



**General Certificate of Secondary Education  
June 2013**

**Psychology**

**41801**

**(Specification 4180)**

**Unit 1: Making Sense of Other People**

**Final**

***Mark Scheme***

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## Section A Memory

### Question 1 (a) (i)

AO1 = 1 mark

TRUE	FALSE
✓	

### Question 1 (a) (ii)

AO1 = 1 mark

TRUE	FALSE
✓	

### Question 1 (a) (iii)

AO1 = 1 mark

TRUE	FALSE
	✓

### Question 1 (b)

AO1 = 2 marks, AO2 = 1 mark

**AO1: Up to 2 marks can be earned for a clear explanation of how interference can affect recall.**

Possible points:

New things that we learn can hinder/worsen/impair our ability to recall information that we have learned before (2 marks).

Note: For affect, interfere, forget (max 1 for AO1).

New information gets in the way of old information (1 mark).

Interference causes confusion in recall (1 mark).

Reference to retroactive interference (1 mark).

Interference is caused by having no break (1 mark).

Having a break would reduce/prevent interference (1 mark).

Do not accept 'recency effect'.

**AO2: 1 mark for appropriate reference to the article:**

Possible reference: Immediately after doing her French homework, Nicola did her German homework and that interfered with her ability to recall French vocabulary (1 mark).

Nicola's German homework hindered her recall of French (1 mark).

**Question 1 (c) (i)**

**AO1 = 4 marks**

Any relevant study can receive credit, the most likely being Craik & Tulving.  
Creditworthy points: A suitable aim for a levels of processing study. A method containing some description of condition(s). Results that give a clear difference in outcome for the conditions described (figures need not be given). A valid conclusion that is based on the described outcome of the study.

4 marks: A clear description of a relevant study containing all four required elements.

3 marks: A reasonable description of a recognisable study containing all four elements or a description with one element missing.

2 marks: A description of a recognisable study that is either very brief, has more than one element missing or is unclear.

1 mark: A muddled description of a study with some relevance.

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

**Question 1 (c) (ii)**

**AO3 = 3 marks**

1 mark for appropriate knowledge of ecological validity: Lacking ecological validity means that the investigation does not reflect/apply to behaviour in the real world (1 mark). (Or words to that effect).

Up to 2 marks for explanation: Real life memory tasks are not usually about learning lists of words (1 mark) and the experiment described took place in an artificial environment/lab setting (1 mark). The study does not tell us how we might deal with information that is not word lists (1 mark) so we couldn't apply the results to the real world (1 mark).

Participants may not have acted naturally (1 mark).

NOTE: Definition (1 mark) and if explanation is totally generic (1 additional mark max).

**Question 1 (d)**

**AO2 = 2 marks**

Rehearsal of information helps it to transfer from short- term memory to long-term memory.	<b>C</b>
Witnesses should be taken back to the scene of an accident to help them to recall what happened more accurately.	<b>B</b>
Read through information and then write it down in your own words to remember it better.	<b>A</b>

## **Section B Non-verbal communication**

### **Question 2 (a)**

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

AO1: Up to two marks can be earned for briefly explaining the difference between non-verbal and verbal communication.

Possible points to include: Non-verbal communication is conveying messages that do not require the use of words or vocal sounds (1 mark). Verbal communication is conveying messages using words or vocal sounds (1 mark). They are different ways of conveying messages (1 mark). One way uses words or vocal sounds and the other way does not (1 mark).

AO2: 1 mark for appropriate reference to the article.

Possible reference: In the article, the letter writer is unsure whether the non-verbal message or the verbal message is more accurate (1 mark).

### **Question 2 (b) (i)**

**AO1 = 1 mark**

Possible definition: Eye contact is when two people in conversation are looking at each other's eyes at the same time (1 mark). Looking at each other's face at the same time (1 mark). Allow: eyes meet, catching someone's eye. NOTE: Do Not Allow 'Looking at each other at the same time'. This is too vague.

### **Question 2 (b) (ii)**

**AO2 = 3 marks**

Answer: In the study described, we would expect more pauses and interruptions in the condition where dark glasses are worn (1 mark).

Possible points: The study can provide information about the function of eye contact in conversation (1 mark). Wearing dark glasses interrupts eye contact (1 mark). If there are more pauses and interruptions in one condition, it will show that eye contact helps the smooth flow of conversation (1 mark). It can make people feel uncomfortable (1 mark). Eye contact is very important in conversation (1 mark). Up to 2 marks.

**Question 2 (c)**

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

Likely studies include Argyle, Alkema & Gilmour, and Davitz & Davitz.

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

Possible points of description: A method containing some description of condition(s). Results which indicate a clear outcome/difference for the conditions described (figures need not be given). A valid conclusion.

3 marks: A clear description of a relevant study containing all three required elements.

2 marks: A reasonable description of a recognisable study, although one element may be missing.

1 mark: A description of a recognisable study that either has more than one element missing or is muddled.

AO3: up to 3 marks for appropriate evaluation.

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

Possible evaluative points: The artificiality of the experimental situation. The specific focus of the task that could lead to demand characteristics. Possible sampling issues. Possible ethical issues. Usefulness of knowledge gained.

Other evaluation points will receive credit.

NOTE: Evaluation of a non-qualifying study can receive credit. Max: 3 marks.

NOTE: Totally generic evaluation will receive a maximum of 1 mark.

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

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

Note: For top band marks, continuous prose must be used ie no bullet points or side headings.

**Question 2 (d) (i)**

**AO2 = 1 mark**

TRUE	FALSE
	✓

**Question 2 (d) (ii)**

**AO2 = 1 mark**

TRUE	FALSE
✓	

## Section C Development of personality

### Question 3 (a)

**AO1 = 3 marks**

Are you usually carefree?	✓
Are you often troubled by feelings of guilt?	
Do you often worry about things you have done or said?	
Do you like going out a lot?	✓
Would you do almost anything for a dare?	✓
Are your feelings easily hurt?	

### Question 3 (b)

**AO1 = 1 mark, AO2 = 1 mark**

AO1: 1 mark for stating what is meant by temperament.

Possible definitions: Temperament is the (genetic) component of personality (1 mark).

Temperament is the part of our personality that is inherited/innate (1 mark).

AO2: 1 mark for appropriate reference to conversation.

Possible reference: Ruth's Dad said that she inherited her demanding temperament from her Mum (1 mark). Ruth's Dad said she is just like her mum (1 mark).

### Question 3 (c) (i)

**AO1 = 4 marks**

Any relevant study can receive credit, the most likely being Raine.

Creditworthy points: A suitable aim for a study of biological causes of APD. A method containing two or more conditions in which biological factors were investigated. Results that give a clear outcome/difference for the conditions described (figures need not be given). A valid conclusion that is based on the described outcome of the study.

4 marks: A clear description of a relevant study containing all four required elements.

3 marks: A reasonable description of a recognisable study containing all four elements or a description with one element missing.

2 marks: A description of a recognisable study that is either very brief, has more than one element missing or is unclear.

1 mark: A muddled description of a study with some relevance.

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



**Question 3 (c) (ii)**

**A03 = 3 marks**

A03: Up to 3 marks for a good outline of at least one criticism. This could be one criticism outlined in detail or two criticisms; one in less detail and one only stated. Three stated criticisms would receive a maximum of 2 marks if none are outlined.

Possible criticisms: Sampling issues, including availability of participants, gender issues, generalisation issues, ethical issues, etc.

NOTE: Totally generic criticisms will be awarded a maximum of 1 mark.

**Question 3 (d)**

**A02 = 3 marks**

	<b>Is an implication</b>	<b>Is not an implication</b>
If APD has a biological cause, it cannot be prevented.	✓	
If APD has situational causes, to prevent it we must do something to raise achievement in schools.		✓
Children with APD must be taught to behave in a socially acceptable way.		✓

## Section D Stereotyping, prejudice and discrimination

### Question 4 (a)

**AO2 = 3 marks**

AO2: 1 mark for identifying each of the three ways that discrimination is shown in the advertisement.

Possible points: The advertisement shows discrimination against sex (1 mark), age (1 mark), physical appearance (1 mark), males (1 mark), old people (1 mark), overweight people (1 mark), etc.

NOTE: If answer says 'age' and 'old people', award 1 mark also 'sex' and 'males', award 1 mark.

### Question 4 (b) (i)

**AO1 = 1 mark**

TRUE	FALSE
	✓

### Question 4 (b) (ii)

**AO1 = 1 mark**

TRUE	FALSE
	✓

### Question 4 (c)

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

Note: For maximum AO1 marks, a correct explanation of prejudice must be stated. If a study only described; 1 mark for description of study, 1 mark for a valid conclusion.

AO1: up to 3 marks for a clear description of one explanation of prejudice, for example, authoritarian personality, in-group and out-groups, intergroup conflict. Credit any valid explanation.

Possible points that could be made: Adorno thought that people with an authoritarian personality would be prejudiced towards others. These people look down on those who are felt to be of lesser status. They are obedient to those in higher authority. They stick rigidly to their beliefs. They are likely to have had parents who are critical and strict.

3 marks: A clear description of one explanation.

2 marks: A reasonable description of one explanation but lacking in detail.

1 mark: A very brief statement of one explanation.

AO3: up to 3 marks for appropriate evaluation.

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

Possible criticisms: Adorno’s explanation doesn’t explain why people are prejudiced towards some groups and not others. There are some prejudiced people who did not have strict parents. It is difficult to provide evidence to support the idea that strict parenting leads to an authoritarian personality. The F-scale has been criticised for being unreliable.

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

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

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

Note: For top band marks, continuous prose must be used ie no bullet points or side headings.

**Question 4 (d)**

**AO3 = 4 marks**

AO3: Up to 2 marks for each valid evaluation.

Possible points: The jigsaw method (Aronson): if one or more people refuse to co-operate, the task would not be completed (1 mark). This could increase prejudice towards those who did not cooperate (1 mark).

Working together to achieve a common goal (Sherif): the two groups were boys/white/middle class in this study (1 mark). This way of reducing prejudice might not work with girls/different ethnic groups/different classes (1 mark). In the real world, it might not be so easy to get different racial groups to work together successfully (1 mark).

Creating empathy (Elliot): might pose ethical problems (1 mark) as putting people into a situation in which they feel the effects of prejudice would be very stressful (1 mark).

## Section E Research methods

### Question 5 (a)

**AO2 = 3 marks**

AO2: Up to 3 marks for a correct description of how the list could be randomised.

Possible points: All 20 names are written on separate pieces of paper (1 mark) and placed in a container (1 mark). The order in which they are pulled out of the bag determines their place in the list (1 mark). Accept other correct answers that clearly describe a randomisation process.

### Question 5 (b) (i)

**AO2 = 1 mark**

Random	
Opportunity	✓
Systematic	
Stratified	

### Question 5 (b) (ii)

**AO3 = 2 marks**

AO3: Any valid advantage and limitation should receive credit.

Possible points: An advantage of opportunity sampling is that it is quick (1 mark), it is easy (1 mark). A limitation is that it is not likely to be representative of the target population (1 mark), possibility of researcher bias (1 mark). Available (1 mark), Filling the criteria (1 mark). NOTE: Do not accept 'willing'.

NOTE: Credit can only be given if the answer to 5 (b)(ii) matches the sampling method identified in 5 (b)(i).

### Question 5 (c)

**AO2 = 2 marks**

The hypothesis must be a testable statement.

Possible answer: Participants will recall more names of English towns and cities than French towns and cities.

NOTE: Both conditions of the IV must be present and a sense of the DV (1 mark), operational (1 mark).

NOTE: Do not allow 'More participants will recall...'

NOTE: Accept directional and non-directional hypotheses.

NOTE: Award zero marks for an aim, description of results, etc.

**Question 5 (d)**

**AO2 = 1 mark**

Independent groups	
Matched pairs	
Repeated measures	✓

**Question 5 (e) (i)**

**AO2 = 1 mark**

Whether or not the participants were born in England	
Whether the towns and cities were English or French	✓

**Question 5 (e) (ii)**

**AO2 = 1 mark**

Answer: The number of towns and cities correctly recalled. Accept: 'amount', 'how many'.

**Question 5 (f)**

**AO2 = 3 marks**

AO2: Up to 3 marks for a valid explanation.

Possible points: It is important to use standardised procedures to make the experiment unbiased (1 mark), therefore it is vital that they are all treated in exactly the same way (1 mark). If some people are treated differently, it could have an affect on the results (1 mark). NOTE: accept 'reliable' and 'valid'.

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

**AO3 = 1 mark**

Participant number 8

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

**AO3 = 2 marks**

English: 67

French: 67

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

**AO3 = 3 marks**

AO3: Up to 3 marks for a valid explanation of how the anomalous scores have affected the conclusion.

Creditworthy points: The anomalous scores have decreased the total for the English towns & cities (1 mark) and increased the total for the French towns & cities (1 mark). They have made the two conditions look the same (1 mark) when there is a difference in the total if these scores are removed (1 mark).

### Assessment Objectives Grid

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

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