

AS Psychology

7181/1 PAPER 1 – Introductory Topics in Psychology

Mark scheme

7181

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Version/Stage: 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

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A

Social Influence

0 1 Briefly outline how **two** variables investigated by Asch were found to affect conformity. **[2 marks]**

Marks for this question: AO1 = 2

1 mark – for brief outline of how each relevant variable was found to affect conformity.

Possible content:

- increasing the size of the majority increased conformity (up to a majority of 3)
- increasing task difficulty increased conformity
- presence of a dissenter who did not conform reduced conformity
- withdrawal of a dissenter led to increased conformity
- writing the answer down (rather than saying aloud) reduced conformity
- individual differences, eg highly confident individuals conformed less.

Credit answers that give relevant variable and associated percentage i.e without reference to increase/decrease.

No marks for just naming the variables.

Credit other relevant variables.

Cannot give both marks for same variable with two different effects.

0 2 Explain how social influence processes contribute to social change.

[4 marks]

Marks for this question: AO1 = 4

Level	Marks	Description
2	3 - 4	The explanation of how social influence processes contribute to social change is explained in some detail. The answer is generally coherent with effective use of terminology.
1	1 - 2	There is limited/partial explanation of how social influence processes contribute to social change. The answer may lack coherence. Use of terminology may be either absent or inappropriate.
	0	No relevant content.

Possible content:

- minorities contribute to social change by being consistent, flexible and non-dogmatic. Through social crypto-amnesia and the snowball effect, gradually the minority turns into the majority
- influence of obedience, eg changes to the laws which make a certain behaviour more of a social norm which others then adopt
- majority influence can occur through social norms/normative social influence
- dictators can bring about social change through power and through the process of obedience. This leads to groups of people changing their behaviour because of the fear of punishment/consequences of not obeying
- consistency contributes to social change when a minority repeatedly gives the same message. This makes a majority reassess their belief and consider the issue more carefully (and so may adopt the minority point of view)
- commitment contributes to social change when a minority show they are willing to give up something for their belief the majority take their argument more seriously (and so may adopt it as their own)
- flexibility/being non-dogmatic contributes to social change when a minority show they are willing to listen to other viewpoints the majority listen to their point of view/take their argument more seriously (and so may adopt it as their own)
- theories linked to minority influence, eg social impact theory, snowball effect, social cryptoamnesia
- also accept answers outlining how drawing attention, creating cognitive conflict, augmentation, identification with the minority, appearance of objectivity or certainty of correctness as processes used by minorities can contribute to social change.

Credit other relevant points, eg influence of media as long as they are rooted in sound psychology.

Descriptions of studies are only relevant if they are used effectively to show how social influence processes contribute to social change.

0 3 . 1 Identify **one** type of observation being used in this investigation.
Justify your answer.

[2 marks]

Marks for this question: AO2 = 2

1 mark for identifying an appropriate type of observation from the following: naturalistic or covert or non-participant.

1 mark for relevant justification in this study.

Possible applications:

- it was carried out in the school canteen which was the normal environment for the students
- the teacher did not place the recycle bins in the canteen they had already been placed there
- the teacher was hidden from view of the students
- the students didn't know they were being observed
- the teacher observed from a distance and did not interact with the students.

0 3 . 2 Explain the sampling technique the teacher used to record her observations.

[2 marks]

Marks for this question: AO2 = 2

2 marks for relevant explanation of event sampling applied to the scenario, eg the teacher recorded each time one of the three types of item was recycled.

1 mark for naming event sampling or limited/muddled explanation

0 3 . 3 What do the results in **Table 1** suggest about the recycling initiative? Refer to the data in **Table 1** in your answer.

[4 marks]

Marks for this question: AO3 = 4

Possible content:

Age:

- it suggests that younger children are likely to recycle more than other children **(1 mark)**. More year 7-9 (than any other age group) recycled for all of the categories (cardboard, plastic and food) **(1 mark)**
or
- it suggests that older children are less likely to recycle **(1 mark)**. Fewer year 12-13 students recycled any of the items (cardboard, plastic or food) **(1 mark)**

Plus

Type of item:

- it suggests that children are most likely to recycle plastic **(1 mark)**. More children in each age group recycled plastic (than any of the other items) **(1 mark)**
or
- it suggests that children are least likely to recycle food **(1 mark)**. Fewer children recycled food (compared to all other items) for all age groups **(1 mark)**

Accept other possible suggestions/conclusions that apply to the data eg children do seem to recycle or that are derived from totalling the data. Credit the implications of these findings.

0 3 . 4 Explain **one** way in which the design of this observation could have been improved.

[2 marks]

Marks for this question: AO3 = 2

2 marks for a clear, coherent explanation of an appropriate improvement with some details eg more locations, more lunch times, more observers, further ethical considerations

1 mark for brief/ muddled/ limited explanation.

Accept other appropriate explanations that are linked to the design.

0 4 Describe **and** evaluate the procedure of Zimbardo's research into social roles.

[8 marks]

Marks for this question: AO1 = 4 and AO3 = 4

Level	Marks	Description
4	7-8	Knowledge of the procedure of Zimbardo's research into social roles is accurate with some detail. Evaluation is effective. Minor detail and/or expansion is sometimes lacking. The answer is clear and coherent. Specialist terminology is used effectively.
3	5-6	Knowledge of the procedure of Zimbardo's research into social roles is evident but there are occasional inaccuracies/omissions. There is some effective evaluation. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately.
2	3-4	Limited knowledge of the procedure of Zimbardo's research into social roles is present. Focus is mainly on description. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1-2	Knowledge of the procedure of Zimbardo's research into social roles is very limited. Evaluation is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

Possible content:

- 24 U.S male student volunteers
- randomly assigned role of prisoner or guard
- prisoners unexpectedly arrested at home
- deloused, given prison uniform and ID number
- given some rights, eg 3 meals, 3 supervised toilet trips a day and 2 visits per week
- guards were given uniforms, clubs, whistles and wore reflective sunglasses
- Zimbardo took role of prison superintendent
- planned duration was 2 weeks
- stopped after 6 days.

Possible evaluation points

- ethical issues: lack of informed consent, whether or not the consent gained was sufficiently informed; deception; lack of protection from psychological harm – whether or not the distress should have been anticipated
- Zimbardo playing a 'dual-role'. Zimbardo's own behaviour affected the way in which events unfolded, thus the validity of the findings could be questioned
- methodological issues: sample bias; demand characteristics/lack of internal validity; lack of ecological validity/mundane realism and their implications for the findings
- good internal validity: participant selection; random allocation of roles.

Credit other relevant evaluation that relates to the procedure of Zimbardo's Stanford Prison study.

Credit description and evaluation of procedures of other studies of social role by Zimbardo.

Section B

Memory

0 5 Describe the phonological loop component of the working memory model.

[3 marks]

Marks for this question: AO1 = 3

3 marks for a clear and coherent description of the phonological loop.

2 marks for a less detailed description of the phonological loop.

1 mark for a muddled or limited description.

Possible content:

- one of the slave systems controlled by the central executive
- deals with auditory/sound information or deals with both written and spoken material
- can be subdivided into the phonological store (inner ear) and the articulatory process (inner voice)
- the phonological store stores the words you hear (in speech form)
- the articulatory process allows for maintenance rehearsal
- has a limited capacity/the capacity of the loop is what can be said in 2 seconds.

Credit other valid points.

0 6 Suggest **one** way in which the working memory model might be a better explanation of short-term memory than the multi-store model.

[1 mark]

Marks for this question: AO3 = 1

1 mark for a brief suggestion of why the WMM offers a better explanation.

Possible content:

- it is not a unitary store
- range of research support, eg dual task studies, brain scanning studies
- the WMM explains STM as a more active process than the MSM.

Credit other valid points.

0 7 Which student is likely to perform worse in their final psychology exam? Use your knowledge of explanations of forgetting to justify your answer.

[4 marks]

Marks for this question: AO2 = 4

1 mark for Sarah (will perform worse).

Plus

Up to 3 marks for the explanation of the difference in performance.

3 marks for a clear and detailed explanation of why Sarah would perform worse/Toby would perform better.

2 marks for a less detailed explanation of why Sarah would perform worse/Toby would perform better.

1 mark for a muddled or limited explanation of why Sarah would perform worse/Toby would perform better.

Possible content for explanation:

- Sarah learnt and recalled in a different environment/context
- the cues present when learning the psychology material in the classroom would not have been present at recall in the lecture theatre for Sarah
- the absence of the cues meant that Sarah did not have any triggers to aid her recall and this caused retrieval failure
- using research evidence to support the explanation of why Sarah's performance is likely to be worse, eg Godden & Baddeley (1975) or Abernethy (1940)
- better students might refer to the encoding specificity principle.

Credit other relevant points that are applied to the stem.

0 8 Outline techniques used in the cognitive interview **and** discuss the effectiveness of these techniques on the accuracy of eyewitness testimony.

[8 marks]

Marks for this question: AO1 = 4 and AO3 = 4

Level	Marks	Description
4	7-8	Knowledge of techniques used in the cognitive interview is accurate with some detail. Discussion of the effectiveness of these techniques on the accuracy of eye witness testimony is effective. Minor detail and/or expansion is sometimes lacking. The answer is clear and coherent. Specialist terminology is used effectively.
3	5-6	Knowledge of techniques used in the cognitive interview is evident but there are occasional inaccuracies/omissions. There is some effective discussion of the effectiveness of these techniques on the accuracy of eye witness testimony. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately.
2	3-4	Limited knowledge of techniques used in the cognitive interview is present. Focus is mainly on description. Any discussion of the effectiveness of these techniques on the accuracy of eye witness testimony is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions. OR One technique only at level 4.
1	1-2	Knowledge of techniques used in the cognitive interview is very limited. Discussion of the effectiveness of these techniques on the accuracy of eye witness testimony is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used. OR One technique only at level 2.
	0	No relevant content.

Possible content:

- report everything – the interviewer encourages the witness to report all details about the event, even though these details may seem to be unimportant
- context reinstatement – trying to mentally recreate an image of the situation, including details of the environment, such as the weather conditions and the individual’s emotional state including their feelings at the time of the incident
- recall from changed perspective – trying to mentally recreate the situation from different points of view, eg describing what another witness present at the scene would have seen
- recall in reverse order – the witness is asked to recall the scene in a different chronological order, eg from the end to the beginning.

Credit also features of the enhanced cognitive interview eg relax, speak slowly.

Candidates can achieve up to 4 marks by either outlining two techniques in some detail or by covering more than two in less detail.

Possible discussion points:

- how/why recall is enhanced, eg role of context reinstatement; work on reconstructive memory; use of context; makes the event more meaningful
- Limitations, eg usefulness of the cognitive interview with children; less useful when there is increased time between event and recall
- relative effectiveness of individual features of the cognitive interview; better for recall of peripheral detail than central detail
- use of relevant evidence to support/refute argument, eg Kohnken et al (1999); Milne & Bull (2002).

Credit other relevant discussion.

0 9 . 1 Calculate how many hours it would have taken the psychologist to interview all 1000 people who were at the event. Show your workings.

[2 marks]

Marks for this question: AO2 = 2

2 marks for 250 hours OR for $1000/10 \times 2.5 = 250$ hours OR for $100 \times 2.5 = 250$ hours

1 mark for correct workings but incorrect answer eg 15000 minutes.

0 9 . 2 Identify **one** type of data the psychologist collected in this study. Explain your answer.

[2 marks]

Marks for this question: AO2 = 2

1 mark for correct identification

plus

1 mark for correct explanation

Possible content:

- primary data because the results came directly from the eye witnesses/because the data was collected by the psychologist specifically for the purpose of the investigation
- quantitative data because the psychologist used closed questions.
- qualitative because the psychologist recorded what they said (in words).

Accept answers referring to levels of measurement with appropriate justification.

0 9 . 3 Investigator effects may influence this study. Explain how the investigation might be modified to reduce these effects.

[2 marks]

Marks for this question: AO3 = 2

2 marks for relevant modification that would reduce investigator effects in this study.

1 mark for a brief or muddled explanation.

Possible content:

- have an interviewer who had not witnessed the event/did not know the aims of the study so that they would not be affected by their own perception of the event
- use open-ended questions so that the interviewees were able to give a more detailed and accurate version of what they saw.
- use questionnaire (or other means) to collect data without face to face interaction.

Credit other relevant suggestions that would reduce investigator effects in this study.

0 9 . 4 The psychologist submitted a report of her investigation to a journal for peer review.
What would she expect the process to involve?

[2 marks]

Marks for this question: AO2 = 2

2 marks for a clear, coherent outline with some detail.

1 mark for a limited/ muddled outline, eg 'other psychologists assess/check/review her research report.'

0 marks for 'other psychologists look at the research'.

Possible content:

- her report would be sent for independent scrutiny (checked/reviewed) by other psychologists.
- they would consider eg validity, ethics, errors, significance, originality and possible improvements.
- to see whether it should be published.

Credit other relevant answers that can be applied to the stem.

Section C

Attachment

1 0 Which **one** of the descriptions below best describes an infant showing reciprocity?

[1 marks]

Marks for this question: AO1 = 1

D

1 1 Which **one** of the descriptions below best describes an infant showing interactional synchrony?

[1 marks]

Marks for this question: AO1 = 1

A

1 2 Briefly outline the findings of **one** animal study of attachment **and** explain **one** criticism of the study.

[4 marks]

Marks for this question: AO1 = 2 and AO3 = 2

Level	Marks	Description
2	3 – 4	Outline of the findings of one animal study of attachment is clear and has some detail. A criticism relevant to the chosen study is clear. The answer is generally coherent with effective use of terminology.
1	1 – 2	Outline of the findings of one animal study of attachment lacks clarity and / or detail. The criticism is limited. The answer as a whole is not clearly expressed. Terminology is either absent or inappropriately used. Only outline or criticism max 2 marks.
	0	No relevant content.

Outline - possible content:

- Harlow – attachment to cloth mother rather than wire mother or findings of any later variations
- Lorenz – greylag geese imprinted on the first thing they saw.

Credit relevant findings from other appropriate studies.

Criticism – possible content:

- problems of extrapolation to attachment in human infants – what applies to non-human species may not also apply to human infants
- difference in nature and complexity of the bond
- ethical issues of separation from mother and emotional harm
- imprinting can be reversed.

Credit other relevant positive or negative criticisms.

The criticism must match the study outlined.

- 1 3 . 1** With reference to the different attachment types seen in the Strange Situation identify the most likely attachment type of Bhavi, Ola and Pippa. Use the information provided to help you.

[3 marks]

Marks for this question: AO2 = 3

1 mark for each correctly identified attachment type:

- Bhavi = (Insecure) – Avoidant/Type A/Anxious-avoidant
- Ola = Secure/Type B
- Pippa = (Insecure)-Resistant/Type C/Insecure-ambivalent/Anxious-ambivalent.

- 1 3 . 2** Briefly outline the behaviour each girl is likely to display when her mother collects her from nursery.

[3 marks]

Marks for this question: AO2 = 3

1 mark for each correctly identified different reunion behaviour:

- Bhavi is not likely to approach mother/is likely to ignore/avoid her mother
- Ola is likely to greet her mother enthusiastically
- Pippa is likely to seek and reject her mother/is likely to hold out arms but may resist contact.

Accept other appropriate behaviours.

1 4 Discuss research into cultural variations in attachment.

[12 marks]

Marks for this question: AO1 = 6 and AO3 = 6

Level	Marks	Description
4	10–12	Knowledge of research into cultural variations in attachment is accurate and generally well detailed. Discussion is effective. Minor detail and/or expansion is sometimes lacking. The answer is clear and coherent. Specialist terminology is used effectively.
3	7–9	Knowledge of research into cultural variations in attachment is evident but there are occasional inaccuracies/omissions There is some effective discussion. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately.
2	4–6	Limited knowledge of research into cultural variations in attachment is present. Focus is mainly on description. Any discussion is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1–3	Knowledge of research into cultural variations in attachment is very limited. Discussion is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

Possible content:

Students may refer to one study in reasonable detail, more than one in less detail and/or relevant theory. They may cover methodology and/or findings and/or conclusions but do not have to cover all aspects.

- Van Ijzendoorn and Kroonenberg's (1988) meta-analysis found secure attachment was the most common in all cultures studied. The lowest percent of secure attachment was shown in China, and the highest in Great Britain. Avoidant attachment was more common in West Germany but rare in Israel and Japan. Variation within cultures was 1.5 times greater than the variation between cultures
- Takahashi (1990) who found high levels of resistant attachment in Japanese infants where mothers rarely leave infants in early childhood
- Grossman and Grossman (1991) found that German infants tended to be classified as insecurely rather than securely attached
- Tronick et al. (1992) studied the Efe tribe who live in extended family groups and found that even though infants were looked after by several different women they showed one primary attachment.
- research relating to infants raised on Israeli Kibbutzim where infants who are classified as insecure tend to be resistant rather than avoidant, is also credit-worthy

Credit other relevant studies. There is a wide range of relevant research into cultural variations and examiners should be mindful of this when considering answers.

Possible discussion points:

- students may refer to positive aspects of the strange situation such as replication of the controlled conditions
- the Van Ijzendoorn and Kroonenberg's meta-analysis can be criticised because of the limited number of studies in some countries. Also the problems of over-generalising from a limited sample could be relevant
- the validity of research using the strange situation can be questioned; students may refer to temperament or experiences such as childcare which may relate to the attachment type
- children who have been in day care may appear to be insecurely avoidant because they are used to being separated from their mother
- imposed etic; the strange situation was developed in America and may have limitations in studying attachment types in different cultures, especially where child-rearing patterns are different
- candidates may refer to ethical issues because the strange situation may have been stressful for the infant

Credit other relevant discussion.

Assessment Objective Grid

	AO1	AO2	AO3	Total
Social influence				
1	2			2
2	4			4
3.1		2		2
3.2		2		2
3.3			4	4
3.4			2	2
4	4		4	8
Total	10	4	10	24

	AO1	AO2	AO3	Total
Memory				
5	3			3
6			1	1
7		4		4
8	4		4	8
9.1		2		2
9.2		2		2
9.3			2	2
9.4		2		2
Total	7	10	7	24

	AO1	AO2	AO3	Total
Attachment				
10	1			1
11	1			1
12	2		2	4
13.1		3		3
13.2		3		3
14	6		6	12
Total	10	6	8	24

Paper Total	27	20	25	72
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Research Methods (RM) = 18 marks

Maths = 6 marks