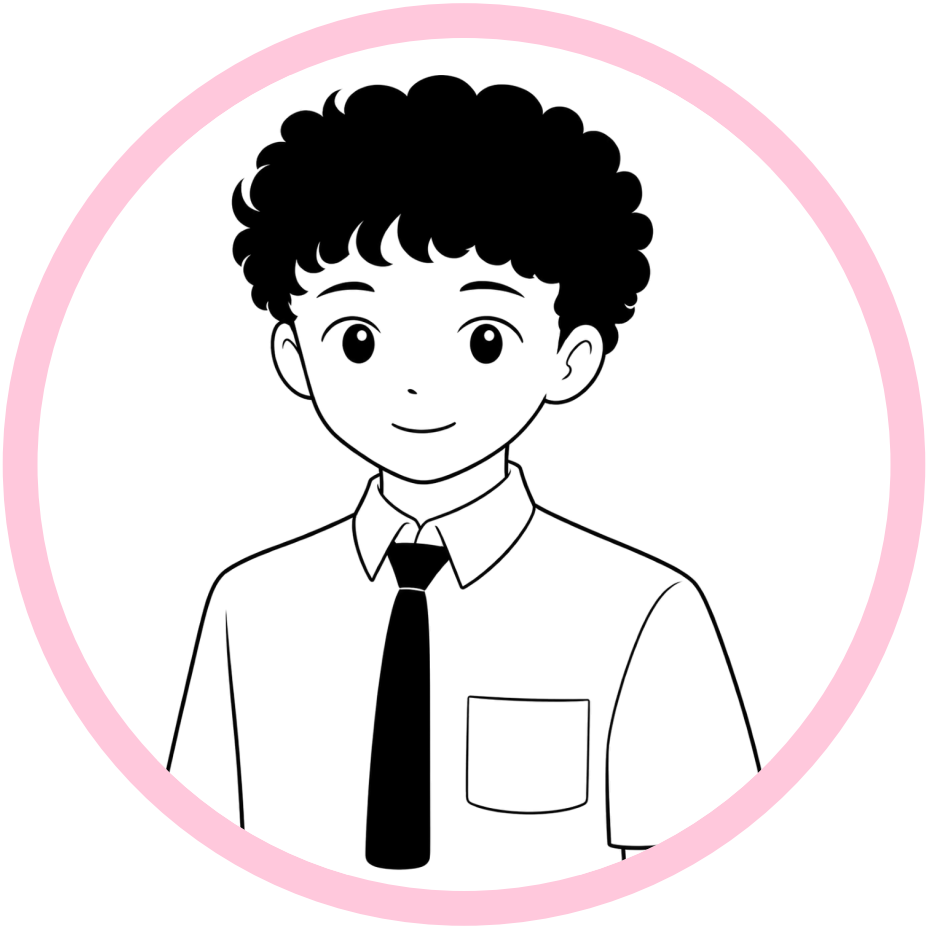
PEARSON EDEXCEL A-LEVEL PSYCHOLOGY · 9PS0

PSYCHOLOGY



MARK SCHEME

TOPIC 1: SOCIAL PSYCHOLOGY

SCORE	PERCENTAGE
/160	%

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Mark Scheme

Q1.

Question Number	Answer	Mark
	AO2 (4 marks) One mark for each point related to agency theory which in combination provides a logical explanation up to a maximum of four marks. The answer must be contextualised with the scenario of Tom/Mrs Smith/preparing her lessons. For example: Agency theory would explain that Mrs Smith is an authority figure who has given Tom, a subordinate, an order (1) so Tom would have chosen not to run errands if in an autonomous state, but will experience moral strain if he refuses to obey (1). Therefore moral strain will cause an agentic shift and Tom will become an agent for Mrs Smith (1). Any negative aspects associated with his obedience, such as not doing his homework, will be displaced on to Mrs Smith/he will lay the responsibility for consequences of his obedience such as not doing his homework, on Mrs Smith (1). Generic description of obedience theory/research gains no marks. **Look for other reasonable marking points.** **Answers must relate to the scenario.** **Generic answers score 0 marks.**	**(4)**

Q2.

Question Number	Answer	Mark
(a)	**AO2 (2 marks)** Up to **two** marks for description of how Fuchsia could carry out volunteer sampling. For example: • Fuchsia could put an advertisement in the local newspaper for each of the towns (1) and specify a time and date for the participants to turn up and answer the questions about prejudice (1). **Look for other reasonable marking points.** **Answers must relate to the scenario.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
(b)	**AO2 (2 marks), AO3 (2 marks)** **One** mark for identification of the strength/weakness in relation to the study (AO2) **One** mark for justification of the strength/weakness (AO3) For example: Strength • Using thematic analysis will allow Fuchsia to summarise her qualitative data regarding prejudice in a manageable way (1). This will allow key features of the prejudicial attitudes to be highlighted in a simple way for others, such as policymakers, to interpret her findings easily (1). Weakness • Fuchsia's analysis of the responses to her questions regarding prejudice may be biased and subjective (1) as she is the only person analysing the data she may be selective about what she reports from the answers about prejudice (1). **Look for other reasonable marking points.** **Answers must relate to the scenario.** **Generic answers score 0 marks.**	**(4)**

Question Number	Answer	Mark
(c)	**AO2 (1 mark), AO3 (1 mark)** **One** mark for identification of improvement in the context of the study (AO2) **One** mark for justification of the improvement (AO3) For example: • Fuchsia could shorten the third question as it is currently very long and participants may not understand what is meant by terms like 'authoritarianism' (1). By using less technical terms that participants can understand the question it would improve the validity of their responses about prejudice (1). **Look for other reasonable marking points.** **Answers must relate to the scenario.** **Generic answers score 0 marks.**	**(2)**

Q3.

Question Number	Indicative content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • Scientific method is where there is a theory, a hypothesis is generated, the statement is tested empirically, and then the theory amended or accepted – and then tested again perhaps in a different way to build a body of knowledge. • Sherif et al. (1954/1961) studied prejudice and both the acquisition of prejudice and the reduction of prejudice, using a field experiment. • Two groups of boys in a summer camp were kept separate, then put together with competitive tasks to undertake in their two groups. • Then they had to cooperate to succeed in the tasks that both groups needed to achieve (superordinate goals). • The researchers found that the boys were hostile even when they had not met. • They were prejudiced when in competition. • However, they worked together when faced with superordinate goals and prejudice was reduced. • Baddeley (1966b) carried out a laboratory experiment to look at long-term memory and whether it was affected by acoustic or semantic similarity. • Baddeley in previous studies, and considering previous studies of others, had found that short-term memory was acoustic, and he wondered (1966b) whether long-term memory was the same. • He had a control list as well as an 'acoustic' list and a 'semantic' list, so there were controls in his experiment, as well as standardised instructions. • He did three experiments within his 1966b study and found similar results, showing that there was semantic memory in long-term memory and that short-term memory and long-term memory did not share the same processing.	**(8)**

Question Number	Indicative content	Mark
cont.	**AO3** • Sherif et al. used a field experiment with careful controls up to a point but using the natural environment, so less controlled as the setting was natural. This means the experimental aspect of the study is scientific but the natural situation (uncontrolled) is not so scientific. There are elements of science in the study. • Ecological validity: the Sherif et al. study utilises a real life summer camp so has high ecological validity. By adding ecological validity, Sherif et al.'s study moves away from science as it moves away from controls to an extent. • Mundane validity: Sherif et al.'s study used everyday activities, such as competitions and cooperative tasks, that we would undertake in an everyday situation. • Sherif et al.'s study by moving into everyday tasks moves away from scientific study. • Controls: Sherif et al.'s research was carried out at a number of summer camps, which were uncontrolled situations, so showed an element of lack of science. • Replication: Sherif et al.'s studies were replicated. So reliability could be demonstrated, and reliability is a scientific requirement. • Reductionism: Sherif et al. reduced prejudice to a) separating groups, b) setting groups up to compete, c) putting groups back together to work on a superordinate goal, which shows a scientific element to their work. • Sherif et al. did aim to study the boys' whole behaviour in the situations they set up, so it is a field experiment. This makes it less scientific and holism is valued more. • Baddeley (1966b) uses more controls than Sherif et al because he uses a lab set up, and the setting of the study is controlled as well as other features. Science requires studies to be carried out in a controlled environment because cause and effect conclusions are then more readily drawn.	

Question Number	Indicative content	Mark
cont.	• Baddeley (1966b) reduces memory to short-term and long-term memory and reduces acoustic and semantic memory to lists of words. By using a reductionist approach he can draw cause and effect conclusions, which is scientific. • However, memory is more than recall of lists of words and a holistic approach to studying memory might be less scientific but more valid. **Look for other reasonable answers.** **Scientific status refers to concepts such as replicability, reliability, validity, reductionism, falsification, empiricism, hypothesis testing and use of controls.**	

Level	Mark	Descriptor
AO1 (4 marks) AO3 (4 marks) **Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer.**		
Level 0	0	No rewardable material.
Level 1	1–2 marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Generic assertions may be presented. Limited attempt to address the question. (AO3)
Level 2	3–4 marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a generic or superficial assessment being presented. (AO3)
Level 3	5–6 marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. Leading to an assessment being presented which considers a range of factors. Candidates will demonstrate understanding of competing arguments/factors but unlikely to grasp their significance. The assessment leads to a judgement but this may be imbalanced. (AO3)
Level 4	7–8 marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical assessment, containing logical chains of reasoning throughout. Demonstrates an awareness of the significance of competing arguments/factors leading to a balanced judgement being presented. (AO3)

Q4.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • A questionnaire is a method for gathering self-report data from respondents or their peers related to prejudice attitudes. • Closed-ended questions can be used to gather quantitative data, such as Likert scales to find out about self-rated prejudice scores. • The use of open questions in a questionnaire enable participants to expand on their answers about why they follow certain instructions. • Questionnaires can be easily replicated once created so all respondents receive the same set of standardised questions about prejudice. **AO3** • Self-reported data may be subject to social desirability whereby respondent may falsely present their views on prejudice or authority in a way that makes them appear more favourable. • Adorno et al.'s (1950) F-scale scores how far respondents agree with statements to reach an objective score for authoritarian personality levels which can be retested to check for consistency. • In-depth answers contain rich detail about why individuals may hold their beliefs about others increasing the validity of the data gathered by social psychology researchers. • Cohrs et al. (2012) used standardised questionnaires to test personalities such as Right Wing Authoritarianism (RWA) increasing the reliability of the data in their research. **Look for other reasonable marking points.**	**(8)**

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) **Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer**		
	0	No rewardable material.
Level 1	1-2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	3-4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	5-6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	7-8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

Q5.

Question Number	Indicative content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • Research in social psychology should consider ethical guidelines such as the right to withdraw and distress. • Ethical practice includes obtaining informed consent from participants in social research. • Ethical guidelines include keeping participants from harm when they are involved in social psychology studies. • Cohrs et al (2012) did not disclose the details of the participants or peer-raters in their study. **AO3** • Burger (2009) made reasonable assumptions about continued obedience from Milgram's (1963) work rather than making participants go to 450v, so social research can be ethical. • Informed consent could increase demand characteristics and make research findings less valid, so studies such as Milgram (1963) may not have been as useful as they were. • Reicher and Haslam (2006) had two independent clinical psychologists monitoring the study and they could contact the participants at any time. • Where researchers do not disclose participant details their studies into prejudice/obedience can be carried out within ethical guidelines for confidentiality from The Code of Conduct (2009). **Look for other reasonable marking points.**	**(8)**

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) **Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.**		
Level 0	0	No rewardable material.
Level 1	1–2 marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	3–4 marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	5–6 marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	7–8 marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

Q6.

Question Number	Indicative content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • Ethical guidelines include the right to withdraw, which means someone can leave a study at any time. • Ethics mean obtaining informed consent so everything about the study must be explained to the participants beforehand. • Ethical guidelines include keeping participants from harm/ensuring they leave the study as they arrived. Society as a whole needs to be considered in terms of future use of the research outcomes. • Research into obedience includes Milgram's (1963) study that showed that 65% of participants obeyed and gave what they thought were electric shocks to someone they thought was a fellow participant. • Milgram gained consent but deceived the participants as to the nature of the study. • Milgram de-briefed the participants after the study. • Milgram's work was considered very unethical as he did not give the right to withdraw properly; he used verbal prods when they wanted to leave, even when showing signs of distress.	**(8)**

	AO3 Concluding points to suggest that research into obedience **can or cannot** be conducted without violating ethical guidelines, linked from applied knowledge, for example: • Burger (2009) replicated Milgram's work but did so just up to 150 volts, which he felt was ethical. • Less distressing research **has** been conducted into obedience such as Milgram et al. (1986) who used 'queue jumpers' to see if people would push them out of the queue and only about 10% did that – this has contributed to our understanding of obedience without using stressful situations, and this explains mundane obedience. • Obedience research is likely to use deception to avoid demand characteristics, which would violate the ethical guidelines.	

Question Number	Indicative content	Mark
cont.	• Without deception, no meaningful conclusions can be conducted from Milgram's obedience research. • Reasonable assumptions can be made regarding continued obedience based on ethically sound research, eg. Burger (2009) found that obedience research cannot stretch human behaviour beyond what is ethically acceptable in terms of distress. • A right to withdraw is often violated in obedience research, without which obedience cannot be produced readily. • Certain types of social research (obedience, conformity) are expensive/extensive to run and may require funding/support from notable interested parties (military, government), so the intentions and outcomes of such research may be aligned with certain organisational expectations. The outcomes therefore could be used against certain groups of people **Look for other reasonable marking points.**	

Level	**Mark**	**Descriptor**
AO1 (4 marks), AO3 (4 marks) **Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.**		
Level 0	0	No rewardable material.
Level 1	1–2 marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	3–4 marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	5–6 marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. Leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	7–8 marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

Q7.

Question Number	Answer	Mark
	AO2 (4 marks) Up to four marks for a description of realistic conflict theory in relation to the scenario. For example: • Winning the dance competition would be considered a limited resource as it brings status that both dance teams are in conflict over (1). When Francis joined his new dance team he formed a group, with Jason being part of a different dance group (1). The negative social media comments made by Francis are signs of intergroup conflict between him and Jason on the opposing team (1) and the retaliation by Jason shows bias towards Francis in an out-group indicating Jason considers himself the in-group (1). **Look for other reasonable marking points.** **Answers must relate to the scenario.** **Generic answers score 0 marks.**	**(4)**

Q8.

Question Number	Answer	Mark
(a)	**AO1 (2 marks)** Up to two marks for a description of prejudice, to include an example. For example: • Prejudice is a preconceived opinion of another person that is often based on stereotypes (1) for example a belief that your wife should be responsible for the domestic tasks at home (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
(b)	**AO1 (1 mark), AO3 (1 mark)** One mark for identification of a way personality could affect prejudice (AO1). One mark for justification of the way personality could affect prejudice (AO3). For example: • Someone with an authoritarian personality may be more likely to consider groups as 'us and them' and be prejudice towards people of a different social or ethnic group (1) as Adorno et al. (1950) found that those with an authoritarian personality were more likely to be hostile to people not in their group who are considered to be of an inferior status (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
(c)	**AO1 (1 mark), AO3 (1 mark)** One mark for identification of a way culture could affect prejudice (AO1). One mark for justification of the way culture could affect prejudice (AO3). For example: • Cultural distinctions between individualistic and collectivist cultures suggest that collectivistic cultures may result in more prejudice towards other groups (1). Al-Zahrani and Kaplowitz (1993) found that in a comparison of Saudi (collectivist) and American (individualist) people, Saudis tended to show more out-group-derogation (1). **Look for other reasonable marking points.**	**(2)**

Q9.

Question Number	Answer	Mark
	AO2 (4 marks) Up to **four** marks for explanation of realistic conflict theory in relation to the scenario. For example: • The in-group and out-group formation starts with the netball teams being on opposing sides of the competition (1). Shouting at the opposing team supporters shows signs of outgroup hostility towards the other group (1) which increases the in-group solidarity between the supporters of the home netball team (1). The presence of the limited resource of the netball cup is a basis for increased conflict between the supporters (1). **Look for other reasonable marking points.** **Answers must relate to the scenario.** **Generic answers score 0 marks.**	**(4)**

Q10.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • Culture incorporates the values, ideas, customs, and behavioural norms of a particular group of people or a society. • Individualistic cultures emphasise individualism within the group, while collectivist cultures stress the importance of the whole group as a collective. • Multiculturalism is where the diversity of all cultures is accepted within a society and one group is not considered to be superior. • Intergroup prejudice are negative attitudes about different cultural groups and intragroup prejudice are beliefs within a culture about different subcultural groups. **AO3** • Adorno et al.'s (1950) concept of authoritarian personality claims that specific characteristics may result in hostility to people of a different race, social group, age, sexuality, or other minority group, so prejudice may be a personality difference and not due to culture. • Al-Zahrani and Kaplowitz (1993) found Saudis, a collectivist culture, tended to self-report more negative out-group bias than Americans, an individualistic culture, so prejudice may develop because of different types of culture. • Guimond (2013) looked at cultural norms and government policy within multicultural societies and found that anti-Muslim attitudes were reduced when the pro-diversity policy was high, so prejudice can be reduced when diversity and multiculturalism is promoted. • Negative attitudes within a culture to those who are unemployed may not be intragroup subcultural prejudiced beliefs about values but could be a result of situational forces such as conflict over access to material resources. **Look for other reasonable marking points.**	**(8)**

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) **Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer.**		
	0	No rewardable material.
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Generic assertions may be presented. Limited attempt to address the question. (AO3)
Level 2	3–4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a generic or superficial assessment being presented. (AO3)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to an assessment being presented which considers a range of factors. Candidates will demonstrate understanding of competing arguments/factors but unlikely to grasp their significance. The assessment leads to a judgement but this may be imbalanced. (AO3)
Level 4	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical assessment, containing logical chains of reasoning throughout. Demonstrates an awareness of the significance of competing arguments/factors leading to a balanced judgement being presented. (AO3)

Q11.

Question Number	Indicative content	Mark
	AO1 (4 marks), AO2 (4 marks), AO3 (4 marks) **AO1** • Obedience is the process of following a direct order from an authority figure. • Social impact theory assumes multiplicative factor of strength, immediacy and number influence social behaviour. • Biological psychology includes the evolutionary element of human behaviour. • Hormones such as testosterone may lead to aggression. **AO2** • Matt may have been told by a gang leader to hit another person. • Matt may be influenced by a high-status friend to be aggressive. • He may be fighting to show that he is stronger than other males around him. • As Matt is 16 years old, he has increased levels of testosterone. **AO3** • Blass (2012) suggests that obedient behaviour is similar cross-culturally and therefore is a plausible explanation of Matt's behaviour. • Social impact theory does not consider individual differences like personality and sees humans as passive so may not fully explain behaviour. • Raine (1997) suggests that brain activity is different in convicted murderers so biological explanations that focus on the brain rather than evolution may be a better explanation. • Freud suggests that unconscious processes play a significant role in aggression not hormonal imbalances, therefore it may be that neither social or biological explanations can explain Matt's aggression. **Look for other reasonable marking points.**	**(12)**

Level	Mark	Descriptor
AO1 (4 marks), AO2 (4 marks), AO3 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs application vs evaluation/conclusion in their answer.		
Level 1	0	No rewardable material.
Level 1	1–3 marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques & procedures). (AO2) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	4–6 marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Line(s) of argument occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques & procedures). (AO2) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	7–9 marks	Demonstrates accurate knowledge and understanding. (AO1) Line(s) of argument supported by applying relevant evidence from the context (scientific ideas, processes, techniques & procedures). Might demonstrate the ability to integrate and synthesise relevant knowledge. (AO2) Arguments developed using mostly coherent chains of reasoning leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	10–12 marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Line(s) of argument supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). Demonstrates the ability to integrate and synthesise relevant knowledge. (AO2) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

Q12.

Question Number	Indicative content	Mark
	AO1 (6 marks), AO3 (6 marks) **AO1** • Nature relates to innate characteristics such as genes, hormones, and the brain. • Nurture relates to environmental factors such as drugs, disease, and diet. • Psychologists are interested in the nature-nurture debate to find the source of behavioural traits in individuals. • If we know if behaviour is caused by nature or nurture, we can establish suitable strategies for modifying behaviours. • Social psychology explains human behaviour through the influence of groups and personality. • Cognitive psychology attempts to explain how memory works using models such as the multi store model which emphasises nurture in the need for attention and rehearsal. **AO3** • The case of HM supports the existence of nature affecting the memory as he was unable to remember new factual information after surgery. • Clive Wearing (Blakemore, 1988) supports nurture to a certain extent because an illness prevented new memories being stored. • Blass (2012) found little difference between obedience cross-culturally which suggests that a nature explanation underpins obedience to a certain extent. • Milgram's variations show differences in obedience and conformity as a result of proximity and status which can, to an extent, be used to reduce situations result in blind obedience. • Social Impact Theory suggests the number of sources and targets can influence obedience in group situations, therefore the environment can play a significant role. • Peterson & Peterson (1959) showed the influence of rehearsal on short term memory which is a nurture factor that can be applied to some extent to improving student learning. **Look for other reasonable marking points.**	**(12)**

Level	Mark	Descriptor
AO1 (6 marks), AO3 (6 marks) **Candidates must demonstrate an equal emphasis between knowledge and understanding vs judgement/conclusion in their answer.**		
	0	No rewardable material.
Level 1	1–3 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A judgement/decision may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	4–6 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material leading to a judgement/decision being presented. Candidates will demonstrate a grasp of competing arguments but response may be imbalanced. (AO3)
Level 3	7–9 Marks	Demonstrates accurate knowledge and understanding. (AO1) Displays a mostly developed and logical argument, containing mostly coherent chains of reasoning. Demonstrates an awareness of competing arguments, presenting a judgement/decision which may be imbalanced. (AO3)
Level 4	10–12 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical argument, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments and presents a balanced response, leading to a balanced judgement/decision. (AO3)

Q13.

Question Number	Indicative content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • Personality refers to a set of traits which remain stable over time. • The authoritarian personality could be characterised by demonstrating obedience to a legitimate authority figure or by suppressing those who are considered inferior. • Individuals develop a sense of gender identity (masculinity and femininity) through socialisation. • Gender stereotypes affect how we perceive ourselves and others, such as women being perceived to be more obedient. **AO3** • Elms and Milgram (1966) found that fully obedient individuals scored higher on the F-Scale measuring authoritarianism compared to defiant participants. • When measuring personality using self-report data there could be arguments that the questionnaires are invalid measures of personality. • Kilham and Mann (1974) replicated Milgram's original study and found that females were less obedient than the male participants (16% compared to 40%) • Burger (2009) found gender differences are minimal therefore supporting Milgram's original research that gender is less of a factor in obedience than others such as culture. **Look for other reasonable marking points.**	**(8)**

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) Candidates must demonstrate an equal emphasis between Knowledge and understanding vs assessment/conclusion in their answer.		
Level 0	0	No rewardable material
Level 1	1–2 marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Generic assertions may be presented. Limited attempt to address the question. (AO3)
Level 2	3–4 marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a generic or superficial assessment being presented. (AO3)
Level 3	5–6 marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. Leading to an assessment being presented which considers a range of factors. Candidates will demonstrate understanding of competing arguments/factors but unlikely to grasp their significance. The assessment leads to a judgement but this may be imbalanced. (AO3)
Level 4	7–8 marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical assessment, containing logical chains of reasoning throughout. Demonstrates an awareness of the significance of competing arguments/factors leading to a balanced judgement being presented. (AO3)

Q14.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO2 (4 marks) **AO1** • Practical issues impact on choices that researchers make when selecting measures in their research to meet the aims of a study. • Gathering a sample, such as random, volunteer or opportunity, would depend on the access a researcher has to the target population. • Deciding what apparatus or materials to use in a study could be an issue that depends on the time or money available to a researcher. • Ethical issues such as gaining fully informed consent would need to be considered against potential for causing demand characteristics that impact on the findings. **AO2** • The questionnaire about personality and obedience was designed using items from the F-scale to increase the reliability of our measures of personality. • We used an opportunity sample as each student took five questionnaires home to family members as we did not have access to a range of ages within college. • The questionnaire was piloted with two teachers to check understanding of the items as our deadline for the work did not allow us time to ask more than two. • To meet ethical guidelines we included an explanation of the questionnaire and how the data would be used so our family members could read this and decide whether or not to complete the questions. **Answers must relate to the social practical of a questionnaire to gather both qualitative and quantitative data.** **Look for other reasonable marking points.**	**(8)**

Level	Mark	Descriptor
AO1 (4 marks), AO2 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer		
	0	No rewardable material
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 2	3–4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Discussion is partially developed but is imbalanced or superficial occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. Candidates will demonstrate a grasp of competing arguments, but discussion may be imbalanced or contain superficial material supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures (AO2)
Level 4	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical balanced discussion, containing logical chains of reasoning. Demonstrates a thorough awareness of competing arguments supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). (AO2)

Q15.

Question Number	Indicative content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • Respect requires researchers to keep participant details private and confidential. • Respect involves giving full informed consent to the participant before the research study. • Responsibility involves being protecting participants from harm. • Respect includes offering the participants the right to withdraw from the research at any time. **AO3** • Case studies in cognitive psychology regularly give participants a pseudonym to protect their identity, such as H.M., so this research is therefore ethical. • Sherif (1954/1961) had an individual interview the parents to explain the purpose and aim of the study and gain permission for the boys to participate in all camp activities and give their own permission so this shows informed consent was obtained. • Participants in Milgram's research showed visible signs of distress when they thought they were electrocuting the learner so by not protecting participants social psychology research may not be ethical. • Researchers working with H.M. could offer the right to withdraw but due to his impaired memory the extent to which this was followed is questionable, so this research may not be ethical. **Look for other reasonable marking points.**	**(8)**

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) **Ccandidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer.**		
Level 0	0	No rewardable material
Level 1	1–2 marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Generic assertions may be presented. Limited attempt to address the question. (AO3)
Level 2	3–4 marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a generic or superficial assessment being presented. (AO3)
Level 3	5–6 marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to an assessment being presented which considers a range of factors. Candidates will demonstrate understanding of competing arguments/factors but unlikely to grasp their significance. The assessment leads to a judgement but this may be imbalanced. (AO3)
Level 4	7–8 marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical assessment, containing logical chains of reasoning throughout. Demonstrates an awareness of the significance of competing arguments/factors leading to a balanced judgement being presented. (AO3)

Q16.

Question Number	Answer	Mark
a	**AO2 (2 marks)** **One** mark for a suitable open question. **One** mark for a suitable closed question. For example; Open question • What do you think about students from other colleges? (1) Closed question • I enjoy meeting people from other colleges- SA, A, DK, D, SD (1) **Look for other reasonable marking points.** **Answers must relate to the scenario.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
b	**AO2 (2 marks)** **One** mark for each relevant suggestion why Tim and Laura should undertake a pilot study. For example: **Reason 1** • In order to test the questions for clarity to check whether the students understand them. **Reason 2** • To check whether the sampling method/technique gathers a representative sample of the college students. **Look for other reasonable marking points.** **Answers must relate to the scenario.** **Generic answers score 0 marks.**	**(2)**

Q17.

Question Number	Indicative content	Mark
	AO1 (4 marks), AO2 (4 marks) **AO1** • Practical issues include trying to control research to ensure replicability to increase reliability. • The use of animals or rare/limited populations to represent general theories of human learning can lead to generalisability issues. • The practical issue of achieving findings that represent real life requires researchers to limit the artificiality of tasks and environments. • Some methods can be expensive to undertake leading to the practical issue of cost implications for researchers. **AO2** • Within learning theories, Pavlov (1927) undertook a similar experiment numerous times with multiple dogs using controlled conditions. • Raine et al. (1997) used murderers pleading NGRI in their study which represents a population who may not be representative of others. • Bandura's studies of modelling took place in an artificial setting for the children who played individually behind a screen so have limited ecological validity. • CT scans are cheaper than PET scans but they do not show brain activity, only brain anatomy, so the cost benefit may outweigh the usefulness of the scans. **Look for other reasonable marking points.**	**(8)**

Level	Mark	Descriptor
AO1 (4 marks), AO2 (4 marks) **Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer.**		
	0	No rewardable material
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 2	3–4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Discussion is partially developed, but is imbalanced or superficial occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. Candidates will demonstrate a grasp of competing arguments but discussion may be imbalanced or contain superficial material supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures (AO2)
Level 4	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical balanced discussion, containing logical chains of reasoning. Demonstrates a thorough awareness of competing arguments supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). (AO2)

Q18.

Question Number	Answer	Mark
	AO2 (4 marks) One mark for each point explaining realistic conflict theory in relation to the scenario. For example: • Sherif's (1966) research found that competition, such as between the two schools of Elk and Seaside High, can cause intergroup conflict (1). Realistic conflict theory suggests that whenever Seaside High are in competition with Elk Manor for the hockey cup conflict will occur and prejudice follows (1). This means that Elk Manor may judge Seaside High as having an inferior sports team, therefore would try to be louder and more encouraging to their team (1). The schools could create superordinate goals to encourage the sports teams to work together which may reduce the hostility (1). **Look for other reasonable marking points.** **Answers must relate to the scenario.** **Generic answers score 0 marks.**	**(4)**

Q19.

Question Number	Answer	Mark
	AO2 (2 marks) Up to **two** marks for a description of social impact theory in relation to the scenario. For example: • Mrs King is only one source of authority but there are 29 students, so her impact is divided over a high number of targets (1). The students ignore her instruction as there is a diffusion of responsibility across the targets so Mrs King's social force decreases (1). **Look for other reasonable marking points.** **Answers must relate to the scenario.** **Generic answers score 0 marks.**	**(2)**

Q20.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **Burger (2009)** **AO1** • The same four verbal prods, such as 'please continue', were used with each participant throughout the experiment. • Participants were asked to electrocute a learner for incorrect responses to questions about word pairs. • The study was conducted in a laboratory room with equipment such as a shock generator and intercom. • The sample contained a total of 70 participants, with 29 men and 41 women whose ages ranged from 20 to 81 years. **AO3** • The same prods allowed Burger (2009) to accurately replicate the procedure each time to test the reliability of the obedience findings. • The task lacks mundane realism as people would not normally electrocute people for wrong answers, reducing task validity. • The context of the laboratory to test obedience was artificial and unnatural to the participants giving the findings low ecological validity for real life obedience. • There is population validity in Burger's (2009) results as his sample included a variety of ethnicities and both genders so may represent obedience in the general population.	**(8)**

	Reicher and Haslam (2006) **AO1** • A simulation prison was set up that included a standardised briefing about the rules and behaviours that they would be expected to follow in the prison setting. • The prisoners and guards were aware that their behaviour was being observed and recorded. • A sample of 15 males and 0 females was selected from an original 332 volunteers who had responded to an advert. • The roles of guard and prisoner were randomly allocated to participants without experimenter intervention. **AO3** • The simulation could be replicated to test for reliability as a result of the controls put in place for the prisoner and guard roles. • Knowing they were being watched may have created demand characteristics so the prisoners and guards could have behaved in ways they thought the experimenters wanted. • The sample was unrepresentative as it is androcentric so lacks population validity and cannot be generalised to role compliance in females. • Random role allocation increases validity as it reduces experimenter bias in that it prevented active selection of the personalities most likely to conform to prisoner or guard.	

Cohrs et al. (2012)

AO1

- The questionnaires were standardised, established questionnaires, so all participants received the same questionnaires for the Big Five personality dimensions, Right Wing Authoritarianism (RWA) and Social Dominance Orientation (SDO).
- Using closed questions with rating scales, such as the NEO Five Factor inventory scales of 1 (not true at all) to 7 (completely true) prevented the participants from explaining their answers.
- Opportunity sampling of people known to the researchers, such as acquaintances and neighbours, from the Eastern part of Germany was used to recruit participants for study one.
- The data about prejudice in study one was collected using one self-report and one peer report that participants were asked to give to a friend.

AO3

- The researchers can retest the standardised questionnaires they used increasing the reliability of the instruments used to test attitudes and prejudice.
- Closed questions reduce the validity of the findings about attitudes because the results do not represent the reasons why the participants may be prejudice.
- The sample from Eastern Germany lacks representativeness of different cultures, limiting generalisability of the findings about attitudes and prejudice.
- The use of the peer-reports and self-reports in the data collection allows Cohrs et al. (2012) to compare the results to determine the effectiveness of the methods when testing for links between openness to experience and agreeableness and prejudice.

Look for other reasonable marking points.

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer		
	0	No rewardable material.
Level 1	1-2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	3-4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	5-6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	7-8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

Q21.

Question Number	Indicative Content	Mark
	AO1 (6 marks), AO3 (6 marks) **AO1** • Social control is when individual or group behaviour is regulated so they comply with social norms and structures. • Exercising social control can be a conscious decision by those in power to elicit behaviours they want to see from others. • Understanding factors affecting obedience can help give insight into how to prevent unacceptable control of others. • Biological research can be used to legitimise the social control of minority out-groups, such as criminals. • Some biological explanations see behaviour as pre-determined, categorising individuals as inherently different making them more susceptible to being controlled by others. • Biological psychology has contributed to drug-based treatments for substance misuse which help an individual control addiction. **AO3** • Social structures are hierarchical to promote harmony and an organised society, suggesting we have evolved a predisposition towards control and obedience for the benefit of survival. • Milgram (1963) demonstrated that authority figures can elicit control over others to commit actions they may not normally do, leading to individuals being controlled by those in power. • Sherif (1954/1961) found that the use of superordinate goals can help groups in conflict work together and reduce out-group hostility where they feel superior to the other group. • Raine (1997) found differences in the brains of murderers which could be used to justify the screening of individuals to find out if they are more likely to become criminals than other members of society. • Court-Brown (1965) suggested controlling patients with XYY chromosomes by keeping them hospitalised given their increased likelihood of aggressive behaviour. • Drug treatments can be considered a medical 'straightjacket' that masks the environmental triggers leading to addiction by subduing physical dependency, controlling cravings but not treating causes. **Look for other reasonable marking points.**	**(12)**

Level	Mark	Descriptor
AO1 (6 marks), AO3 (6 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.		
	0	No rewardable material.
Level 1	1-3 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A conclusion may be presented but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	4-6 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	7-9 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments, but evaluation may be imbalanced. (AO3)
Level 4	10-12 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

Q22.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • The theory assumes obedience is dependent upon the strength, immediacy, and number of social sources acting on a target individual. • Social impact theory proposes that obedience would be greater when the source is more immediate and there are fewer or no barriers. • The theory suggests obedience would be greater when there are more people affecting the target individual, but the proportional impact lessens as the total number of sources increases. • According to social impact theory it is predicted that there would be greater obedience when a source is high status and has a close relationship with the target individual. **AO3** • Social impact theory does not attempt to explain why someone will obey but simply outlines the factors involved. • Bassett and Latané (1976) found participants would assign nearby fictitious events in a newspaper more column inches than faraway events, which supports immediacy as a factor affecting obedience. • Milgram, Bickman and Berkowitz (1969) showed passers-by would crane their neck and gawk as more confederates looked up to a sixth floor window, showing that number of sources could affect obedience. • The theory ignores the role of personality factors, such as the authoritarian personality, which has been linked to higher levels of obedience so is not a complete explanation of obedience. **Look for other reasonable marking points.**	**(8)**

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) **Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.**		
Level 0	0	No rewardable material.
Level 1	1–2 marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	3–4 marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	5–6 marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	7–8 marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)