

GCSE PSYCHOLOGY

Unit 2 – Understanding Other People (41802)
Mark scheme

Specification 4180
June 2015

Version 1.0: Final

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

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

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Section A Learning

1 (a) Read the following definitions that apply to classical conditioning.

A conditioned response that has disappeared suddenly appears again.	D
The conditioned response is produced only when a specific stimulus is presented.	A
The conditioned response is produced when a stimulus similar to the original conditioned stimulus is presented.	C

AO1 = 3 marks

This is an automarked item

1 (b) Removing an unpleasant experience to increase the likelihood of a behaviour or action being repeated is known as:

Positive reinforcement	
Negative reinforcement	✓
Punishment	

AO1 = 1 mark

This is an automarked item

Poor discipline leads to poor behaviour.

School inspectors highlighted poor behaviour of students at a local school. They said that two problems were that students had been turning up late for class and had not been handing in homework on time.

The report said: “This behaviour is happening because the school has poor discipline.”

A school spokesperson said that the school would be introducing a token economy system to try to deal with these problems.

1 (c) Describe how a token economy might be used to encourage students to hand in their homework on time. Evaluate the use of a token economy as a way of changing a behaviour, such as not handing in homework on time. **(Answer in continuous prose.)**

AO2: up to 3 marks for a clear explanation of token economy used in this situation.

Possible AO2 points: Tokens being given to the students, reference to specific examples of rewards / reinforcers, reference to the immediacy of the process, reference to particular student behaviours that may be deemed desirable and therefore reinforced, reference handing in homework on time being reinforced.

Required elements:

- a reference to gaining token(s) for desirable behaviour such as homework in on time
- that these tokens can be exchanged for something student wants.
- must be relevant to this situation rather than a completely generic description of token economy. The reference to the situation may be in the evaluation aspect of the answer.

3 marks: A clear explanation of token economy containing all required elements

2 marks: A reasonable explanation of token economy that refers to the scenario but one element may be missing.

1 mark: An explanation of token economy that is either muddled, very brief or has one or two required elements missing

0 marks: Inaccurate, does not refer specifically to the scenario or does not include any of the required elements.

A totally generic description of token economy can gain a maximum of 1 mark.

AO3: up to 3 marks for appropriate evaluation.

Evaluation marks can be earned in several ways: An explicit reference to token economy must be included in the evaluation for more than 1 AO3 mark. The evaluation does not need to refer to the scenario specifically to gain the AO3 marks, but will still relate to evaluation of token economies.

Possible evaluative points: Ethical implications of token economies; such as not having enough tokens for certain reinforcers, evidence / research into the effectiveness of the token economies (positive or negative), the length of time and cost of the system. The criticism that students may focus on the reward rather than the behaviour improvement, that self-reward may be better than

relying on tokens, the potential lack of transferring the desired behaviour beyond the ‘token economy’. Credit comparison to other methods.
Other evaluation points will receive credit.

NOTE: Totally generic evaluation should gain a maximum of 1 mark.

AO2 = 3 marks AO3 = 3 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 explanation relating to the scenario and evaluation of token economy reflecting the detail of the 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 If answer is not in continuous prose - max 4 marks	For 4 marks, both explanation and evaluation of token economy have been attempted but lack some details of the points identified in the mark scheme. For 3 marks, either clear description or clear evaluation is present that reflects the detail of the possible points in the mark scheme, or there is a brief description and evaluation of token economy. The answer has some structure with appropriate use of sentences. There are some spelling and punctuation errors.
2 or 1 mark	For 2 marks, there are fewer than 3 descriptive and/or evaluative points relating to the token economy. 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 (d) Aversion therapy is another method that has been used to change unwanted behaviours, such as drug or alcohol addiction. Evaluate the use of aversion therapy to change behaviour.

Evaluation marks can be earned in several ways: by elaboration of at least one evaluative point or separate evaluative points with less detail.

Possible creditworthy points: Appropriate reference to effectiveness of the treatment: It may only have a short term effect (1 mark) as the addictive behaviour may reappear (1 mark). The addict may need additional support (1 mark) for long term treatment (2nd mark). It has worked on some individuals with serious behavioural problems (1 mark). It is an unpleasant experience for the person (1 mark). Any relevant ethical issue should receive credit.

A list of at least 2 generic evaluation points (it is expensive/it is time-consuming/unethical), will gain a maximum of 1 mark.

AO3 = 3 marks

1 (e) Read the following statements about the treatment of phobias. Decide whether each statement is True or False. Tick **one** box for each statement.

	True	False
Flooding is likely to be more anxiety arousing and more stressful than systematic desensitisation.	✓	
Flooding is likely to require many sessions of therapy which means it will take longer than systematic desensitisation.		✓

AO3 = 2 marks

This is an automarked item

SECTION B SOCIAL INFLUENCE

2 (a) What is meant by the term 'conformity'?

Up 2 marks for a clear, appropriate definition of conformity which includes both a reference to a change in behaviour and a reason such as due to group pressure/ to fit in/ to be right.

1 mark for a brief/ muddled definition where the reference to either change in behaviour or the reason is unclear

Possible answer: A change in a person's behaviour or opinions as the result of group pressure.
(2 marks). **AO1 = 2 marks**

2 (b) Identify **two** factors that might affect conformity.

Likely factors: The difficulty of the task, group size, familiarity to the task, whether it is a unanimous majority, the ambiguity of the task, individual personality factors such as a non-conformist, confidence in the answer / abilities of the individual or the group.

Any relevant factors should be given credit

AO1 = 2 marks

2 (c) Outline **two** practical implications of the results of research into conformity.

Any appropriate practical implication can receive credit but elaboration or explanation about each implication is needed to gain full marks.

Possible answers: If a person is in a group of friends that all smoke, they are likely to do the same as their friends (1 mark), in order to fit in (1 mark). If 11 out of 12 of a jury have agreed on a decision, it is likely that the final juror will agree (1 mark) because they may think the others are right (1 mark). Research shows that if a person is put or feels under pressure to give a certain answer, they often conform (1 mark) which can explain why people often just follow the group in real life (1 mark).

Max: 2 marks for each implication

AO2 = 4 marks

2 (d) Read the following descriptions. Decide which **two** descriptions are examples of obedience. Tick the boxes next to the **two** descriptions that are examples of obedience.

Tick **two** boxes only.

	Obedience
Emily is shopping with two of her friends. Her friends steal some sweets. After seeing this, Emily decides to steal some sweets too.	<input type="checkbox"/>
Adam is talking to his friends in a library. He is told to be quiet by the librarian. He stops talking and is quiet.	<input checked="" type="checkbox"/>
Steve and his friend are told to pick up some litter by a security guard. His friend refuses. Then Steve refuses to pick up litter too.	<input type="checkbox"/>
Frank works in a shop. He cleans the stockroom after the manager tells him to.	<input checked="" type="checkbox"/>

AO2 = 2 marks

This is an automarked item

If more than two boxes are ticked – no marks should be awarded.

2 (e) (i) Read the following aim and method of a study into bystander intervention. Using your knowledge of research into bystander intervention, outline the **results** you would expect to find **and** an appropriate **conclusion** for the study.

Aim: To see whether or not the appearance of victims would influence helping behaviour.
Method: An actor was asked to collapse in a train carriage. His appearance was altered. In one condition he carried a walking stick and in another condition he appeared to be drunk. The number of times he was helped by someone in each condition was recorded by an observer.

AO2 = 2 marks

AO2 = 2 marks. The candidate must accurately outline the results (1 mark) and conclusion (1 mark). For full marks, there must be a clear difference between the results and conclusion.

The results must refer to the person’s appearance and whether it affected bystander intervention. For example, ‘when the ‘victim’ carried a walking stick, he received help a high proportion of the time. When he appeared drunk, he only received help a low proportion of the time’. It is enough to say ‘when carrying a walking stick, more help was given than when appearing drunk’.

The conclusion must relate to the effect of appearance on bystander intervention and reflect the results given. The candidate can gain credit for explaining why the ‘victim’ did or did not receive help, the implications for other situations or any other relevant conclusion.

2 (e)(ii) Explain **at least one** criticism of the study described in **2 (e) (i)**.

AO3: Up to 3 marks for an explanation of at least one criticism. This could be one criticism outlined in detail or two criticisms; one in less detail and one only stated. If three criticisms are simply stated then a maximum of 2 marks can be given.

Possible criticisms: Sampling issues, generalisation issues, issues of lack of control of variables, issues of data gathering, other factors that may have affected the results / bystander intervention, ethical issues such as lack of consent, no right to withdraw etc. (Do not credit 'it is unethical' as a standalone statement.)

NOTE: an issue is that the study has high ecological validity. However, to gain credit, the candidate must explain what gives it high ecological validity / why that is positive.

AO3 = 3 marks

SECTION C SEX AND GENDER

3 (a) The sex of a child can be identified at birth through biological factors. Complete the table below by identifying the most common hormones and chromosomes for each sex.

	Hormone	Chromosomes
Male	Testosterone	XY
Female	Oestrogen	XX

AO1 = 4 marks

3 (b) In a study of gender development in children, boys and girls were shown a film of role models playing with toys. The toys were unfamiliar to the children. Different children took part in each condition.

Condition one: all the male role models played with toy A; all the female role models played with toy B.

Condition two: half of the male and half of the female role models played with toy A; the other half of the male and female role models played with toy B.

The children were then allowed to play with whichever toy they wanted.

Use your knowledge of modelling to identify and briefly explain which toys you would expect the boys and girls to play with in each condition.

AO2: up to 4 marks for appropriate use of modelling to explain what might happen in each of the conditions.

Students must include in their answer:

- reference to the expected results for all the boys and girls in both conditions and
- a brief explanation of why it happened in terms of modelling.

Note: If only results are outlined max 2 marks.

Condition one: That boys will play with toy A and girls will play with toy B (1 mark) as they see the same-sex role model playing with just one toy (1 mark). The idea that role models are providing an example of what toy they should play with, that children will copy / imitate behaviour of role models.

Condition two: Both boys and girls will play with both toys (1 mark) as they see same-sex role models playing with both (1 mark) / there is no gender difference in who plays with each toy (1 mark). OR Children will play with the toy they prefer (1mark) as the models are not 'toy specific' (1 mark)

AO2 = 4 marks

3 (c) Evaluate the social learning theory of gender development.

AO3: up to 4 marks for appropriate evaluation.

Possible creditworthy points:

- The use of a relevant study or studies to evaluate the theory is creditworthy and if elaborated and explained may gain up to 4 marks.
- Reference to 'exceptions' to the theory where it cannot provide explanations. It does not explain why two children of the same sex can have the same possible models but behave differently (1 mark). It does not explain why children brought up without a strong same-sex role model do not have difficulty developing their gender identity (1 mark). It pays limited attention to biological differences between males and females (1 mark).
- Comparison to other theories and their respective value.

4 or 3 marks	For 4 marks, A clear evaluation of the social learning theory of gender development containing appropriate detail with elaboration For 3 marks, A reasonable evaluation of the social learning theory of gender development containing some detail and elaboration
2 or 1 mark	For 2 marks, An evaluation of the social learning theory of gender development that is very brief or the points made are under-developed or just one point with limited elaboration For 1 mark the answer is muddled. Evaluation points are simply stated.
0 marks	No relevant content

AO3 = 4 marks

3 (d)

Charlie is 9 years old. He thinks that both men and women can be builders. He also thinks that girls and boys can play with any toys they want.

Alfie is 3 years old. He never plays with dolls and thinks that only girls can do this. He also thinks that all builders are men.

Use your knowledge of the gender schema theory of gender development to explain why Charlie and Alfie think these things about gender.

Up to three marks for an explanation of gender schema theory related to the scenario.

Possible points: Reference to gender development occurring because understanding and knowledge is built up and so the understanding of gender increases with age. Reference to the expectations of what 3 and 9 year olds think and how gender schemas may change is relevant.

Alfie: The understanding and expectations of gender start as rigid / limited (Alfie)

Charlie: Over time knowledge of gender is built up and expectations become more flexible.

If the reference to the scenario is minimal but appropriate for example, younger and older (children) or 'they', then a maximum of 2 marks.

SECTION D AGGRESSION

4 (a) Look at the following descriptions of behaviours used in social learning definitions.

Judging whether our own behaviour is appropriate or not.	B
Imitating the action of someone who provides an example of how to behave in certain situations.	A
An action that weakens behaviour because it is unpleasant.	C

AO1 = 2 marks

4 (b) Outline how the frustration–aggression hypothesis explains aggressive behaviour.

AO1 – Up to 3 marks for a clear description of the frustration-aggression hypothesis.

To gain the full AO1 marks, students must refer to:

- Aggressive instinct building up inside/or aggression is a consequence of frustration
- Needing something to trigger/something frustrating to release of aggression.

Possible points: Reference to an unconscious drive / Thanatos building up. Reference to the build-up of aggressive instinct not simply spilling over but instead needing a trigger, example/s of how a trigger may cause aggressive behaviour.

AO1 = 3 marks

4 (c) Some psychologists believe that aggression is due to biological factors. Outline how hormones **and** chromosomal abnormalities might explain aggression.

To gain the 4 marks, students must refer to the role of hormones **and** chromosomal abnormality.

Hormones: One factor could be the level of testosterone (1 mark) an increase in the level of testosterone can lead to an increase in aggression (1 mark) males have higher levels of testosterone than females which may explain why males are typically more aggressive (1 mark).

Chromosomal abnormalities: One theory has suggested that an extra Y chromosome may cause aggression (1 mark) or Some men may have XYY (1 mark) and this may lead to higher levels of aggression (1 mark) or Some research has found a higher than normal proportion of men with an extra Y chromosome amongst violent offenders (2 marks).

AO1 = Max. 4 marks

4 marks: A clear description of the biological explanation containing accurate detail and refers to both the role of hormones and chromosomal abnormality

3 marks: A reasonable description of the biological explanation that refers to both the role of hormones and chromosomal abnormality but may lack detail or accuracy

2 marks: A description of the biological explanation referring to both the role of hormones and chromosomal abnormality that is very brief or a clear explanation that refers to **either** the role of hormones **or** chromosomal abnormality.

1 mark: A muddled description the biological explanation with some relevance to the role of hormones **and / or** chromosomal abnormality

NOTE: If the answer does **not** refer to **either** the role of hormones **or** chromosomal abnormality then it should be given no credit.

4 (d) Describe and evaluate how aggression may be reduced based on the social learning explanation. (Answer in continuous prose.)

AO1: Up to 3 marks for a clear description of ways of reducing aggression based on social learning explanation.

Credit should be given for reference to:

- Observing a non-aggressive model(s)
- Seeing models punished for being aggressive
- Seeing models praised for non-aggressive behaviour
- Training/teaching children to think more carefully about what they see / reducing the influence of role models on TV through training.

Possible points: If children observe more non-aggressive models then aggression is likely to be reduced (1 mark), seeing a role model being punished for an aggressive act might make children less likely to act aggressively too (1 mark). Training children to realise what they see on TV is not real (1 mark) will make them think differently about how to behave (1 mark) and be less likely to act aggressively / make TV role models less influential (1 mark).

NOTE: If a student simply describes and evaluates an SLT study of reducing aggression, a maximum of one AO1 mark and one AO3 mark. No credit if study is not focused on reducing aggression.

AO3: Up to 3 marks for an outline of at least one evaluation point. This could be one evaluation point outlined in detail or two or more evaluation points; one in less detail and one or more only stated. If evaluation points are simply stated, a maximum of 1 mark can be given.

Possible points:

- reference to research into the effectiveness of the method such as Bandura (1965) & Huesmann et al. (1983)
 - the difficulty of using Huesmann's ideas in everyday life - parents are not always present to discuss / explain the programmes. They may also lack the relevant training / skills to explain these concepts
 - contradicting evidence
 - whether the method is a short or long term solution
 - how quickly the method reduces aggression
 - comparison to other methods
 - the idea that seeing models being punished is often ineffective if the individual is reinforced directly for aggressive behaviour
- AO1 = 3 marks AO3 = 3 marks**

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 the ways of reducing aggression based on the SL explanation reflecting the detail of the 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 ways of reducing aggression based on the SL explanation have been attempted but lack some details of the points identified in the mark scheme.</p> <p>For 3 marks, description lacks some details of the points in the mark scheme or there is a very brief description alongside a relevant and elaborated evaluation of ways of reducing aggression based on the SL explanation or clear and accurate description but no evaluation.</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 the ways of reducing aggression based on the SL 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

SECTION E Research methods

5

School inspectors highlighted poor student behaviour at a local school. One of the issues was students turning up late for school. A number of teachers reported that some students were arriving up to twenty minutes late for school.

Two psychologists were asked to conduct an observation study to find out whether or not turning up late was a serious issue.

The psychologists decided to observe students arriving for school and to record their arrival times.

The psychologists wanted to make sure that they had high inter-observer reliability.

5(a) Outline how the psychologists could check that they had high inter-observer reliability.

AO2: Up to 2 marks for an appropriate explanation of how inter-observer reliability would be ensured.

To gain the two marks, students must refer to:

- observers must observe or record the same behaviour independently
- comparing the observers' data / checking for similarity / differences in findings

AO2 = 2 marks

5 (b) Explain how the two psychologists could carry out their observation study into lateness. Include in your answer:

- **at least one** behavioural category that could be used
- where and when the observation could be conducted
- how the data could be recorded.

AO2: up to 4 marks. For full marks, the answer must include these required elements:

- at least one example of a relevant behavioural category,
- the location of the observation,
- the time of the observation – should be an appropriate, specified range with times,
- the method of how the data would be recorded eg tally chart/record sheet with categories,

4 marks: A clear explanation containing accurate detail and refers to all the required elements

3 marks: A reasonable explanation that refers to all the required elements but may lack clarity / accuracy or a clear explanation that is missing one of the required elements

2 marks: An explanation that refers to the required elements that is very brief or a clear explanation that is missing more than one of the required elements.

1 mark: A muddled explanation with some relevance.

AO2 = 4 marks

5 (c) Briefly explain why categories of behaviour are necessary in observation studies.

AO1: 2 marks for an appropriate explanation of why categories of behaviour are relevant to this observation.

Possible points: It will make relevant behaviour clear to the observer (1 mark). Categories of behaviour improve consistency of observations (1 mark). It will increase agreement between different observers (1 mark).

AO1 = 2 marks

5(d) Apart from ethical issues, outline **one** advantage and **one** disadvantage of observation studies.

Advantage: Any relevant advantage should receive credit. To gain the full 2 marks, there must be an element of elaboration. Simply stating advantages will gain a maximum of 1 mark, regardless of how many are stated.

Possible points: Being able to watch and record actual behaviours, the most appropriate method for finding out what people really do or reference to ecological validity or reference to research that would only work through observation would be creditworthy **if the student says why**. Comparison to other methods may be creditworthy and may provide the elaboration needed to gain the second mark, for example, Milgram found that by asking people how they would act, it did not accurately predict the actual behaviour.

Disadvantage: Any relevant disadvantage should receive credit. To gain the full 2 marks, there must be an element of elaboration. Simply stating disadvantages will gain a maximum of 1 mark, regardless of how many are stated.

Possible points: The problem of not knowing why a behaviour occurred – only that it did, potential errors in recording the behaviours by the observer, the effect of observation on participants' behaviour, the lack of controls in those situations, comparison to other methods may be creditworthy and may provide the elaboration needed to gain the second mark.

AO3 = 4 marks

5 (e) After completing their observations, the psychologists decided to speak to some of the teachers about the behaviour of students at the school.

They conducted structured interviews.

5(e) (i) The psychologists asked those teachers who happened to be in the staffroom at 3.00 pm to take part in the interviews. This is an example of:

Random sampling	
Systematic sampling	
Opportunity sampling	✓

(Tick the correct box.)

AO2 = 1 mark

5(e) (ii) Outline what is meant by the term 'target population'.

AO1: Up to 2 marks for an appropriate explanation of target population.

Including at least one of the marks from:

- The (large) group of people that the researcher wishes to study (1mark) and/or the group you wish to apply your results to/generalise to. (1 mark) Max 2 marks.

a further mark available for:

- it is represented by the sample taken
- an example of a suitable description of a target population

AO1 = 2 marks

5 (e) (iii) Identify the target population for the interviews.

AO2: 1 mark for identifying the target population in this study: The teachers at the school.

NOTE: Simply stating 'teachers' is not creditworthy, the student must make it clear that it is teachers at that school

AO2 = 1 mark

5(e) (iv) Give an example of **one** open question and **one** closed question that the psychologists might have asked the teachers during the interview.

AO2: 1 mark for an appropriate open question and 1 mark for an appropriate closed question.

Any relevant question should receive credit.

Open: Any relevant question that would allow the respondent to answer any way they like

Closed: Any relevant question with **options given for answers**.

AO2 = 2 marks

5 (e) (v) The following statements are advantages and limitations of different research methods. Only **two** of them are about correlations. Which **two** are they?

(Tick **two** boxes only.)

This method provides detailed information about individuals.	
This method cannot establish cause and effect.	✓
This method allows a researcher to see if there is a relationship between two variables.	✓
This method allows the researcher to control all variables.	

AO3 = 2 marks

This is an automarked item

Assessment Objectives Grid

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