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**AS**  
**PSYCHOLOGY**  
**7181/1**

Paper 1

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**Mark scheme**

Specimen Material

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Final Version

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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](http://aqa.org.uk)

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### Level of response marking instructions

Level of response mark schemes are broken down into two, three or four levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are two, three or four 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 does not contain anything of relevance to the question must be awarded no marks.

Examiners are required to assign each of the students' responses to the most appropriate level according to **its overall quality**, then allocate a single mark within the level. When deciding upon a mark in a level examiners should bear in mind the relative weightings of the assessment objectives (included for each question and summarised on page 16) and be careful not to over/under credit a particular skill. For example, in question 11 more weight should be given to AO1 than to AO2 and AO3, whereas in question 04 equal weight should be given AO1 and AO3. This will be exemplified and reinforced as part of examiner training and standardisation.

## Section A

### Social influence

**01** Which **two** of the following are types of conformity? Shade **two** boxes only. **[2 marks]**

**Marks for this question: AO1 = 2**

B  
D

**02** Briefly outline **and** evaluate the authoritarian personality as an explanation of obedience to authority. **[4 marks]**

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

Level	Marks	Description
2	3–4	Outline of the authoritarian personality as an explanation of obedience to authority is clear and has some detail. Some evaluation relevant to obedience is clear. The answer is generally coherent with effective use of terminology.
1	1–2	Outline of the authoritarian personality lacks clarity and/or detail and/or link to obedience. Evaluation is limited. The answer as a whole is not clearly expressed. Terminology is either absent or inappropriately used. <b>Either</b> outline <b>or</b> evaluation is done well.
	0	No relevant content.

**Outline – possible content:**

- a collection of traits/dispositions developed from strict/rigid parenting, eg conformist/conventional/dogmatic
- obedient/servile towards people of perceived higher status.

Credit other traits relevant to obedience.

**Evaluation – possible content:**

- situational factors, eg proximity (Milgram), may have greater influence on obedience levels
- difficult establishing cause/effect between authoritarianism/parenting style and obedience
- explanation cannot easily account for obedience of entire social groups/societies
- evaluation of F-scale where used to evaluate the explanation.

Credit other relevant evaluation points.

<b>03</b>	With reference to the article above, explain how social influence leads to social change.	<b>[6 marks]</b>
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**Marks for this question: AO2 = 6**

Level	Marks	Description
3	5–6	Knowledge of social influence processes related to social change is clear and generally well detailed. Application to changing views of homosexuality is mostly clear and effective. The answer is generally coherent with appropriate use of terminology.
2	3–4	Knowledge of social influence processes related to social change is evident. There is some effective application to changing views of homosexuality. The answer lacks clarity in places. Terminology is used appropriately on occasions.
1	1–2	Knowledge of social influence processes related to social change is limited. Application to changing views of homosexuality is either absent or inappropriate. The answer as a whole lacks clarity and has inaccuracies. Terminology is either absent or inappropriately used.
	0	No relevant content.

**Possible content:**

Application of social influence research to changing views of homosexuality from the following:

- factors affecting minority influence including consistency, commitment and flexibility
- social change occurs when minority view, eg Gay Rights campaigners, challenges majority view and is eventually accepted as the majority
- theory related to conformity such as informational social influence and/or internalisation
- influence of obedience, eg changes to the laws making equal rights more of a social norm
- credit other relevant points, eg influence of media, as long as they are rooted in sound psychology
- can also credit theories linked to minority influence, eg social impact theory, snowball effect, social cryptoamnesia.

<b>04</b>	Describe <b>and</b> evaluate <b>two</b> studies of social influence.	<b>[12 marks]</b>
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**Marks for this question: AO1 = 6 and AO3 = 6**

Level	Marks	Description
4	10–12	Knowledge of two studies of social influence is accurate and generally well detailed. Evaluation is effective. The answer is clear and coherent. Specialist terminology is used effectively. Minor detail and/or expansion is sometimes lacking.
3	7–9	Knowledge of two studies of social influence is evident. There are occasional inaccuracies. There is some effective evaluation. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately.
2	4–6	Knowledge of two studies of social influence 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. <b>OR</b> one study answered at Level 3 or 4.
1	1–3	Knowledge of two studies of social influence is 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. <b>OR</b> one study answered at Level 2.
	0	No relevant content.

**Possible content:**

- likely studies include Milgram 1963, 1974, Asch 1951, 1956, Zimbardo 1971, but credit other relevant answers
- description of procedure/method, findings and/or conclusions
- credit also detail of variations/replications of original studies.

**Possible evaluation points:**

- relevant ethical issues and how these arose in studies chosen, eg deception; (lack of) informed consent; protection from harm etc
- counter-arguments such as why deception or other unethical procedures were necessary – to reduce/prevent demand characteristics, and thus increase validity
- relevant methodological issues such as validity (including temporal validity); sample bias; demand characteristics/internal validity etc
- counter-arguments, eg justification for methodological shortcomings – artificial procedures can have real-world relevance; studies were replicated with different samples, cultures, etc
- procedures designed to address ethical issues, eg use of debriefing/retrospective consent
- cost-benefit analyses of methodological/ethical concerns vs relative merits/importance of findings.

Credit other relevant evaluation points.

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**Section B****Memory**

**05.1** Complete the following statement about long-term memory. Shade **one** box only.  
Information stored with reference to time and place refers to:

**[1 mark]**

**Marks for this question: AO1 = 1**

A

**05.2** Complete the following statement about long-term memory. Shade **one** box only.  
Information not available for conscious inspection refers to:

**[1 mark]**

**Marks for this question: AO1 = 1**

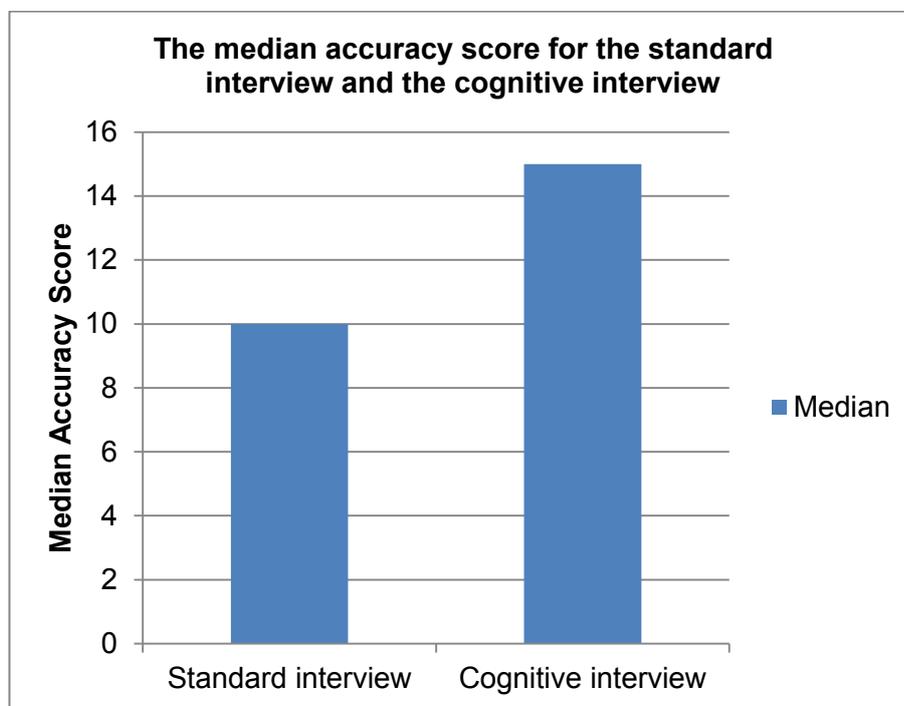
B

**06.1** Sketch an appropriate graphical display to show the median accuracy scores in **Table 1**.  
**[6 marks]**

**Marks for this question: AO2 = 6**

**1 mark** for each of the following:

- display as a bar chart
- both axes labelled correctly
- an informative title with reference to the IV and DV
- y axis has appropriate scaling
- bars are separate
- bars are plotted reasonably correctly.



**06.2** The experiment used an independent groups design.

Explain how this study could have been modified by using a matched pairs design.

**[4 marks]**

**Marks for this question: AO3 = 4**

Award **one mark** for each of the following points:

- the researcher needs to ensure that the two groups are matched for key variables
- example of at least one key variable – any that might reasonably be expected to affect memory in this situation, eg eyesight, age, intelligence
- all participants should be pre-tested/assessed for the key variable/variables
- for each person in one condition, the researcher should assign a 'matched' person in the other condition.

Credit other relevant points or this information embedded in the example.

**07** Identify **and** outline **two** techniques that may be used in a cognitive interview. **[4 marks]**

**Marks for this question: AO1 = 4**

Level	Marks	Description
2	3–4	Two techniques are clearly identified and outlined. Minor detail of outline is sometimes lacking or there is slight inaccuracy. The answer as a whole is clear with use of specialist terminology.
1	1–2	Two techniques are identified. The outline lacks detail/accuracy. The answer as a whole lacks clarity. Specialist terminology is either absent or inappropriately used. <b>OR</b> one technique at Level 2.
	0	No relevant content.

**Possible content:**

- reinstating the context – interviewee mentally reinstates the environmental and personal context of the incident, eg sights, sounds, weather etc
- report everything – interviewer encourages the reporting of every single detail of the event, even though it may seem irrelevant
- changing order – interviewer tries alternative ways through the timeline of the incident
- changing perspective – interviewee recalls from different perspectives, eg how it would have appeared to other witnesses.

Credit other relevant cognitive interview techniques.

<b>08</b>	Outline <b>and</b> evaluate research into the effects of leading questions on the accuracy of eyewitness testimony.	<b>[8 marks]</b>
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**Marks for this question: AO1 = 4 and AO3 = 4**

Level	Marks	Description
4	7–8	Knowledge of research into effects of leading questions is accurate and generally well detailed. Evaluation is effective. The answer is clear, coherent and focused on the accuracy of eyewitness testimony. Specialist terminology is used effectively. Minor detail and/or expansion of argument sometimes lacking.
3	5–6	Knowledge of research into effects of leading questions is evident and there is some focus on accuracy of eyewitness testimony. There are occasional inaccuracies. There is some effective evaluation. The answer is mostly clear and organised. Specialist terminology mostly used effectively.
2	3–4	Knowledge of research into effects of leading questions is present although links to accuracy of eyewitness testimony are limited. Focus is mainly on description. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions.
1	1–2	Knowledge of research into effects of leading questions is limited. Evaluation is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

**Possible content:**

- Loftus and Palmer’s (1974) study changing verb in critical question was changed (smashed, collided, bumped, hit or contacted)
- Loftus and Palmer “Did you see any broken glass?”
- Loftus et al’s (1978) study using a red Datsun and Stop or Yield signs
- research into anxiety and EWT is not relevant without reference to leading questions, eg Yuille and Cutshall study of a real-life shooting and resistance to leading questions
- research into age of witness and misleading information may be relevant, eg Warren et al (2005) found children more likely to be influenced by leading questions than adults
- credit any other relevant research, studies and/or theories, eg post-event contamination; confabulation; reconstructive memory.

**Possible evaluation points:**

Will depend on research chosen but might include:

- question of validity in laboratory studies or lack of control in real-life situations
- methodological issues including sampling, replication and corroboration with other studies
- ethical issues
- practical applications/implications of the research.

Credit other relevant evaluation points.

**Section C****Attachment**

**09.1** In van Ijzendoorn's cross-cultural investigations of attachment, which **one** of the following countries was found to have the highest percentage of anxious-avoidant children? Shade **one** box only.

[1 mark]

**Marks for this question: AO1 = 1**

B

**09.2** In van Ijzendoorn's cross-cultural investigations of attachment, which **one** of the following countries was found to have the highest percentage of anxious-resistant children? Shade **one** box only.

[1 mark]

**Marks for this question: AO1 = 1**

D

**09.3** In van Ijzendoorn's cross-cultural investigations of attachment, which **one** of the following attachment types was found to be most common in all of the countries investigated? Shade **one** box only.

[1 mark]

**Marks for this question: AO1 = 1**

D

**09.4** In van Ijzendoorn's cross-cultural investigations of attachment, which **one** of the following statements is correct? Shade **one** box only.

[1 mark]

**Marks for this question: AO1 = 1**

D

**10.1** With reference to Abdul's conversation with his friend, outline **two** features of caregiver-infant interaction.

**[4 marks]**

**Marks for this question: AO2 = 4**

**1 mark for each** outline:

- interactional synchrony – adults and babies respond in time to sustain communication
- reciprocity/turn-taking – interaction flows both ways between adult and infant
- imitation – infant mimics/copies the adult's behaviour
- sensitive responsiveness – adult attends sensitively to infant's communications.

**Plus**

**1 mark each** for application of feature to stem:

- interactional synchrony – '...as if they are one person..'/ '...perfectly in time with each other..'
- reciprocity/imitation/sensitive responsiveness – 'Tasneem smiles, Aisha smiles back...'

Same part of stem can be credited if applied appropriately to more than one feature.

**10.2** Explain how such observational research might be refined through the use of behavioural categories.

**[4 marks]**

**Marks for this question: AO3 = 4**

Award **1 mark** for any four points explained from the following points, to a maximum of 4 marks:

- behavioural categories allow observers to tally observations into pre-arranged groupings
- examples of behavioural categories appropriate in this situation might be .....
- using categories provides clear focus for the researcher
- categorisation enables proposal of a testable hypothesis
- categories allow for more objective/scientific data recording
- use of categories should result in greater reliability
- categories provide data that is easier to quantify/analyse
- contrast with method described in the stem (own interpretation is too subjective/opinion-based).

Credit other valid points.

<b>11</b>	Discuss Bowlby's maternal deprivation theory. Refer to the experience of Joe as part of your discussion.	<b>[12 marks]</b>
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**Marks for this question: AO1 = 6, AO2 = 2 and AO3 = 4**

Level	Marks	Description
4	10–12	Knowledge of maternal deprivation theory is accurate and generally well detailed. Discussion is thorough and effective. Application to the stem is appropriate and links between theory and stem content are explained. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and/or expansion of argument sometimes lacking.
3	7–9	Knowledge of maternal deprivation theory is evident. Discussion is apparent and mostly effective. There are occasional inaccuracies. Application to the stem is appropriate although links to theory are not always explained. The answer is mostly clear and organised. Specialist terminology mostly used effectively. Lacks focus in places.
2	4–6	Knowledge of maternal deprivation theory is present. Focus is mainly on description. Any discussion is only partly effective. Application to the stem is partial. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions.
1	1–3	Knowledge of maternal deprivation theory is limited. Discussion is limited, poorly focused or absent. Application is limited or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

**Possible content:**

- Bowlby's view of monotropy – single attachment
- Bowlby's theory of irreversibility – consequences cannot be reversed
- Bowlby's view about a critical period – if attachment is disrupted/not formed it is too late
- Bowlby's consequences of maternal deprivation – delinquency; affectionless psychopathy; low IQ etc
- Bowlby's theory of the internal working model as a template for later relationships.

Credit other relevant aspects of Bowlby's theory.

**Possible application points:**

- Joe's difficult relationships may be due to a lack of opportunity to develop an internal working model
- adopted at seven years old, Joe is beyond the critical period for forming attachments
- Joe shows consequences of maternal deprivation – delinquency – '*in trouble at school*'; low IQ – '*struggling with classwork*'; affectionless psychopathy – '*little regard for the feelings of others*'.

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**Possible discussion points:**

- Bowlby's confusion over privation and deprivation
- validity of extrapolation from and comparison with animal studies (Harlow)
- overemphasis on mother and monotropy
- sensible focus on importance of childhood experiences
- wider implications, eg changes in child hospitalisation
- use of evidence to support or refute Bowlby's work, eg Schaffer's multiple attachments; studies contradicting the critical period and reversibility, eg Rutter's Romanian orphan research.

Credit other relevant discussion points.

Only credit evaluation of the methodology used in studies when made relevant to discussion of Bowlby's work on maternal deprivation.

### Assessment Objective Grid

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>Social influence</b>				
01	2			<b>2</b>
02	2		2	<b>4</b>
03		6		<b>6</b>
04	6		6	<b>12</b>
<b>Total</b>	<b>10</b>	<b>6</b>	<b>8</b>	<b>24</b>

<b>Memory</b>				
05.1	1			<b>1</b>
05.2	1			<b>1</b>
06.1		6 RM/Maths		<b>6</b>
06.2			4 RM	<b>4</b>
07	4			<b>4</b>
08	4		4	<b>8</b>
<b>Total</b>	<b>10</b>	<b>6</b>	<b>8</b>	<b>24</b>

<b>Attachment</b>				
09.1	1			<b>1</b>
09.2	1			<b>1</b>
09.3	1			<b>1</b>
09.4	1			<b>1</b>
10.1		4		<b>4</b>
10.2			4 RM	<b>4</b>
11	6	2	4	<b>12</b>
<b>Total</b>	<b>10</b>	<b>6</b>	<b>8</b>	<b>24</b>

<b>Paper Total</b>	<b>30</b>	<b>18</b>	<b>24</b>	<b>72</b>
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Research methods = 14 marks

Maths = 6 marks

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