award **one mark** for a brief or unelaborated answer.

Likely points:

- in the light of the questionnaire data the researcher can target specific areas and ask for information on these and she/he would not have known what to target before seeing the questionnaire information
- interviews allow the researcher to question the thinking of the students and extract more detail about specific areas of response
- as the study is a pilot this would be a second chance to modify the original questionnaire and make sure that the final version has all the questions on it that the researcher now feels are required.

If two separate points are stated but not linked and neither explained **maximum one mark**.

3 (f) The researcher decided to conduct a structured interview. Explain **one** advantage of conducting this type of interview rather than an unstructured interview.

[2 marks]

[AO3 = 2 marks]

Award up to **2 marks** for an explanation of the advantage of a structured interview in comparison with an unstructured interview.

Award **one mark** for a brief, muddled or unelaborated answer.

Likely advantage:

With a structured interview the data collected will relate only to the designated questions and the researcher will not need to accommodate any unique/unexpected information which could arise from unstructured interviews where the questions change from person to person.

Accept other valid answers.

Do not accept answers that relate to types of questions – open/closed.

3 (g) The researcher did not require students to put their names on the questionnaires.

Outline **two other** ways in which the British Psychological Society (BPS) code of ethics could be applied in this study.

[4 marks]

[AO3 = 4 marks]

Up to **2 marks** for each way outlined.

In each case, award one mark for a brief relevant point and a second mark for elaboration which is contextualised.

Ways in which the code of practice might be applied may focus either on general principles of the code or practical procedures or a combination of both.

Possible answers:

- the students must be treated with respect so they should not be required to answer embarrassing or upsetting questions
- the full purpose of the study should be explained to each student at the end of participation so that he/she is fully aware of the aims of the researcher/to give the student an opportunity to withdraw his/her answers.

Accept other relevant answers.

ASSESSMENT OBJECTIVES GRID

Question	A01	A02	A03
1(a)	1	1	
1(b)			1
1(c)			4
1(d)		2	
1(e)	1		
1(f)	5	5	
Total	7	8	5
2(a)	1		
2(b)	1	1	
2(c)(i)	2		
2(c)(ii)		2	
2(d)			3
2(e)	5	5	
Total	9	8	3
3(a)			2
3(b)			2
3(c)i			1
3(cii)			4
3(d)			3
3(e)			2
3(f)			2
3(g)			4
Total	0	0	20
Paper total	16	16	28

Centre Number						Candidate Number				
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Examiner's Initials	
Question	Mark
1	
2	
3	
TOTAL	



General Certificate of Education
Advanced Subsidiary Examination
June 2015

Psychology (Specification B)

PSYB1

Unit 1 Introducing Psychology

Monday 11 May 2015 1.30 pm to 3.00 pm

You will need no other materials.
You may use a calculator.

Time allowed

- 1 hour 30 minutes

Instructions

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 - organise information clearly
 - use specialist vocabulary where appropriate.



J U N 1 5 P S Y B 1 0 1

G/KL/109241/Jun15/E4

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PSYB1

Section A Key Approaches and Biopsychology

Answer **all** parts of this question which carries 20 marks.

- 1 (a)** The following statements relate to the biological approach. Two of these statements are false.

Identify the **two** statements that are **false** by ticking the appropriate boxes.

[2 marks]

	False
Synaptic transmission is an electrical and a chemical process.	
The somatosensory area of the brain responds to heat and cold.	
The parasympathetic division of the autonomic nervous system slows down digestion.	
PET scans can only provide 2-dimensional (2D) information about the brain.	
The peripheral nervous system is made up of the somatic nervous system and the autonomic nervous system.	

- 1 (b)** Sally spends much of her time looking after her young brothers, Alfie and Jake. Jake is 8 years old and he is very naughty. Sally often shouts at Jake to make him stop what he is doing and do what she tells him. Jake obeys Sally when she shouts.

Alfie is 5 years old and he is quiet at home. However, at school, Alfie's teacher has noticed that he shouts at the other children when he wants them to do something.

Use your knowledge of social learning theory to explain Alfie's behaviour.

[4 marks]

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- 1 (c)** A cognitive psychologist was studying problem-solving activity. She randomly allocated 20 participants to two conditions in an experiment.

Condition A: the 10 participants were given 5 minutes to solve as many simple problems as possible.

Condition B: the 10 participants were given 5 minutes to solve as many complex problems as possible.

The psychologist found that participants in **Condition A** solved twice as many problems as the participants in **Condition B**.

- 1 (c) (i)** Identify the experimental design used in this study.

[1 mark]

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- 1 (c) (ii)** Explain how the psychologist could have randomly allocated the participants to the two conditions of this study.

[3 marks]

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Turn over ►



1 (d) Describe and evaluate the cognitive approach in psychology.

[10 marks]

You may use this space to plan your answer

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Handwriting practice area with 20 horizontal dotted lines.



Section B Gender Development

Answer **all** parts of this question which carries 20 marks.

2 (a) Two of the following statements about gender are true.

Identify the **two** statements that are **true** by ticking the appropriate boxes.

[2 marks]

	True
A person who is identified as androgynous has very few masculine traits.	
Nurture refers to the influence of external factors on gender development.	
A person who is identified as androgynous has very few feminine traits.	
One psychological feature of Klinefelter's syndrome is that the man will be long-limbed.	
The chromosome pattern found in Turner's syndrome is characterised by a single X chromosome.	

2 (b) A researcher was studying gender development. He asked children some questions about gender-related behaviours. He then categorised the children's responses. Two responses are given below:

Response A from a young girl: When I grow up, I will be a daddy and drive to work in my car every day.

Response B from a young boy: When people grow up, anyone can wear what they like and do what they like and it does not change their sex.

Kohlberg identified stages of gender development.

Suggest the stage of development shown in **Response A** and the stage of development shown in **Response B**. In each case, explain your answer.

[4 marks]

Response A

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Response B

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- 2 (c)** Outline **one** possible methodological issue that might occur when researchers have to categorise the answers that young children give in a study.

[2 marks]

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- 2 (d)** Briefly explain **one** ethical issue that often arises when asking young children questions about their understanding of gender development.

[2 marks]

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Turn over ►



- 2 (e)** Describe and evaluate Freud's psychoanalytic explanation of gender development **and** a biological explanation of gender development.

[10 marks]

You may use this space to plan your answer

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[illegible]

[illegible]

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Section C Research Methods

Answer **all** parts of this question which carries 20 marks.

- 3** There have been recent reports that young people's health might suffer if they spend too much time on computers. A researcher conducted a study to identify a possible relationship between computer use and the psychological health of young people.

The researcher obtained an opportunity sample of 10 students, aged 16 years, from a local sixth form centre. Each student provided self-report data about the amount of time he/she spent on computer activities such as playing video games. They were asked to exclude the time they spent on the computer doing academic work. The students reported the time spent in hours using the computer over a period of one week.

Each student also completed an online questionnaire about emotional difficulties which provided a score for his/her psychological health. The questionnaire was scored out of 50, where a low score indicated poor psychological health and a high score indicated good psychological health.

The raw data collected in the study are shown in **Table 1** below.

Table 1 The hours spent on a computer and the psychological health scores of 10 students

Students	Hours spent on computer	Psychological health score
1	40	12
2	44	14
3	12	43
4	47	4
5	50	11
6	21	42
7	8	48
8	30	29
9	28	19
10	27	31

- 3 (a)** Write a suitable hypothesis for this study.

[2 marks]

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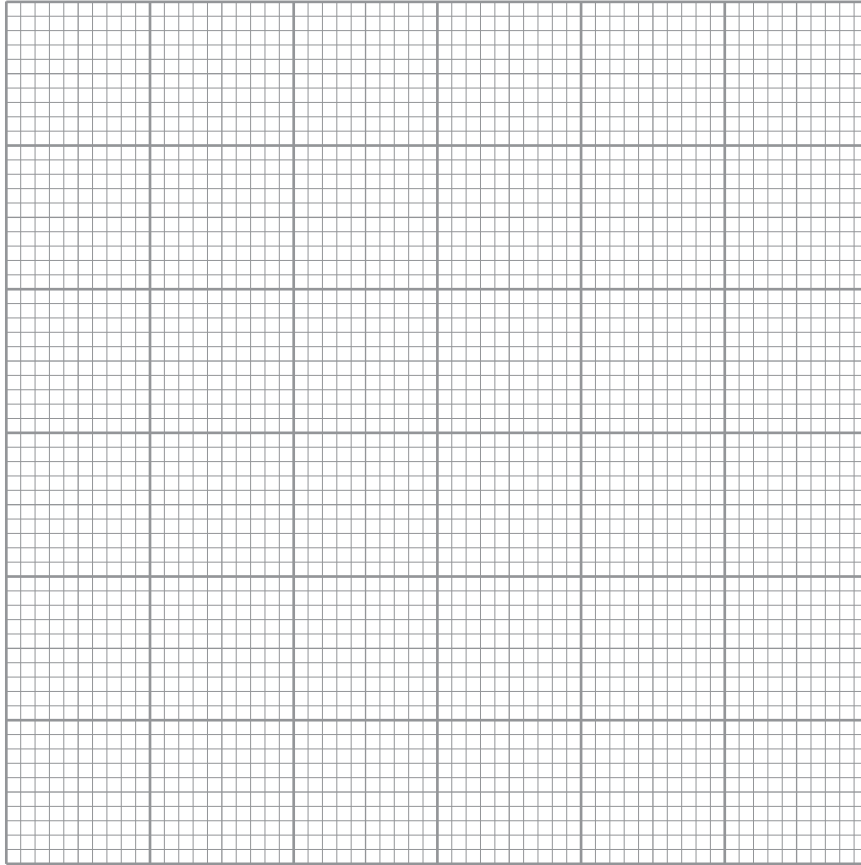
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- 3 (b)** Using the data given in **Table 1** opposite, sketch an appropriate graphical display of the data and label the axes. Use the graph paper below. You do not need to provide a title.

[3 marks]



- 3 (c)** What relationship is shown in the graphical display you have drawn in your answer to question **3(b)**? Explain your answer.

[2 marks]

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Turn over ►



- 3 (d)** Why would it be inappropriate for the researcher to conclude that computer activities such as playing video games have an effect on psychological health?

[2 marks]

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- 3 (e)** The participants reported the amount of time they spent using computers for one week. Briefly explain **one** problem that might have occurred because of this self-report method of data collection.

[2 marks]

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- 3 (f)** The online questionnaire about psychological health contained a number of open and closed questions. Explain **one** advantage of using open questions in a questionnaire.

[2 marks]

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- 3 (g)** The researcher decided to interview the participants whose psychological health score was below 25. He chose to use a structured interview. Outline **one** limitation of this type of interview.

[2 marks]

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- 3 (h)** At the end of the study, the researcher debriefed the participants. Write a debriefing that could have been read out to all the participants in the study.

[3 marks]

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- 3 (i)** Explain **one** reason why researchers often conduct a pilot study.

[2 marks]

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END OF QUESTIONS



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A-LEVEL

Psychology (Specification B)

PSYB1/Unit 1 Introducing Psychology

Mark scheme

Specification 2185

June 2015

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 Key Approaches and Biopsychology

1 (a) The following statements relate to the biological approach. Two of these statements are false.

Identify the **two** statements that are **false** by ticking the appropriate boxes.

[2 marks]

[AO1 = 2 marks]

FALSE	
The parasympathetic division of the autonomic nervous system slows down digestion.	✓
PET scans can only provide 2-dimensional (2D) information about the brain.	✓

1 (b) Use your knowledge of social learning theory to explain Alfie's behaviour.

[4 marks]

[AO2 = 4 marks]

Expect reference to some of the following SLT concepts:

- This is **observational learning**.
- This is **modelling** - Sally shouting at Jake when he is naughty/Alfie copying Sally's behaviour
- Sally is a **role model** for Alfie
- Alfie sees Sally get what she wants (is **positively reinforced**) by shouting - this acts as **vicarious reinforcement** for Alfie
- Alfie **imitates** the behaviour he has seen at home when he is in school as he expects the same reward – other children will now do what he wants.
- Alfie has **indirectly learned** the behaviour of shouting at others to get what you want in a social context.
- Alfie has **identified** with Sally.
- Reference to **mediating cognitive factors** eg attention, retention, motivation, motor reproduction.

Mark Bands

- 3 – 4 marks** Knowledge of features of SLT is clear and mostly well-detailed. Links between Alfie's behaviour and SLT concepts are effective. The answer is coherent and terminology is used appropriately.
- 1 – 2 marks** Knowledge of feature(s) of SLT is present. There is a link to Alfie's behaviour. The answer may lack clarity in places.

OR

Knowledge of features of SLT is at the level required for 3/4 marks but there is no application to Alfie's behaviours.

0 marks **No relevant content**

1 (c) (i) Identify the experimental design used in this study.

[1 mark]

[AO3 = 1 mark]

One mark for independent groups/independent measures/unrelated design.

1 (c) (ii) Explain how the psychologist could have randomly allocated the participants to the two conditions of this study.

[3 marks]

[AO3 = 3 marks]

Up to 3 marks for a practical description of the procedure of random allocation as it would be applied in this study – 1 mark per bullet:

- The names of **all 20** participants could be put in a container
- 10 names are drawn out and these participants are allocated to Condition A
- The remaining 10 participants are allocated to Condition B

Or names can be drawn and allocated alternately.

Descriptions in which participants draw a letter from a container containing 10 As and 10 Bs and the letter determines the condition in which they participate are appropriate.

Computer selection: Up to 3 marks for a practical description of the procedure of random allocation as it would be applied in this study – 1 mark per bullet

- She assigns each of the 20 participants a number between 1 and 20.
- She then uses the program to generate 10 numbers at random between 1 and 20
- The people with these 10 numbers go in Condition A, the remainder in Condition B.

Accept other valid and practical suggestions.

1 (d) Describe and evaluate the cognitive approach in psychology.

[10 marks]

[AO1 = 5 marks; AO2 = 5 marks]

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very good (9-10 marks), Good (6-8 marks), Average to weak (3-5 marks) or Poor (1-2 marks). Examiners should be guided by the band judgement when annotating the script.

AO1 Up to 5 marks for knowledge of features and/or assumptions of the cognitive approach. These might include: the requirement that cognitive processes must be studied if human behaviour is to be understood; mental processes mediate between the stimulus and response; human information processing is analogous to the way a computer works – input, storage and retrieval systems, hardware and software; the use of models to explain internal/mental processes; proposals of stage-based processing; the process of inference; the expectation that human behaviour should be studied scientifically (control, cause and effect, replication etc).

Credit description of models to illustrate features – max 1 mark
Credit description of evidence – 1 mark

AO2 Up to 5 marks for evaluation of the cognitive approach. Likely strengths of the approach: the reliance on scientific procedures to establish reliability when testing theories. The use of laboratory based experiments and the value of these. How models help to make mental processes more testable and provide descriptions of unseen processes. Practical applications, such as in therapy, the efficacy of these; the value of using human participants rather than animal research; expect reference to the study of learning and/or animal research and comparisons with the behaviourist and SLT approaches.

Credit reference to how the cognitive approach combines with other approaches in explaining and treating disorders.

Likely limitations of the approach: how artificiality of the scientific/experimental situation might affect validity; lack of focus on emotional aspects of human behaviour; crude comparison of the computer analogy and the mechanistic view this proposes.

Credit contrast with other approaches where the relevance to evaluation of the cognitive approach is made clear.

Credit use of evidence to evaluate the cognitive approach.

Mark Bands

9 – 10 marks Very good answers

There is mostly accurate, well-organised and detailed description of the features of the cognitive approach showing sound knowledge. The evaluation is mostly clear and coherent. The answer is well focused with little or no misunderstanding. Evaluative points are elaborated rather than stated.

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 mostly accurate description of the cognitive approach showing knowledge of some of the features of the approach. There is evaluation of the approach. Some evaluative points are well developed although some points may be stated rather than discussed. The answer is mostly focused on the question, shows some organisation although there may be some misunderstanding.

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 knowledge of the cognitive approach and/or basic/limited evaluation of the approach. The answer may lack balance between description and 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 cognitive approach and/or evaluation of the approach. There must be some relevant information.

Basic ideas are poorly expressed. There is little evidence of structure. There may be many errors in grammar, spelling and punctuation.

0 marks No relevant content

Section B Gender Development

2 (a) Two of the following statements about gender are true.

Identify the **two** statements that are **true** by ticking the appropriate boxes.

[2 marks]

[AO1 = 2 marks]

TRUE	
Nurture refers to the influence of external factors on gender development.	✓
The chromosome pattern found in Turner's syndrome is characterised by a single X chromosome.	✓

2 (b) Suggest the stage of development shown in **Response A** and the stage of development shown in **Response B**. In each case, explain your answer.

[4 marks]

[AO1 = 2 marks; AO2 = 2 marks]

Response A: gender identity. Explanation: the child does not understand gender/sex is fixed (she thinks she can be a daddy when she grows up)

Response B: gender constancy/consistency. Explanation: the boy knows sex/gender is fixed for everyone **OR** fixed irrespective of context and appearance.

For the explanation mark the student must go beyond the stem – ie do not accept simple repetition of the children's responses.

- 2 (c)** Outline **one** possible methodological issue that might occur when researchers have to categorise the answers that young children give in a study.

[2 marks]

[AO3 = 2 marks]

One mark for relevant reference to issue of categorisation

One mark for relevant reference to issue of using young children

Two-mark answers must combine the above two points.

Possible problems:

- subjectivity/researcher bias involved in categorising the ambiguous responses of a young child – affects either reliability, validity or both
- child's limited ability to understand/communicate/articulate might affect researcher's decisions re categorisation
- assuming performance equals competence – child's answer may not reflect true ability – affects validity of category

- 2 (d)** Briefly explain **one** ethical issue that often arises when asking young children questions about their understanding of gender development.

[2 marks]

[AO3 = 2 marks]

Two marks for a clear and coherent brief explanation of an ethical issue relevant to asking young children about gender development.

1 mark for a brief explanation that is vague and/or muddled but relevant to asking young children about gender development.

Likely issues: consent due to age and the need for parental involvement; protection of welfare – some studies have involved exposure to genitals of characters in a picture.

Note ethical issues may overlap, so should award credit to the benefit of the candidate.

No marks for identification of an ethical issue.

2 (e) Describe and evaluate Freud's psychoanalytic explanation of gender development **and** a biological explanation of gender development.

[10 marks]

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very good (9-10 marks), Good (6-8 marks), Average to weak (3-5 marks) or Poor (1-2 marks). Examiners should be guided by the band judgement when annotating the script.

[AO1 = 5 marks; AO2 – 5 marks]

AO1 Credit knowledge of features and assumptions of **Freud's psychoanalytic** explanation that is relevant to gender development. Features 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.

Credit knowledge of feature and assumptions of **a biological** explanation of gender development. This might include reference to typical and atypical chromosome patterns; or the impact of hormones such as androgens and oestrogens; role of evolution; neural mechanisms eg SDN.

Credit description of relevant evidence/studies – 1 mark

AO2 Credit for evaluation of Freud's psychoanalytic theory of gender development and the biological explanation presented.

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 for evaluation of the chosen biological explanation which is likely to use relevant evidence as support for the points made, (eg Van Goozen 1995, Tricker 1996, Dabbs 1995 and case studies such as David Reimer), and to refer to the advantages of the scientific nature of the research.

Credit comparisons of psychoanalytic explanations of gender and/or a biological explanation with alternatives – expected to be those looking at the impact of social or other environmental factors.

Credit use of evidence.

Maximum 6 marks if only one explanation presented**Mark Bands****9 – 10 marks Very good answers**

There is mostly accurate, well-organised and detailed description of some of the features of the psychoanalytic explanation and of a biological explanation of gender. The evaluation is mostly clear and coherent. The answer is well focused with little or no misunderstanding. Evaluative points are elaborated rather than stated.

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 mostly accurate description of the psychoanalytic explanation of gender development and the chosen biological explanation showing knowledge of some of the features of both. There is some evaluation of these explanation(s). Some evaluative points are well developed although some points may be stated rather than discussed. The answer is mostly focused on gender, shows some organisation although there may be some misunderstanding.

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 and/or biological explanation(s) of gender development and/or basic/limited evaluation of these explanation(s). The answer may lack focus on gender and may be unbalanced. 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 required explanation(s) and/or evaluation of these. 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**3 (a)** Write a suitable hypothesis for this study.**[2 marks]****[AO3 = 2 marks]**

2 marks for a clear, appropriate hypothesis with both variables operationalised and reference to relationship/correlation/association.

1 mark for a correlational hypothesis with one or both variables not operationalised.

1 mark for a correlational hypothesis with both variables operationalised which includes the phrase 'more likely'.

No marks for a hypothesis that refers to a difference between two conditions.

Possible answer:

Non-directional: There is a relationship between the number of (recreational) hours spent on a computer and the psychological health score.

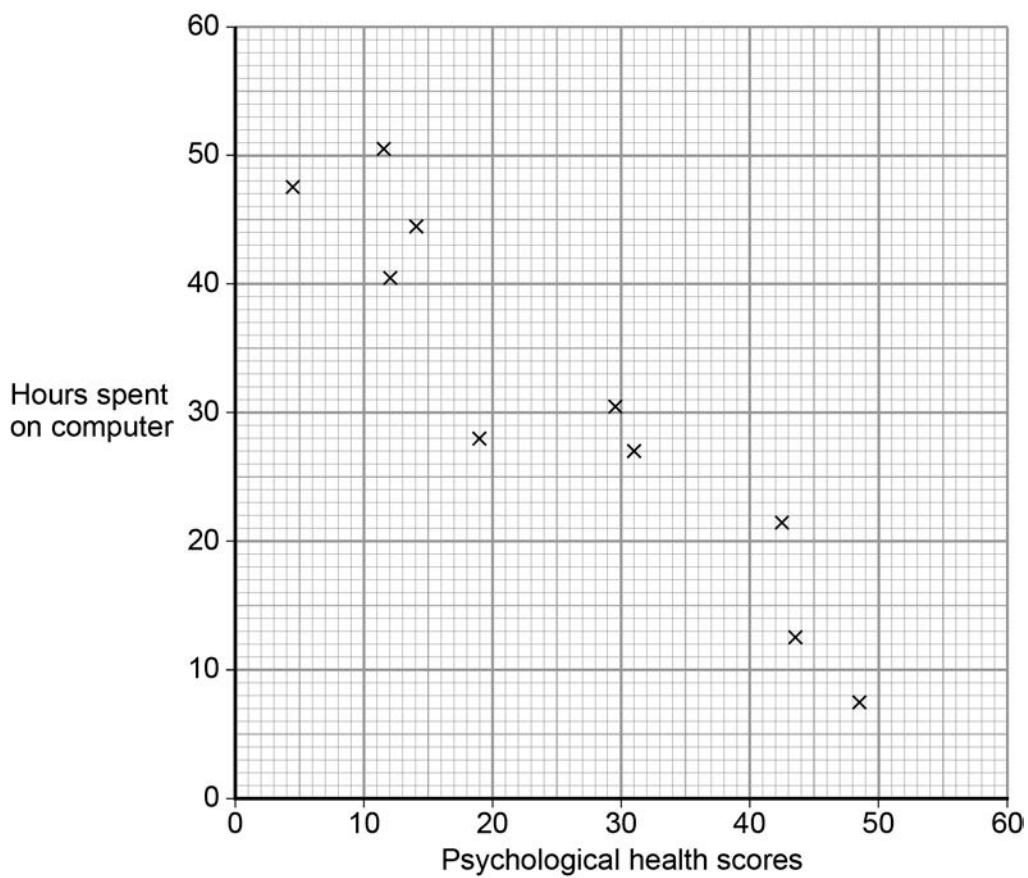
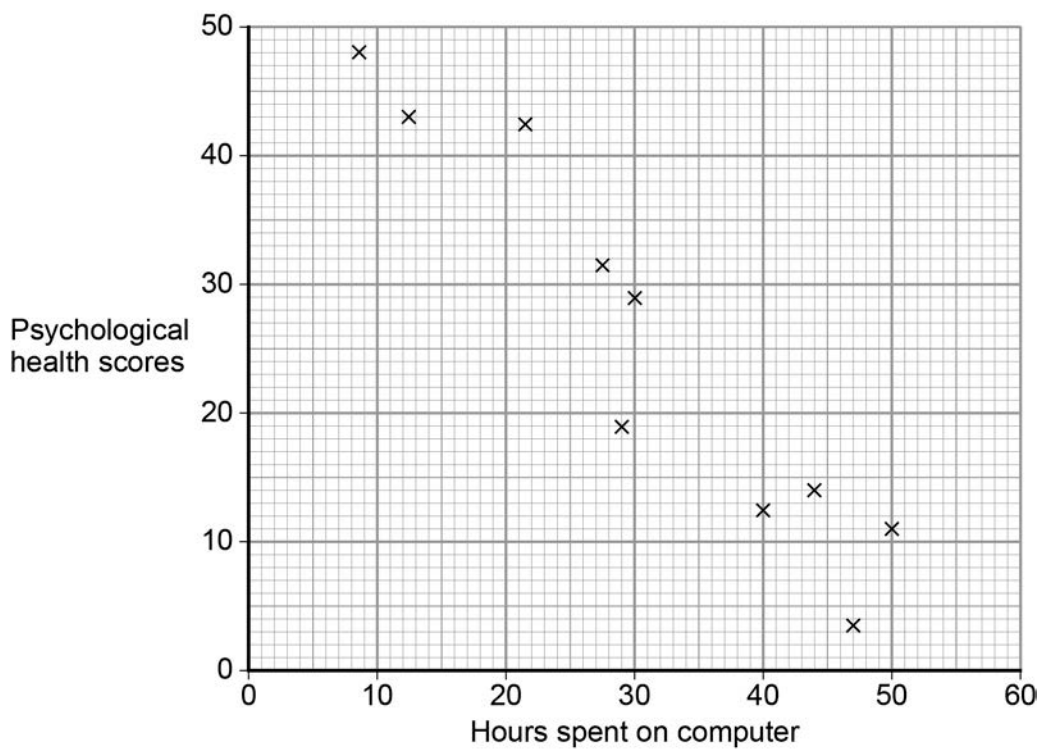
Accept a directional hypothesis that predicts a negative correlation as this is suggested by the 'recent reports'.

Accept null version of the hypothesis.

3 (b) Using the data given in **Table 1** opposite, sketch an appropriate graphical display of the data and label the axes. Use the graph paper below. You do not need to provide a title.**[3 marks]****[AO3 = 3 marks]**

1 mark for each bullet:

- correct labelling of x and y axis
- appropriate scaling of x and y axis
- plotting which produces correct pattern of data
(including line of best fit is acceptable but joining each point is not acceptable for final bullet point)



3 (c) What relationship is shown in the graphical display you have drawn in your answer to question 3 (b)? Explain your answer.

[2 marks]

[AO3 = 2 marks]

Negative (or strong) relationship/correlation (1) because as the value of one variable (time spent on computer) increases so the value of the other variable (psychological health score) decreases (1). Or vice versa.

3 (d) Why would it be inappropriate for the researcher to conclude that computer activities such as playing video games have an effect on psychological health?

[2 marks]

[AO3 = 2 marks]

Up to 2 marks

Award 1 mark for each appropriate reason eg no cause and effect, no manipulation of variables, no control, not an experiment, study is not investigating differences.

OR

2 marks for one reason fully elaborated/explained

Do not accept simple statement 'it is only a correlation'.

3 (e) The participants reported the amount of time they spent using computers for one week. Briefly explain **one** problem that might have occurred because of this self-report method of data collection.

[2 marks]

[AO3 = 2 marks]

1 mark for stating a relevant problem, eg self-reporting of own time may be subjective/ may not be objective/reliable; students may give socially desirable answers (lie); students may recall inaccurately; distinction between academic and recreational time is open to interpretation.

Plus one further mark for clear explanation/elaboration/expansion of how/why this is a problem, eg affecting reliability or validity, or effect on results/outcome.

- 3 (f)** The online questionnaire about psychological health contained a number of open and closed questions. Explain **one** advantage of using open questions in a questionnaire. **[2 marks]**

[AO3 = 2 marks]

1 mark for giving a brief explanation of relevant advantage.

1 further mark for explanation/elaboration of how or why it is an advantage.

Likely 2-mark answers:

- Open questions allow the respondent to provide extra detail/in depth information/qualitative information/rich information (1) and explanations for their answer(s) which might help the researcher understand the answer(s) given (1).
- Open questions might provide the researcher with new lines of enquiry (1) by bringing to his/her attention additional information to include in the questionnaire (1).
- Open questions might lead to greater validity (1) as respondents have a greater opportunity to present their true feelings (1).

- 3 (g)** The researcher decided to interview the participants whose psychological health score was below 25. He chose to use a structured interview. Outline **one** limitation of this type of interview. **[2 marks]**

[AO3 = 2 marks]

1 mark for a brief outline of a limitation.

Plus further mark for elaboration of how or why it is a limitation.

Likely 2-mark answers:

- The researcher cannot ask a supplementary/follow-up question (1) so any unexpected issues cannot be investigated further (1).
- The respondent might become frustrated with the fixed questions (1) as he/she cannot expand/elaborate further (1).
- The respondent cannot expand on any issues (1), because all the questions are fixed before the start (1).

Straightforward definition of a structured interview – no marks

Accept other valid limitations as long as these focus on the **type of interview** and **not the type of question** as a structured interview can contain both open and closed questions.

3 (h) At the end of the study, the researcher debriefed the participants. Write a debriefing that could have been read out to all the participants in the study.

[3 marks]

[AO3 = 3 marks]

For 3 marks the debriefing **must** include the following information in a clear, coherent verbatim form:

For 2 marks both bullet points in verbatim form but answer is not completely clear OR one bullet point clearly expressed and in verbatim form.

For 1 mark one/both points addressed but the answer lacks clarity.

- The purpose of the study – to see if there is a relationship between the amount of time spent using a computer for non-academic purposes and psychological health
- Reference to ethics such as – right to withdraw data or be informed of results or check of welfare, (general attempts showing respect for the participants eg thanking/access to results/ any questions?).

Maximum 1 mark if not verbatim format.

3 (i) Explain **one** reason why researchers often conduct a pilot study.

[2 marks]

[AO3 = 2 marks]

1 mark for providing a reason and a further mark for explanation/expansion/elaboration of that reason.

Likely reasons (these could overlap):

- To ensure that aspects of the design of the study are tested.
- So that time is not wasted in the final investigation.
- Checking the wording of questions.
- Checking instructions.

ASSESSMENT OBJECTIVES GRID

Question	AO1	AO2	AO3
1a	2		
1b		4	
1c(i)			1
1c(ii)			3
1d	5	5	
2a	2		
2b	2	2	
2c			2
2d			2
2e	5	5	
3a			2
3b			3
3c			2
3d			2
3e			2
3f			2
3g			2
3h			2
3i			3
Total	16	16	28

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Other Names										
Candidate Signature										

For Examiner's Use	
Examiner's Initials	
Question	Mark
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2	
3	
TOTAL	



General Certificate of Education
Advanced Subsidiary Examination
June 2014

Psychology (Specification B)

PSYB1

Unit 1 Introducing Psychology

Tuesday 13 May 2014 1.30 pm to 3.00 pm

You will need no other materials.
You may use a calculator.

Time allowed

- 1 hour 30 minutes

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
- Questions 1(e) and 2(d) should be answered in continuous prose. You may use the space provided to plan your answer. In these questions you will be assessed on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.



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PSYB1

Section A Key Approaches and Biopsychology

Answer **all** parts of this question which carries 20 marks.

- 1 (a)** What do humanistic psychologists mean by 'conditions of worth'?
Give an example of how a parent might set conditions of worth on his or her child.

[2 marks]

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- 1 (b)** A researcher wanted to see if he could identify areas of the brain that might be active when people solve problems. He decided to use a PET scanner as part of his investigation.

Explain how the PET scanner would enable the researcher to identify areas of the brain that are active.

[2 marks]

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- 1 (c)** Explain why a PET scan might be a more useful way of investigating localisation of function in the brain than an EEG.

[2 marks]

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1 (d) The following are features of the psychodynamic approach:

- the structure of personality
- the unconscious.

Give a brief outline of **each** feature. Briefly explain how **each** of these features might influence human behaviour.

[4 marks]

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Question 1 continues on the next page

Turn over ►



1 (e) Describe and evaluate the behaviourist approach in psychology.

As part of your evaluation you should refer to the research methods used by behaviourist psychologists.

[10 marks]

You may use this space to plan your answer

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Turn over ►

This image shows a full page of white paper with horizontal dashed lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Handwriting practice area with 20 horizontal dotted lines.



Section B Gender Development

Answer **all** parts of this question which carries 20 marks.

- 2 (a)** What is meant by 'androgyny'? Give an example of how a person might show androgynous behaviour.

[2 marks]

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- 2 (b)** The following passage was read to children aged four years and to children aged ten years.

'Nurses are caring people. Their job is to make people who are ill feel better. Here are some pictures of people. Which of these people do you think might be a nurse? Is it the man or is it the woman, or could both of them be nurses?'

The child was shown two pictures, one picture of a man and one picture of a woman. The response given by the child was recorded.

Each child was read to and questioned separately.

Table 1: Responses of the children who were shown the pictures of a man and of a woman

Response to question	Children aged 4	Children aged 10
'Man'	2	3
'Woman'	23	8
'Both'	4	22



2 (b) (i) What conclusion might be drawn from the results in **Table 1**? Justify your answer.

[2 marks]

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2 (b) (ii) Outline **one** methodological problem that might have occurred when asking the four-year-old children in the study the questions about the nurses.

[2 marks]

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Question 2 continues on the next page

Turn over ►



2 (c)

David and Mohammed are discussing their friend Julie. Julie is an excellent cook. David says, "Cooking comes naturally to girls. That's why Julie is so good at it." Mohammed disagrees, saying, "No. It's just that girls get lots more opportunities to cook. That's why she is so good at cooking."

Explain what is meant by nature and nurture in relation to gender development. Refer to the conversation above in your answer.

[4 marks]

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- 2 (d)** Discuss **at least one** cognitive explanation of gender development. Refer to evidence in your answer.

[10 marks]

You may use this space to plan your answer

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Handwriting practice area with 20 horizontal dotted lines.



This image shows a full page of a handwriting practice worksheet. It consists of multiple rows of horizontal dotted lines spaced evenly down the page, providing a guide for letter height and placement. The background is plain white, and there are no other markings or text present.

Handwriting practice area with 20 horizontal dotted lines.



Section C Research Methods

Answer **all** parts of this question which carries 20 marks.

- 3** In a study of healthy eating behaviour, a researcher conducted the following investigation at two schools. In **stage one** of the study, she observed the food choices of the children in Years 5 and 6 at both School A and School B after the pupils had watched a film. She recorded whether the choices made in the school canteen were healthy or not. Healthy foods included salads, vegetables and fruits. Unhealthy foods included chips and ice cream.

At School A

All the children saw Film A, in which the benefits of healthy eating choices were explained. The presenters used in the film were all famous sports men and women. After the film, and for the next two weeks, the researcher observed the food choices of the children and recorded whether their choices were healthy or not.

At School B

All the children saw Film B, in which the benefits of healthy eating choices were explained. The presenters used in this film were all unknown men and women who were matched by age and gender to the famous people used as presenters in Film A. The script used for Film B was exactly the same as the script used for Film A. After the film, and for the next two weeks, the same researcher observed the food choices of the children and recorded whether their choices were healthy or not.

- 3 (a)** Identify the dependent variable in this investigation.

[1 mark]

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- 3 (b)** Write a suitable hypothesis for this investigation.

[2 marks]

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Question 3 continues on the next page

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- 3 (c)** Explain why it was important that the presenters used in Film B were matched by age and gender with those used in Film A.

[2 marks]

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- 3 (d)** Identify the experimental design used in **stage one** of the investigation. Explain **one** reason why this design was a suitable choice in this case.

[3 marks]

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- 3 (e)** In the space below, design a record sheet that the researcher could have used to record her observational data at School A.

[3 marks]



From her record sheets, the researcher calculated the percentages of healthy eating choices at School A and School B.

The following results were obtained in the investigation.

Table 2: The percentages of healthy eating choices of children who saw Film A (School A) or Film B (School B)

Percentage of healthy eating choices of children who saw Film A	Percentage of healthy eating choices of children who saw Film B
80	58

3 (f) What do the results shown in **Table 2** suggest?

[1 mark]

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After six months, the researcher conducted a follow-up study. She returned to both schools and again observed and recorded the food choices of the same children for a two-week period. From her record sheets, she calculated the percentage of healthy eating choices at each school.

Table 3: The percentages of healthy eating choices of children at School A and School B recorded 6 months later

Percentage of healthy eating choices of children who saw Film A	Percentage of healthy eating choices of children who saw Film B
81	32

3 (g) The researcher considered the data from **both** the original investigation and the follow-up study, (Table 2 and Table 3). What conclusion might she now draw from both sets of results? Explain your answer.

[3 marks]

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- 3 (h)** Identify **one** ethical issue that the researcher should have addressed in this investigation and explain how the issue could have been addressed.

[3 marks]

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- 3 (i)** Briefly explain why this study might be said to have high ecological validity.

[2 marks]

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END OF QUESTIONS



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A-LEVEL PSYCHOLOGY B

PSYB1: Introducing Psychology
Mark scheme

2185
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 Key Approaches and Biopsychology

Question 1(a)

(AO1=1, AO2=1)

AO1 One mark for the idea of withholding of positive regard/love/affection/esteem

Plus

AO2 One mark for an appropriate example of how/when that might happen, either specific or general

Question 1(b)

(AO3=2)

Up to two marks for an appropriate explanation of how a PET scanner is used to identify areas of the brain that are active:

One mark for reference to the use of radioactive chemical

One mark for measurement/detection of blood flow/identification of blood flow changes/changes in activity level

The focus of the answer should be on how the scanner is used.

Question 1(c)

(AO2=2)

Up to two marks for an appropriate explanation that makes clear an advantage of the PET scan in relation to an EEG.

Likely advantage: more sensitive/precise/accurate/detailed

Likely contrast with EEGs: because it does not just measure generalised activity levels as an EEG does.

Possible answer: The PET scan is more useful because it identifies the specific area of the brain involved in the required task (1) whereas the EEG lacks this sensitivity/identifies the general presence or absence of activity so localised function is less clear.(1)

Accept other valid answers.

Question 1(d)

(AO1=2, AO2=2)

Up to two marks for a brief outline of each feature (AO1) with an explanation of how/why each feature might influence human behaviour (AO2).

Award only one mark per feature if the answer is relevant, but is brief/unclear.

1 mark for knowledge of the **structure of personality**: the outline should refer to id, ego and superego.

Plus 1 mark for valid application eg the Id might lead a person to be selfish, demanding, greedy etc.

1 mark for knowledge of the **unconscious**: the part of the personality that is not accessible/not part of conscious awareness/a place to store traumatic events/memories out of conscious awareness OR to store the biological instincts and drives.

Plus 1 mark for valid application eg unpleasant memories repressed in the unconscious may cause us to develop anxiety disorders eg phobias.

Question 1(e)

(AO1=5, AO2=3, AO3=2)

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very good (9-10 marks), Good (6-8 marks), Average to weak (3-5 marks) or Poor (1-2 marks). Examiners should be guided by the band judgement when annotating the script.

AO1

Up to 5 marks for a description of the features of the behaviourist approach in psychology eg the focus on observable behaviour; all behaviour is learned and can be best understood in terms of associations between stimulus and response; behaviour is determined by our interactions and experiences in the environment; psychology should be both scientific and objective; the nomothetic approach to psychology; apply the findings from animal research in order to explain human behaviour.

Credit knowledge of principles and procedures of both classical and operant conditioning:
Classical conditioning – temporal associations between neutral stimulus and unconditioned stimulus (credit diagrammatic representation)

Operant conditioning – the use of consequences/reinforcement to shape behaviour. The impact of reinforcement rather than punishment on learning.

Up to 5 marks for evaluation in total

AO3

Up to 2 marks are reserved for evaluation of the methods used by behaviourists. In terms of the strengths, the approach has been praised for its use of highly controlled and scientific methods of research – experiments – which have laid the foundation for other approaches to adopt scientific principles in research. These methods are sometimes artificial. The approach has been viewed as crude in extrapolating the findings from animal research to explain human behaviour although animal research does provide benefits in terms of ethics and time saved due to short gestation periods. **Note:** Candidates may also receive AO3 credit by explicit comparison with the research methods used in other approaches in psychology.

AO2

Up to 3 marks for evaluation. This may include further evaluation of methodology or any of the following: In terms of the limitations, candidates may state how the behaviourist approach oversimplifies the stimulus-response links used to explain all forms of behaviour. The behaviourist approach suggests that all behaviour is determined by our environment thereby stating that there is no free-will or need to study internal mental events – a point criticised by humanistic and/or cognitive psychologists who have demonstrated the impact of these processes on behaviour in particular the demonstration that learning and performance are not equivalent (as in BoBo doll study). The behaviourist approach focuses on the importance of the environment/nurture in contrast to the nature aspect of the biological approach which has demonstrated the impact of biology on behaviour with evidence to support its assertions. In terms of application of the behaviourist approach to psychology, candidates may discuss the many practical applications of the behaviourist approach – phobia treatment, token economy programmes for criminals and people with schizophrenia; behaviour modification therapy for autism, etc. They may also point out the limitations of these programmes in some cases in terms of lack of generalisation outside the therapeutic situation.

Credit use of relevant evidence.

Maximum 8 marks if no evaluation of methods used by behaviourists.

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

There is mostly accurate, well-organised and detailed description of the behaviourist approach in psychology.

The evaluation is mostly clear and coherent. The answer is well focused with little or no misunderstanding. Discursive points are elaborated rather than stated.

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 a reasonably accurate and organised description of the features of the behaviourist approach though some detail may be lacking. Evaluation is present but it may be limited in either depth or breadth. There may be some misunderstanding, irrelevance or limited focus. Some discursive points may be stated rather than discussed.

The answer has some structure with appropriate use of paragraphs, sentences and psychological terminology. There are some errors of spelling and punctuation.

3 – 5 marks Average to weak answers

There is some knowledge of the behaviourist approach and/or basic/limited evaluation. The answer may lack focus. There may be substantial inaccuracy and/or irrelevance.

Some basic ideas are expressed adequately though the answer may lack structure. Psychological terminology may be missing or used inappropriately.

There may be some intrusive errors of grammar, spelling or punctuation.

1 – 2 marks Poor answer

There is extremely limited knowledge/evaluation of the behaviourist approach.

There must be some relevant information.

Basic ideas are poorly expressed. There is little evidence of structure. There may be many errors in grammar, spelling and punctuation.

0 marks No relevant content

Section B Gender Development

Question 2(a)

(AO1=1, AO2=1)

AO1 One mark for a correct definition of the term.

Possible answer: Androgyny refers to an individual who possesses a **balance** of both masculine and feminine traits (1).

AO2 One mark for an appropriate suggestion of how a single person might show androgynous behaviour. This must refer to balance eg a woman might be caring as a mother, yet assertive within her work role (1).

Question 2(b)

(i) (AO3=2)

One mark for an appropriate conclusion related to age differences in behaviour: the older children are less sex role stereotypical (in their responses) (than the younger children) OR the younger children are more sex role stereotypical.....

One mark for an appropriate justification with reference to the data: because the response of 'Both' is much higher for the 10 year old children.

Accept references to gender schema but not Kohlberg's stages.

(ii) (AO3=2)

One mark for identification of a methodological problem relevant to asking young children questions.

Likely answers: children may not understand the questions being asked; children may have limited communication/language skills; practical issue of gaining consent; likelihood of social desirability affecting results.

One mark for an explanation of why/how this is a problem. So the results of the study – the data obtained – may not reflect accurately the knowledge of the child – it is not measuring what it intends to measure so is not valid (1) The answer must go beyond a statement that the results may lack validity ie explain why this might be the case.

No marks for reference to ethical issues unless the explanation focuses on the practical problem(s). For consent: the explanation will relate to the practical difficulty of obtaining this from responsible adults and/or the children themselves – language difficulties.

Question 2(c)**(AO1=2, AO2=2)**

AO1 One mark each for correct explanations of the terms in relation to gender.

Possible answer: Nature refers to the belief that gender differences in behaviour are determined by internal biological factors – chromosomal/ hormonal and/or genetic factors (1). Nurture refers to the idea that gender differences are a result of external, social and cultural factors, the environment (1).

Award 1 mark for a clear distinction between nature and nurture that does not refer to gender.

AO2 Two marks for reference to the stimulus material that illustrates aspects of the term identified. The application to the stimulus material should be detailed to gain two marks. For example, David thinks Julie is very good at cooking as a result of nature because she is biologically a female (1). However, Mohammed thinks Julie is good at cooking as a result of nurture because of the opportunities she has had to acquire the skill due to environment (1).

Maximum of 1 AO2 mark if the answers merely pair up the boys' comments to either nature or nurture correctly. For full credit there should be some elaboration as above.

Question 2(d)**(AO1=5, AO2=5)**

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very good (9-10 marks), Good (6-8 marks), Average to weak (3-5 marks) or Poor (1-2 marks). Examiners should be guided by the band judgement when annotating the script.

AO1

Up to five marks for a description of one or more cognitive explanation(s) of gender development:

Kohlberg's cognitive theory of gender development: stage theory proposes that understanding of gender changes as the child ages; changes are qualitative; Gender identity (2-3 years) – a child is able to label themselves as a boy or girl and label others as boys or girls; Gender stability (3-4 years) – a child understands that they will stay the same sex forever/fixed; Gender constancy (4½-7 years) – a child understands that gender is fixed for all people and they do not change sex by changing their outward appearance or being in different situations, tested by Slaby and Frey 1975/ Marcus and Overton 1978/ Damon 1977/McConaghy 1979/ Monroe et al 1984.

Gender schema theory – knowledge held about appropriate behaviours, characteristics, hobbies, roles etc for boys and girls; this knowledge is actively acquired. Martin and Halverson (1981) state that around 2 years, when children can label their own sex, they actively seek their own environment for information to widen/reinforce their understanding of what it is to be male or female. Gender schemas are, according to Martin and Halverson (1981), built up in three stages: Stage 1 – child learns what things are associated with each sex eg boys play with toy trains. Stage 2 – child makes links between the different components of the schema for their own sex eg a boy who plays with toy trains must also wear trousers and have short hair. Stage 3 – child can use linked components of gender schema for both sexes, tested by Martin and Halverson 1983/ Boston and Levy 1991.

Credit examples/questions that may be asked to measure a child's understanding of their own gender development (max 1 mark), but only if this is not credited via description of a study.

Credit description of relevant evidence (up to two marks).

AO2

Up to five marks for an evaluation of the cognitive theory(ies) of gender development chosen. Criticisms of Kohlberg's theory as being more descriptive than explanatory. Kohlberg underestimated the age at which children can identify their own sex – evidence to suggest that gender identity occurs earlier than he suggested. Alternatively, candidates may use other explanations of gender development as part of their evaluation. For example, the biological explanation states that gender is determined by genes, chromosomes, hormones – factors outside of the child's control and evidence to support this. Gender schema theory and social learning theorists would criticise any assumptions of the passive nature of the acquisition of a child's understanding of gender. Social learning theorists would argue that Kohlberg's cognitive explanation does not pay much attention to the role of social interactions on the development of gender.

Credit use of relevant evidence to support/contradict theory.

Maximum 6 marks if no evidence

Mark bands

9 - 10 marks Very good answers

There is mostly accurate, well-organised and detailed description of (a) cognitive explanation(s) of gender development. The discussion is mostly clear and coherent. There is focus with little or no misunderstanding. Discursive points are elaborated rather than stated. There is appropriate reference to evidence.

The answer is well structured with effective use of paragraphs, sentences and psychological terminology. There are very few errors of spelling and punctuation.

6 - 8 marks Good answers

There is reasonably accurate and organised description of some features of (a) cognitive explanation(s) though it may lack detail. Discussion is present but it may be limited in either depth or breadth. There may be some misunderstanding, irrelevance or limited focus. At the top of the band there is reference to evidence.

There is some structure with appropriate use of paragraphs, sentences and psychological terminology. There are some errors of spelling and punctuation.

3 – 5 marks Average to weak answers

There is some knowledge of (a) cognitive explanation(s) of gender development and/or basic/limited discussion. There may be substantial inaccuracy and/or irrelevance. Some basic ideas are expressed adequately though the answer may lack structure.

Psychological terminology may be missing or used inappropriately. There may be intrusive errors of grammar, spelling or punctuation.

1 - 2 marks Poor answers

There is extremely limited knowledge/discussion of a cognitive explanation. There must be some relevant information.

Basic ideas are poorly expressed. There is little evidence of structure. There are many errors in grammar, spelling and punctuation.

0 marks No relevant content

Section C Research Methods

3(a)

(1 mark: AO3=1)

One mark for an appropriate description of the dependent variable which must refer to both options:

- **Type** of food chosen – healthy or not
- Whether the food choice was healthy or not
- The number of healthy and non-healthy food choices

3(b)

(2 marks: AO3=2)

Up to 2 marks for an appropriate hypothesis.

For 2 marks the hypothesis must be a testable, coherent statement and contain both the IV and DV.

For 1 mark the hypothesis is muddled/not fully testable but should still refer to IV and DV.

Accept hypotheses based on association/relationship between the two variables (do **not** accept correlation).

Accept null version of the hypothesis.

The IV can be represented by reference to either the presenters being famous or not, Film A and Film B or School A and School B (or type of presenter, type of film, which school).

Possible answers:

Non-directional: There is a difference in the number of healthy food choices of children who saw Film A (famous presenters) and of children who saw Film B (presenters who were not famous).

Directional: There are more healthy food choices for (children who saw) Film A/famous presenters than for (children who saw) Film B.

(Accept 'Fewer' for Film B/presenters who were not famous)

3(c)

(2 marks: AO3=2)

Up to two marks for an explanation:

To ensure that differences in the data are due to whether the presenters in the films were famous or not rather than due to the effects of an extraneous variable(s), ie reference to establishing cause and effect.

One mark only for generic references eg: avoiding/controlling for extraneous variables; avoiding confounding results; variables affecting behaviour.

3(d)**(3 marks: AO3=3)**

One mark for identification: independent groups design/unrelated design

Plus

2 marks for clear explanation of why this is a suitable design for this study

1 mark for a generic explanation eg to avoid order effects

Likely points: the participants can only be exposed to the content of the film once (1) as they will then have some understanding of what the study is trying to find out and their behaviour will be affected by this knowledge (lack of naivety, which could be expressed as the practice effect). (1)

If the design is not identified appropriately should still credit appropriate justification of an independent design (or matched design).

3(e)**(3 marks: AO3=3)**

Up to 3 marks for 'a drawing' of a record sheet that would allow the researcher to record the observations appropriately. Must include:

- spaces for the observations/tallies to be recorded (1)
- labels for specific food choices or labels for healthy or not healthy (1)
- third mark for additional relevant information eg title/heading, reference to school A, film A, famous presenter, tallies, frequencies (1)

Note: For full marks the record sheet must be practical and refer only to School A.

Record sheet for School A (1)

Healthy food choice	
Non-healthy food choice (1)	(1) (for space to record)

or

	School A OR Film A/famous presenters (1)
Healthy food choice (1)	
Non-healthy food choice	(1) (for space to record)

3(f)

(1 mark: AO3=1)

One mark for an appropriate suggestion – results were affected by type of film, type of presenter.

3(g)

(3 marks: AO3=3)

1 mark for an appropriate conclusion: the use of famous presenters had a **long-term effect** on the food choices of the children at School A.

1 mark for: The number of healthy food choices at School A/with famous presenter/with film A remains the same (high).

1 mark for: The number of healthy food choices at School B/with unknown presenter/with film B goes down over time.

3(h)

(3 marks: AO3=3)

One mark for identification of an appropriate ethical issue which may be named or described.

Likely issues: consent, deception, right to withdraw, respect and so on

Up to two marks for explanation of how the issue could have been addressed.

Note: For full credit the explanation must relate directly to the investigation.

Consent: answers should refer to permission from parents and/or those in loco parentis.

3(i)

(2 marks: AO3=2)

Up to two marks for full explanation of why the study could be said to have ecological validity.

For full credit there must be explicit reference to this study.

Likely points: the children were not aware of the study taking place (1) **or** the context in which the study took place was their normal canteen (1) so their behaviour would be natural and reflect their real life eating choices. (1)

ASSESSMENT OBJECTIVES GRID

Question	AO1	AO2	AO3
1(a)	1	1	
1(b)			2
1(c)		2	
1(d)	2	2	
1(e)	5	3	2
Total	8	8	4
2(a)	1	1	
2(b)(i)			2
2(b)(ii)			2
2(c)	2	2	
2(d)	5	5	
Total	8	8	4
3(a)			1
3(b)			2
3(c)			2
3(d)			3
3(e)			3
3(f)			1
3(g)			3
3(h)			3
3(i)			2
Total	0	0	20
Total for AO	16	16	28

UMS conversion calculator www.aqa.org.uk/umsconversion

Centre Number						Candidate Number				
Surname										
Other Names										
Candidate Signature										



General Certificate of Education
Advanced Subsidiary Examination
June 2013

Psychology (Specification B) PSYB1

Unit 1 Introducing Psychology

Wednesday 22 May 2013 9.00 am to 10.30 am

You will need no other materials.
You may use a calculator.

Time allowed

- 1 hour 30 minutes

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
- Questions 1(e) and 2(e) should be answered in continuous prose.
You may use the space provided to plan your answer.
In these questions, you will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.

For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
2	
3	
TOTAL	



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PSYB1

Section A Key Approaches and Biopsychology

Answer **all** parts of this question which carries 20 marks.

1 (a) Read the following statements and decide whether they are **TRUE** or **FALSE**.

1 (a) (i) Motor (efferent) neurons carry messages to the central nervous system.
(Tick the correct box)

TRUE	FALSE

(1 mark)

1 (a) (ii) The nucleus of a neuron is found outside the cell body (soma).
(Tick the correct box)

TRUE	FALSE

(1 mark)

1 (b) Briefly outline the process of synaptic transmission.

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(2 marks)



- 1 (c)** A young woman says: "When I was 5 years old, I was at a party and a balloon burst with a loud bang in my face. Even after all these years, I cannot bear to go into a room where there are balloons. They terrify me!"

Use your knowledge of classical conditioning to explain why the young woman is terrified of balloons.

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(3 marks)

- 1 (d)** Describe a procedure that behaviourists have used to study operant conditioning.

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(3 marks)

Turn over ►



- 1 (e) Describe the psychodynamic approach to explaining human behaviour. Discuss strengths **and** limitations of this approach.

You may use this space to plan your answer

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(10 marks)

This image shows a full page of a handwriting practice worksheet. It consists of multiple sets of three horizontal dashed lines, providing a guide for letter height and placement. The lines are evenly spaced across the entire page, leaving ample room for practicing various letters and words. There is no text or other markings on the page.



[illegible]

Turn over ►



Section B Gender Development

Answer **all** parts of this question which carries 20 marks.

- 2** As part of a study into gender schema, an opportunity sample of 50 boys aged 6 years from a primary school watched a film. In the film, a man was seen watching TV, mowing the lawn and doing the ironing.

One week later, all the boys were asked to recall what they had seen in the film.

The results are shown in **Table 1**.

Table 1: Number of boys who recalled each activity shown in the film

Activity shown in the film	Number of boys who recalled seeing the activity
Man watching TV	47
Man mowing the lawn	49
Man doing the ironing	23

- 2 (a)** Use your knowledge of gender schema theory to explain the results shown in **Table 1**.

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(4 marks)



2 (b) The sampling method used in the study was opportunity sampling.

What is meant by *opportunity sampling*?

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(1 mark)

2 (c) In a follow-up study, the researchers had parental consent to interview the boys in the sample. The researchers wanted to find out which occupations the boys thought were suitable for men and which they thought were suitable for women.

Explain why it would be appropriate to use unstructured interviews in this study.

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(3 marks)

2 (d) Kohlberg has described how children develop an understanding of gender in stages.

Outline the difference in understanding of gender between the gender stability stage and the gender constancy stage.

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(2 marks)

Question 2 continues on the next page

Turn over ►



- 2 (e)** Discuss biological **and** social learning explanations of gender development. Refer to evidence in your answer.

You may use this space to plan your answer

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(10 marks)

[illegible]

[illegible]

Turn over ►



Section C Research Methods

Answer **all** parts of this question which carries 20 marks.

- 3** A psychologist wanted to see whether or not there is a difference in the expectations that men and women have of their own numeracy skills. She obtained a sample of 15 men and 15 women from a factory. She conducted her study in two parts.

In the **first part** of the study, the psychologist said to each participant: "I want you to estimate how many marks you think you will get on a maths test that is suitable for 14-year-old children. If the test has a maximum score of 50, what mark do you think you will get?"

The psychologist recorded the estimate given by each participant and calculated the median estimates for the men and for the women.

The results of the study are given in **Table 2**.

Table 2: Median estimated maths test scores for men and women

	Median estimated maths test score
Men	31
Women	19

- 3 (a)** Explain how a median score is calculated.

.....

 (1 mark)

- 3 (b)** Identify the dependent variable in this study.

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 (1 mark)

- 3 (c)** Write a suitable hypothesis for this study.

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 (2 marks)



3 (d) Identify and explain the experimental design used in this study.

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(2 marks)

3 (e) Explain how the psychologist could have obtained a random sample of 15 men and a random sample of 15 women for this study.

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(3 marks)

3 (f) What conclusion could the psychologist draw from the median estimated scores in **Table 2**? Justify your answer.

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(2 marks)

Turn over ►



In the **second part** of the study, each participant took a 30-minute maths test suitable for 14-year-old children. The test took place under examination conditions. The psychologist marked the test. The maximum mark was 50.

The results of the maths test are given in **Table 3**.

Table 3: Median maths test scores for men and women

	Median maths test score
Men	25
Women	25

- 3 (g)** Taking the results from **both** parts of the study (Table 2 and Table 3), what can the psychologist now conclude?

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(3 marks)



- 3 (h)** After both parts of the study had been completed, the psychologist needed to debrief the participants.

Write a debrief that the psychologist could read out to the participants.

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(4 marks)

- 3 (i)** This psychologist did not conduct a pilot study. Explain **one** reason why psychologists sometimes conduct pilot studies.

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(2 marks)

20

END OF QUESTIONS



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General Certificate of Education (A-level)
June 2013

Psychology B

PSYB1

(Specification 2185)

Unit 1: Introducing Psychology

Final

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Section A Key Approaches and Biopsychology

Question 1ai

[AO1 = 1]

TRUE	FALSE
	✓

Question 1aii

[AO1 = 1]

TRUE	FALSE
	✓

Question 1b

[AO1 = 2]

AO1 Up to 2 marks for an outline of synaptic transmission.

One mark for reference to the release of neurotransmitter into the synapse.
One mark for reference to neurotransmitter binding with receptors on the dendrite or next neuron to binding another impulse.

Credit a diagram that illustrates the process above.

Question 1c

[AO2 = 3]

AO2 Up to 3 marks for application of classical conditioning to the scenario.

Credit reference to the following points:

- one mark for reference to balloon as a neutral stimulus when 'unburst'
- one mark for the reflex: normally a loud noise/bang causes fear
- one mark for the association between the balloon and bang/bursting
- one mark for the 'new learning' that balloons alone now elicit a fear response.

Example of a correct diagram:

Neutral stimulus	=	no response
Balloon		
UCS	=	UCR
Loud noise		Fear
CS + UCS	=	UCR
Balloon Loud noise		Fear
CS	=	CR
Balloon		Fear

Allow a maximum of 2 marks for a correct diagram with no explanation.

Question 1d

[AO3 = 3]

AO3 Up to 3 marks for a description of **one** way used by behaviourists to study operant conditioning.

1 mark for each of the following points:

- how the researchers used a controlled environment/context/variables – such as some detail of the Skinner box (do not credit naming Skinner's rats and/or Skinner's box)
- pairing of specified stimulus and response/consequence eg rat presses lever-receives food pellet
- reference to repetition– giving a food pellet each time.

Credit other relevant points such as schedules of reinforcement and procedure leading to extinction.

Accept answers based on both positive and negative reinforcement (or avoidance) and answers based on Skinner's work, shaping of animals such as guide dogs, token economies with humans.

Question 1e

[AO1 = 5, AO2 = 5]

AO1 Up to 5 marks for accurate description of features of psychodynamic approach: the role of the unconscious; psychosexual stages; the structure of personality; defence mechanisms; the role of conflict; the procedures used in psychoanalysis. Credit description of features provided by neo Freudians such as Erikson. Credit description of evidence up to 1 mark.

AO2 Up to 5 marks for discussion of strengths and limitations of the psychodynamic approach.
Likely strengths: focus on emotional development that occurs in early childhood and affects adult behaviours and personality; recognition of the lack of rationality in much behaviour and how stated intentions do not always match actual actions; development of a therapy for the treatment of anxiety disorders laying the foundation for psychotherapy in modern psychiatry.

Likely limitations: not testable as concepts such as the unconscious are not easy to operationalise; not falsifiable as the theory is one in which the explanation uses *post hoc* reasoning, stating that adult disorder is a result of conflict in an early psychosexual stage but the theory often cannot predict how a particular conflict in childhood will affect adult behaviour; key concepts are not directly observable and have to be inferred from indirect procedures such as dream analysis; problems of generalisability due to lack of evidence in particular and reliance on individual case studies; general lack of scientific rigour because of interpretation of information and retrospective nature of psychoanalysis, limited evidence using the scientific method and reliance of case studies; general pessimism of the approach in which the individual always has to overcome repressed memories and overuse of defence mechanisms; emphasis on sexual instincts seems out of date in modern society, especially the imbalance in explanation for male and female development.

Credit comparison with other approaches only if the comparison makes clear the way in which the value of the psychodynamic approach is evident or how the psychodynamic approach is weakened by such comparison.

Credit use of evidence.

Max 6 marks if only strength(s) or limitation(s) present

Mark Bands

9 – 10 marks Very good answers

There is accurate, well organised and detailed description of the features of the psychodynamic approach, showing sound knowledge. There is clear, coherent and detailed discussion of at least one each of the strengths and limitations of the psychodynamic approach with balanced evaluation. Most discursive points are well developed. The answer is well focused and contains 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 description of the psychodynamic approach, showing knowledge of some of the features of the approach. There is reasonable discussion of a strength and for more than 6 marks limitation of the approach. The answer is mostly focused on the question, shows some organisation, although there may be some misunderstanding.

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 knowledge of the psychodynamic approach and/or basic/limited discussion/knowledge of strength(s)/limitation(s) of the approach. The answer may lack balance between description and evaluation/discussion. 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, although 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 psychodynamic approach and/or discussion/evaluation of the approach. There must be some relevant information.

Basic ideas are poorly expressed. There is little evidence of structure. There may be many errors in grammar, spelling and punctuation.

0 marks No relevant content

Total AO1 marks for Question 1: 9

Total AO2 marks for Question 1: 8

Total AO3 marks for Question 1: 3

Total marks for Question 1: 20

Section B Gender Development

Question 2a

[AO3 = 1, AO2 = 3]

AO3 One mark for a description of the results which might be embedded in the application of knowledge of gender schema theory below.

The recall of the activities of *watching TV* and *mowing the lawn* was almost perfect/extremely high, **but** recall for *ironing* was only 23/50 or just less than half.

AO2 Up to 3 marks for use of knowledge of gender schema theory to explain the results of the study.

Likely points:

- explaining what a gender schema is – mental representation about gender-related behaviours **OR** one mark for reference to formation of stereotypes – expectations about what certain genders do
- relating results to the above – recall of information that fits the schema and stereotype
- reference to not fully processing or 'forgetting' the ironing behaviour which does not fit the schema or stereotype.

Question 2b

[AO3 = 1]

AO3 One mark for a clear definition of opportunity sampling.

Likely answer: a sampling method in which people who are available to the researcher are used in the study.

Accept alternative wording, such as convenient. Do not accept just 'willing participants.'

Question 2c

[AO3 = 3]

AO3 Up to 3 marks for an explanation of why unstructured interviews would be appropriate in this study.

Full marks can be credited for one fully elaborated issue.

Credit the following likely points:

- an unstructured interview would allow the interviewer to respond to the answer given by a child with a specific follow-on question
- the interviewer may gain new insight/lines of enquiry not explored so far
- it would enable the researcher to explore further the reason(s) given by the child for his answer – depth and detail

- it may overcome interpretation/communication issues by allowing the child to be clear about what they are trying to say.

Credit other valid points.

Credit reference to increased validity if there is explanation of how this is achieved.
Maximum of 2 marks if answer not specific to this study.

Question 2d

[AO1 = 2]

- AO1** Up to 2 marks for an outline of a difference between understanding of gender in the gender stability stage and that in the constancy stage.

In the stability stage, although the child understands his/her own gender remains fixed in spite of outward changes such as hair length/clothing, he/she believes that the gender of others might change if outward appearance changes – in the constancy stage they know that everyone's gender is fixed in all situations.

Question 2e

[AO1 = 5, AO2 = 5]

- AO1** Up to 5 marks for accurate description of the explanations of gender development provided by biological theory and social learning theory (SLT).

Max of four marks for any one of these explanations.

Biological: Students may focus on some of the following: how genetic factors cause gender-appropriate behaviour – gender and sex are interrelated; hormones, eg the influence of androgens and testosterone Dabbs et al (1995), Tricker et al (1996) or oestrogen and progesterone Van Goozen et al (1995), Hampson and Kimura (1988); atypical sex chromosomes, eg XXY – Klinefelter's syndrome; XO – Turner's syndrome – in terms of the effect these syndromes have on gender development. Students may choose to focus on non-human research, eg Gorski et al (1980) found male rats' sexually dimorphic nucleus (SDN) to be larger in anatomical structure compared to female rats' SDN which might account for differences in behaviour, or on case studies such as Imperato-McGinley et al (1978) or Money and Erhardt (1972), Diamond (1997).

SLT: the idea that gender behaviour is learned via observation in social contexts; the influence on gender development of cognitive processes – including some of the following, attention, retention and motivation, reproduction; modelling, (Perry and Bussey (1979) and identification; imitation, Masters et al (1979) and reinforcement, Fagot (1978), Dweck et al (1978), Smith and Lloyd (1978)/Baby X studies.

Credit description of evidence up to 2 marks.

- AO2** Up to 5 marks for discussion of the two explanations.
Students are required to refer to evidence in their response. This may be in support/conflict for either approach. For example, Money (1975) suggested that nurture was responsible for gender development thereby rejecting nature/biology. However, in a follow-up study Diamond (1997), Brenda had never felt happy as a girl and resumed her masculine identity (nature), thereby supporting biological explanations. Students may raise methodological issues associated with the

extrapolation of findings from animal research to explain human gender development. They may reflect on the value of unusual case study evidence in a universal explanation of gender development; the issue of cause and effect in testosterone research and the possible impact of environmental factors on biological state. Similarly for SLT weaknesses in the evidence as well as strengths might be considered – the artificiality of laboratory-based research; weaknesses in the explanation of age-related changes or differences in gender behaviours, despite the same environment, and discussion of how these issues might be explained as due to cognitive factors mediating the responses/chosen behaviours.

Credit comparisons with other approaches only if the comparison makes clear the way in which the value of the biological or SLT approach is evident or how either approach is weakened by such comparison.

Credit reference to debates when it is made clear how these impact on strengths or limitations of each explanation.

Credit use of evidence.

Max 6 marks if no reference to evidence

Max 6 marks if only one explanation

Mark Bands

9 – 10 marks Very good answers

There is accurate, well organised and detailed description of the features of the biological and SLT explanations of gender development, showing sound knowledge. There is clear, coherent and detailed discussion of these approaches, including strengths and/or limitations. There is balance in the description and/or evaluation(s) made. Most discursive points are well developed. The answer is well focused on gender and contains little or no misunderstanding. Reference to relevant evidence is made.

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 accurate description of the biological and SLT explanations of gender development, showing knowledge of some of the features. This description may be unbalanced. There is discussion of the explanation(s). Some discursive points are well developed although some points may be stated rather than discussed. The answer is mostly focused on gender, shows some organisation although there may be some misunderstanding. For more than 6 marks there is reference to relevant evidence. An otherwise very good answer dealing with one explanation can gain up to 6 marks.

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 biological and/or SLT explanation(s) of gender development and/or basic/limited discussion of this explanation(s). 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, although 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 biological/SLT explanations and/or discussion of these explanations 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

Total AO1 marks for Question 2: 7

Total AO2 marks for Question 2: 8

Total AO3 marks for Question 2: 5

Total marks for Question 2: 20

Section C Research Methods

Question 3a

[AO3 = 1]

AO3 A median score is calculated by putting all the scores in order from lowest to highest (or vice versa) and finding the middle score in the set.

Credit explanations that refer to sets with even numbers of values, ie by finding the numerical mid-point between the two middle scores.

Question 3b

[AO3 = 1]

AO3 One mark for identification of the dependent variable:

The estimate of how many marks would be scored on the maths test.

Accept alternative wording.

Question 3c

[AO3 = 2]

AO3 2 marks for a clear, testable statement containing both conditions of the IV and an operationalised DV.

There is a difference in the estimates men will give of their scores on a maths test and the estimates women will give of their scores on a maths test. (Accept a null version)

Men will give higher (or lower) estimates of their scores on a maths test than the estimates women will give of their scores on a maths test.

For 1 mark – a statement with both conditions of the IV and a DV which may not be operational or testable.

No marks for expressions of aim/ questions/correlational hypotheses or statements with only one condition.

Question 3d

[AO3 = 2]

AO3 One mark for identification of the experimental design as independent groups/measures/samples. No credit if incorrect design is chosen.

One mark for an explanation of this design.

The participants in the male group are different people from those in the female group or reference to only participating in one condition.

Question 3e

[AO3 = 3]

AO3 Up to 3 marks for a clear explanation of the procedure for obtaining a random sample in this study:

- put all the names/numbers of the men (from the factory) in a hat/computer (1)
- draw out 15 names for the sample or get computer to randomly generate 15 numbers (1).
- repeat for all the women (of the factory) (1) or vice versa.

Accept other ways that would clearly generate a random sample.

Question 3f

[AO3 = 2]

AO3 Up to 2 marks for a suitable conclusion drawn from the data in **Table 2**.

One mark for the conclusion:

There is a difference in the expectations men and women have of their own numeracy skills.

Accept a directional statement such as:

Men think they are likely to achieve better scores on a maths test than women think they will achieve.

One mark for the justification:

The median estimate for men was much higher than that for the women.

Question 3g

[AO3 = 3]

AO3 Up to 3 marks for what comparison of the estimated and actual maths scores of the men and women indicates.

Men overestimated their numeracy skills / numerical ability / score they would get (or similar) (1 mark)

Women underestimated their numeracy skills / numerical ability / score they would get (or similar) (1 mark)

Overall conclusions:

- People / Men / Women are not very good at estimating our ability
- Expectations were wrong
- (Although estimates are different) ability was the same
- Men are over confident re ability
- Women under confident re ability

(1 mark for any of these)

Question 3h

[AO3 = 4]

AO3 Information must be written in verbatim form for more than 1 mark.

Essential points	Purpose/aim of the study Ethical point
Optional points	Background information/Elaboration of the aim and conditions Any questions? Thanking for participation Interest in the results?

4 marks **Verbatim** Both essential and at least one optional point are addressed clearly such that an understanding of the study is achieved. Information should be clear, relevant, sensible and logically structured.

3 marks **Verbatim** Both essential points are addressed such that there is reasonable understanding of the study. There may be deficiencies in clarity, some irrelevance, illogical sequencing or inappropriate content.

2 marks **Verbatim** Any 2 points are addressed. There may be omissions/irrelevances/muddle such that understanding of the study might be limited.

1 mark There must be at least one relevant point. Information may be unclear/inappropriate/irrelevant such that understanding of the study would be very limited or most points addressed but not in verbatim form.

0 marks No relevant information. Understanding of the study would not be possible.

Question 3i

[AO3 = 2]

AO3 One mark for a valid reason and a further mark for elaboration of the reason given.

Reason: to identify any possible flaws in (the design of) the study (1 mark).

Elaboration: to provide an opportunity to improve the study/ or so that the researcher does not waste time collecting data that will have to be discarded (1 mark).

Accept any other valid answer.

ASSESSMENT OBJECTIVES GRID

Question	AO1	AO2	AO3
1(ai)	1		
1(aii)	1		
1(b)	2		
1(c)		3	
1(d)			3
1(e)	5	5	
Total	9	8	3
2(a)		3	1
2(b)			1
2(c)			3
2(d)	2		
2(e)	5	5	
Total	7	8	5
3(a)			1
3(b)			1
3(c)			2
3(d)			2
3(e)			3
3(f)			2
3(g)			3
3(h)			4
3(i)			2
Total	0	0	20
Total for AO	16	16	28

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