

GCSE PSYCHOLOGY

41801: Making Sense of Other People
Mark scheme

4180
June 2014

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from aqa.org.uk

Section A Memory**Total for this question: 15 marks****1 (a)**

Matt injured his head during a car accident. Now he cannot remember things that happened before the accident.	C
Julie was trying to use her new computer password but found that she was getting it wrong. She kept mixing up the new password with the password she had used before.	A
Nicole was in her living room and went upstairs to get something. When she reached the top of the stairs, she forgot what she wanted to get. She had to go back to her living room before she could remember what she wanted to get.	B

AO2 = 3 marks**1 (b)**

Describe and evaluate **one** study in which the reconstructive explanation of memory was investigated.

Include in your answer the method used, the results obtained and the conclusion drawn. Evaluate the study you have described.

(Answer in continuous prose.)

(6 marks)

AO1 = 3 marks AO3 = 3 marks

The most likely study will be Bartlett.

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

Possible points of description: A method in which participants are required to reconstruct information they have received. Results which indicate how the information was changed during recall. 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 evaluation points (positive and/or negative) or they could focus on one or two

evaluation points with appropriate elaboration. The evaluation should clearly relate to the study described.

Possible evaluative points: The artificiality of the experimental situation. The specific focus of the task that could lead to demand characteristics. Difficulties involved in analysing data in this type of task. Possible sampling issues. Usefulness of knowledge gained.

Other appropriate evaluation points will receive credit.

NOTE: An explicit reference to the study that is described must be included in the evaluation for more than one AO3 mark. A list of generic evaluations should receive a maximum of 1 AO3 mark.

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

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

1 (c) (i) Describe how knowledge of levels processing could be used to revise for an examination.

(3 marks)

AO2 = 3 marks

AO2: Up to 3 marks for appropriate description of **how** to use LOP.

Possible creditworthy points: Instead of just reading something over and over, read it through once, then try writing down in your own words (2 marks). Then check what you have written for accuracy (1 mark). Process semantically (1 mark). Reference to processing at a deeper level (1 mark). (Max: 3 marks)

NOTE: Allow explanation of how any level of processing can be used

1 (c) (ii) Outline at least one criticism of the levels of processing explanation of memory. <i>(3 marks)</i>
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AO3 = 3 marks

AO3: Up to 3 marks for an appropriate 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: LOP doesn't explain why deeper levels of processing helps memory. It could be that concentration is the important factor in memory rather than the way in which we analyse information. With LOP there is more processing time/effort, and this might be responsible for improvement in memory.

NOTE: Only credit reference to 'ecological validity' if it relates to the way that LOP has been investigated.

Only accept criticism of LOP studies if it links back to the explanation.

Section B Non-verbal communication**Total for this question: 15 marks**

2 (a) (i)	What is meant by the term 'eye contact'?	<i>(1 mark)</i>
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AO1 = 1 mark

Possible definition: Eye contact is when two people are looking at each other's eyes at the same time (1 mark).

Allow: Looking at each other's face at the same time, eyes meet, catching someone's eye (1 mark). NOTE: Do not allow 'looking at each other at the same time.' This is too vague.

2 (a) (ii)	Explain one function of eye contact. Describe the method and results of a psychological study to support your answer.	<i>(5 marks)</i>
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AO1 = 1 mark AO2 = 4 marks

AO1: 1 mark for identifying one function of eye contact.

Possible functions: Signalling turn taking in conversation, regulating the flow of information in conversation, providing feedback about how the message is being received/about emotions, smooth flow of conversation, etc.

AO2: Up to 4 marks for describing the method and results of a supporting study.

Points of description: Method containing condition(s) of a study (up to 2 marks), and results of condition(s) (up to 2 marks). NOTE: for the maximum marks both the method and results must contain some elaboration; (for example, as in the Kendon study), or comparison; (for example, as in the Argyle study).

NOTE: For full credit, the function and study must match

2 (b)	What is meant by the term 'paralinguistics'? Refer to the article in your answer.	<i>(2 marks)</i>
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AO1 = 1 mark AO2 = 1 mark

AO1: 1 mark for an appropriate definition of paralinguistics.

Possible points: Paralinguistics are the vocal features that accompany speech (1 mark). It is how things are said rather than what is said (1 mark).

Do not accept 'The ways things can be said'

AO2: 1 mark for appropriate reference to the article:

Possible answer: The psychologist told the candidate that tone of voice is extremely important in how people interpret messages (1 mark).

2 (c) (i) Identify **two** factors that affect personal space.

(2 marks)

AO1 = 2 marks

AO1: 1 mark for each appropriate factor. Allow any factor that makes sense.

Possible factors: cultural norms, sex differences, individual differences, status, age, facial expression, etc.

NOTE: If the study does not match either factor, award 1 mark max for factor

2 (c) (ii) Imagine that you have been asked to conduct a study to investigate **one** of the factors that you have identified in your answer to **2 (c) (i)**. Use your knowledge of psychology to describe:

- what you would do to carry out your study
- the results you would expect to find in your study.

(5 marks)

AO2 = 3 marks

AO2: Up to 3 marks for the description of an appropriate method. Answers will most likely be based on the work of Argyle & Dean, Willis, Williams, Summer, Zahn.

Points of description:

- Methodology, e.g. observation (1 mark)
- Outline of conditions (up to 2 marks)
- Indication of sample (1 mark) Do not accept 'People'
- Task (1 mark)
- Indication of what would be measured (1 mark)

(Max: 3 marks)

AO2 = 2 marks

AO2: Up to 2 marks for description of appropriate results in line with known psychological research.

Points of description: Figures need not be given. For maximum marks, reference must be made to all conditions described in the method. Maximum of 1 mark if results of only one condition are given.

NOTE: Reference to one condition only would earn a maximum of 1 mark without a clear comparison to a second condition; for example, 'English people stand further away from each other.' This would earn 1 mark; compared to whom?

Section C Development of personality

3

Total for this question: 15 marks

3 (a) (i) Twin studies have been used to investigate temperament.
(Tick the correct box.) *(1 mark)*

True	False
✓	

AO1 = 1 mark

3 (a) (ii) Temperament refers to all aspects of personality that are not inherited.
(Tick the correct box.) *(1 mark)*

True	False
	✓

AO1 = 1 mark

3 (b) Complete the table below, writing the terms in the **correct boxes**.
Use each term only **once**. *(2 marks)*

AO1 = 2 marks

Introversion	Describes people who are content with their own company.
Neuroticism	Describes people who are highly emotional and show a quick, intense reaction to fear.
Extraversion	Describes people who look to the outside world for entertainment.

Note: 1 correct term with two blank boxes = 1 mark
 2 correct terms with one blank box = 2 marks
 If three different terms written and one in correct box = 1 mark
 Any term written more than once = Zero marks

3 (c)	Outline one criticism of Eysenck's type theory.	<i>(2 marks)</i>
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AO3 = 2 marks

AO3: Up to 2 marks for a good outline of one criticism. Two stated criticisms would receive a maximum of 1 mark if none are outlined.

Possible criticisms: Theory might be based on data that are not valid, he did not sample males and females/small sample size, etc., limited number of personality types, other personality factors are ignored, he believed personality is genetic, doesn't consider the idea that personality can change through experience.

NOTE: 'Lack of ecological validity' is not an acceptable criticism in this case.

3 (d)	State two characteristics of antisocial personality disorder (APD).	<i>(2 marks)</i>
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AO1 = 1 mark for each valid characteristic that is stated**AO1 = 2 marks**

Possible characteristics: not following the norms of society, deceitfulness, manipulative, impulsiveness, irritability, aggressiveness, often involved in physical fights, careless about safety, disobedient, lying, irresponsibility, lacking remorse for mistreating others, etc.

3 (e) (i)	Describe one study in which a cause of antisocial personality disorder (APD) was investigated.	
	Include in your answer the aim of the study, the method used, the results obtained and the conclusion drawn.	
		<i>(4 marks)</i>

AO1 = 4 marks

Any relevant study can receive credit, the most likely being Farrington or Raine *et al.* Creditworthy points: A suitable aim for situational causes of APD. A method containing details of how the research was carried out. Results that give a clear indication of outcome for the method described (figures need not be given). A valid conclusion that is based on the described outcome of the study.

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

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

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

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

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

NOTE: Do not accept Raine's prisoners/criminals study.

3 (e) (ii) Some people say that studies of antisocial personality disorder (APD) lack ecological validity. Outline **at least one** other criticism of the study that you have described in **3 (e) (i)**.

(3 marks)

AO3 = 3 marks

AO3: Up to 3 marks for an appropriate 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: Relying on people's accurate recall, social desirability in responses, sampling issues, including availability of participants, issues of lack of control of variables, issues of data gathering, generalisation issues, ethical issues, etc.

NOTE: Generic only criticism receive a maximum of 1 mark

Section D Stereotyping, prejudice and discrimination**Total for this question: 15 marks****4 (a)**

Stereotyping	A
Prejudice	C
Discrimination	B

AO1 = 2 marks

4 (b) (i) What is meant by the terms 'in-group' and 'out-group'? Refer to the article in your answer.

*(3 marks)***AO1 = 2 marks AO2 = 1 mark**

AO1: Up to 2 marks for correct definitions of in-group and out-group.

Possible answer: An in-group is a group of people you believe you have something in common with (1 mark). An out-group is a group of people you think you have nothing in common with (1 mark).

AO2: 1 mark for appropriate reference to the article.

Possible answers: In the article, the in-groups all go to the same school together (1 mark). The out-groups go to the other school (1 mark). Max: 1 mark

4 (b) (ii) Use your knowledge of psychology to describe the **method** of a study in which in-groups and out-groups were investigated. Your answer should contain **detail** of what was done in the study, including how the in-group and the out-group **were** created, and what was measured in the study. *(4 marks)*

AO1 = 4 marks

AO1: up to 4 marks for a clear description of a method used to investigate in-groups and out-groups. Candidates are likely to use Tajfel, Sherif or Levine.

Elements that should be included:

- Sample details; how in-groups and out-groups were created in the study (up to 2 marks).
- details of the task the participants were required to do (up to 2 marks)
- what was being measured (1 mark).

4 marks: A clear description method, containing all 3 elements.

3 marks: A reasonable description of method, containing all 3 elements but lacking in task and sample details.

2 marks: A brief description of method with task details, but possibly with one or two elements missing.

1 mark: A muddled description of method

0 marks: Incomprehensible

4 (b) (iii)	What were the results of the study that you have described in your answer to 4 (b) (ii) ?	<i>(2 marks)</i>
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AO1 = 2 marks

AO1: Up to 2 marks for a description of the results. Possible creditworthy points: The boys awarded points by choosing pairings that created the biggest difference between the two groups (1 mark), but not pairings that gave their group the most points (1 mark), hostility between the groups rose quickly (1 mark), the groups attacked each other (1 mark), each group became more united (1 mark). Helped every time when wearing the Man U shirt (1 mark). Ignored every time he wore the Liverpool shirt (1 mark). Max: 2 marks

NOTE: If results are consistent with the study described, 2 marks can be awarded.

4 (c)	There are many ways of reducing prejudice and discrimination. Some of these ways have been described by Aronson, Sherif and Elliott. Briefly evaluate one way of reducing prejudice and discrimination.	<i>(2 marks)</i>
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AO3 = 2 marks

AO3: Up to 2 marks for a valid evaluation. Possible creditworthy points: The jigsaw method (Aronson); if one or more people refuse to cooperate, 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 of boys were all white and middle class in this study. This way of reducing prejudice might only work if people are of the same ethnic group (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 (Elliott): 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).

Note: credit positive evaluations also.

4 (d) (i)	Discrimination is reduced by punishing people who discriminate. (Tick the correct box.)	<i>(1 mark)</i>
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This is a practical implication	
This is not a practical implication	✓

AO2 = 1 mark

4 (d) (ii) We now understand that prejudice might be linked to an authoritarian personality.
(Tick the correct box.)

(1 mark)

This is a practical implication	<input checked="" type="checkbox"/>
This is not a practical implication	<input type="checkbox"/>

AO2 = 1 mark

Section E Research methods**Total for this question: 20 marks****5 (a) (i)** Identify the independent variable in this experiment.*(1 mark)***AO2 = 1 mark**

Answer: Participants either seeing a flashing red light or hearing a ringing bell / saw or heard something / types of stimulus / red light or ringing bell.

5 (a) (ii) Identify the dependent variable in this experiment.*(1 mark)***AO2 = 1 mark**

Answer: Reaction times (in milliseconds).

5 (b) Write a suitable hypothesis for this experiment.*(2 marks)***AO2 = 2 marks**

The hypothesis must be a testable statement.

Possible answer: There is a difference in the reaction times when people respond to hearing a bell ring or seeing a light flash.

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

5 (c) Describe how the psychologist could have used systematic sampling to select 10 participants. Outline **one** limitation of systematic sampling and explain how this might affect the study.**(Answer in continuous prose.)***(6 marks)***AO2 = 3 marks AO3 = 3 marks**

AO2: up to 3 marks for a clear description of how participants could be selected using systematic sampling.

Points to include: (i) reference to the target population, eg arranging all the factory workers in some sort of order. (ii) A method of systematic selection, e.g. selecting every nth name. (iii) Producing a sample of 10 participants, eg until they reach 10 in total.

3 marks: A clear description containing all of the above points.

2 marks: A reasonable description but lacking in detail; for example, no reference to the target population, or not resulting in a sample of 10 participants.

1 mark: A very brief description; for example, 'pick every 10th name.'

AO3: up to 2 marks for appropriate outline of a limitation.

Explanation must focus on a limitation of systematic sampling.

Possible limitation: Not everyone in the target population has a chance of being selected. The sample may not be representative. Issues of generalisation.

AO3: Up to 2 marks for the possible impact on the study.

Possible effect: Might lead to an incorrect conclusion being drawn.

Max 3 AO3 marks.

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

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

5 (d)	The psychologist used counterbalancing in this experiment. Outline how this might have been done. <p style="text-align: right;"><i>(2 marks)</i></p>
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AO2 = 2 marks

AO2: up to 2 marks for a valid outline of how counterbalancing can be achieved.

Points to be included in answer: Any outline in which half of the participants experience Condition A first whilst the other half experience Condition B first. It must also be clear that participants experience both conditions.

5 (e) (i) The mean time for Condition A is:
(Tick the correct box.)

(1 mark)

140 milliseconds	<input type="checkbox"/>
70 milliseconds	<input type="checkbox"/>
14 milliseconds	<input checked="" type="checkbox"/>

AO3 = 1 mark

5 (e) (ii) The mean time for Condition B is:
(Tick the correct box.)

(1 mark)

15 milliseconds	<input checked="" type="checkbox"/>
29 milliseconds	<input type="checkbox"/>
14.5 milliseconds	<input type="checkbox"/>

AO3 = 1 mark

5 (e) (iii) What is the range for Condition A?

(1 mark)

AO3 = 1 mark

Answer: 10 milliseconds. Allow 11 – 21 milliseconds and 11 milliseconds (10 + 1)

5 (e) (iv) What is the range for Condition B?

(1 mark)

AO3 = 1 mark

Answer: 7 milliseconds. Allow 12 – 19 milliseconds and 8 milliseconds (7 + 1)

5 (f) Using the mean times **and** the ranges, what conclusions could the psychologist draw from this experiment? Explain your answer.

(4 marks)

AO3 = 4 marks

AO3: up to 4 marks for drawing valid conclusions by using both the means and ranges.

Possible points: the mean times are lower for the ringing bell than the flashing light (1 mark). This shows people respond quicker to sounds than visual information (1 mark). As the range for the ringing bell is higher than for the flashing light (1 mark) this suggests there is a bigger variability in peoples reaction to sounds than to visual information (1 mark). Figures need not be given.

NOTE: Candidates who make a case for the difference in mean times (10 milliseconds) being so small to suggest there is no real difference in reactions times should receive credit.

NOTE: A conclusion that takes only one calculation (mean or range) into account should receive a maximum of 2 marks.

NOTE: Candidates can **only** receive full credit if one conclusion is based on the means and the other based on the ranges.

NOTE: Only accept conclusions based on the **correct** means and ranges.

Assessment Grid

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