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AS

# Psychology (Specification B)

PSYB1 Introducing Psychology

Mark scheme

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2185

June 2016

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Version: 1.0 Final Mark Scheme

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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).

## Section A Key Approaches and Biopsychology

**1 (a)** Using an example of human behaviour, explain what is meant by 'evolution'.

**[2 marks]**

**[AO1 = 1 mark; AO2 = 1 mark]**

Award 1 mark for a definition of the term 'evolution' and a further mark for an example of the process related to a human behaviour.

**AO1** – Evolution:

- a process in which random (physical and behavioural) changes (over time) occur promoting adaptation or maladaptive consequences.

**OR**

- A process of natural selection in which organisms with adaptive changes survive and maladaptive ones die out.

Accept other valid definitions.

**AO2** – examples could include, facial expressions to signal emotional states such as smiling for happiness; territorial behaviours such as fighting to defend resources; development of physical structures to support human language abilities, rooting reflex and sexual selection for survival.

Allow any suitable example. It is sufficient for the example to be simply stated e.g."An example is the rooting reflex".

Expect to see the example and definition embedded as in: An example of evolution can be seen in the way humans have developed physical structures that have enabled them to speak and communicate better which means they have survived as animals at the top of the animal kingdom – they are the fittest.

**1 (b)** Briefly outline **one** advantage of conducting research in laboratory conditions.

**[1 mark]**

**[AO3 = 1 mark]**

1 mark for a brief outline of an appropriate advantage.

Likely advantages would be – control of extraneous variables, ability to infer cause and effect, replicability.

**Do not accept** increases reliability/ validity. Reference to internal validity is acceptable.

**1 (c)** Using the graph paper below, draw a fully labelled graph of the raw data in **Table 1**.  
[4 marks]

**[AO3 = 4 marks]**

Allow 4 marks for a drawing of a suitable graph. This should be a line graph, but a suitable bar chart can be accepted.

- One mark for a suitable title: Times taken for the door to open over a seven day period. Both IV and DV should be referred to.
- One mark for X axis: days marked (points for a line graph and bar space for a bar chart).
- One mark for Y axis: **time taken in seconds/s**
- One mark for plotting correctly. On a line graph the dots must be joined.

**1 (d)** Use your knowledge of conditioning to explain the results of the study.  
[2 marks]

**[AO2 = 2 marks]**

**2 marks** for clear application of knowledge of operant conditioning to the study.

**1 mark** for brief or muddled application.

Possible answers:

- This is positive reinforcement (operant conditioning) in which the dog has learned to do something in order to obtain a pleasant consequence.
- This is negative reinforcement, a form of escape/avoidance learning in which the dog has learned to do something in order to avoid an unpleasant consequence (being locked in).
- This is operant conditioning - the time gets quicker as the dog has made the connection/association between the stimulus – floor pad, and the response – door opens when pad pressed with particular paw – it has learned.

Credit other relevant explanations.

**1 (e)** Humanistic psychologists suggest that all people are driven towards self-actualisation.  
Self-actualisation means...  
Tick one box only.  
[1 mark]

**[AO1 = 1 mark]**

Correct answer: C - realising one's potential.

**1 (f)** Describe and evaluate the psychodynamic approach in psychology.

**[10 marks]**

**[AO1 = 5 marks; AO2 = 5 marks]**

**AO1**

Up to five marks for accurate description of features of psychodynamic explanations: the role of the unconscious; psychosexual stages; the structure of personality; defence mechanisms; the role of conflict; the procedures used in psychoanalysis. Credit description of features provided by neo Freudians such as Erikson.

Credit description of evidence up to 1 mark.

**AO2**

Up to five marks for evaluation of the psychodynamic explanation of human behaviour. Likely points include: The value of its recognition of the importance of childhood experience on later life; of how dreams etc may be of importance when studying the person; the usefulness of a focus on emotional development as a contrast to the emphasis in other approaches on logic and intellectual development. The value of the therapy and of the case study method as a way of investigating behaviour and testing theory. The lack of scientific rigour and difficulty of testing psychodynamic concepts; the evidence of subjectivity and biased interpretation found in case studies such as Little Hans. Difficulty in testing concepts such as the unconscious; emphasis on males rather than females and the issue of weaker super-ego in females; pessimism and ‘backward looking’; therapy is directive and the possible consequences of this.

Credit comparison with other approaches. One approach being more or less ‘X’ than the other is an acceptable contrast, such as the psychodynamic approach is less able to explain the acquisition of phobias than behaviourists who can provide evidence of how associations can be learned.

Credit use of evidence when used to evaluate the psychodynamic approach.

**Mark Bands**

**9 – 10 marks Very good answers**

There is accurate, organised, balanced description of features of the psychodynamic approach. The evaluation of the approach is clear, coherent and has some elaboration of points made. The answer is well focused with little or no misunderstanding.

The answer is well structured with effective use of paragraphs, sentences and psychological terminology. There are few errors of spelling and punctuation.

**6 – 8 marks Good answers**

There is reasonably accurate and organised description of features of the psychodynamic approach though some detail may be lacking. Evaluation of the approach is present but it may be limited in either depth or breadth. There may be some misunderstanding, irrelevance or limited focus.

The answer has some structure with appropriate use of paragraphs, sentences and psychological terminology. There are some errors of spelling and punctuation.

**3 – 5 marks    Average to weak answer**

There is some knowledge of the psychodynamic approach and/or basic/limited evaluation. The answer may lack focus. There may be substantial inaccuracy and/or irrelevance.

Some basic ideas are expressed adequately though the answer may lack structure. Psychological terminology may be missing or used inappropriately. There may be some intrusive errors of grammar, spelling or punctuation.

**1 – 2 marks    Poor answer**

There is very limited knowledge/evaluation of the psychodynamic approach. There must be some relevant information.

Basic ideas are poorly expressed. There is little evidence of structure. There may be many errors in grammar, spelling and punctuation.

**0 marks    No relevant content**

## Section B Gender Development

**2 (a)** Which **one** of the following statements is **true**? Tick **one** box only.

**[1 mark]**

**[AO1 = 1 mark]**

Correct answer: In the Electra complex the girl identifies with her mother.

**2 (b)** What is meant by a 'sex-role stereotype'? Give an example.

**[2 marks]**

**[AO1 = 1 mark; AO2 = 1 mark]**

Award 1 mark for a definition of a 'sex-role stereotype' and a further mark for an example of this.

**AO1** – Sex-role stereotype: an organised belief/set of expectations about how men and women should behave (or think).

**AO2** – examples could include: that we should expect women to behave in a caring way; that we should expect men to behave in an assertive way.

Allow any suitable example.

**2 (c) (i)** Outline **one** study in which the possible effects of sex-role stereotyping on gender development were investigated. Briefly describe what the researcher(s) did and what was found.

**[2 marks]**

**[AO1 = 2 marks]**

Up to **2 marks** for an accurate description of a recognisable study in which sex-role stereotyping was investigated. Credit description of the method (1 mark) and findings (1 mark).

Likely studies: Baby X studies – Seavey et al 1975; Fagot 1978; Urberg 1982; DeLoache et al 1987, Furnham and Farragher 2000, Williams and Best 1982.

**2 (c) (ii)** Briefly evaluate the study you have described in your answer to question 2 (c) (i).

**[2 marks]**

**[AO2 = 2 marks]**

**2 marks** for a brief evaluation of the study described. This might be one strength or limitation of the study that is elaborated or may be two briefer points, but there must be some elaboration of the point(s) made for full credit.

**1 mark** for evaluative point (not elaborated) or muddled.

Possible answer – participants in a particular study may have been aware that their behaviour was being investigated/observed and this may have affected their responses. The data collected from the study might be invalid and not a real reflection of everyday behaviour.

**2 (d)** What conclusion can be drawn from the data in **Table 2** above? Justify your answer.

**[3 marks]**

**[AO3 = 3 marks]**

Award up to **2 marks** for an appropriate conclusion: for American students equality at work was most important and equality at home less important, but for the Chinese students, equality at home was most important and equality at work was less important, (or expressed the other way round).

For full credit both aspects of the data should be referred to in the answer.

Award **1 mark** for a conclusion that recognises the results for each group are the opposite way round to each other, but lacks the clarity of the above information.

Award a **further mark** for use of the data in the table for example; the median rating for equality at work for American students was higher than for equality at home. **OR** for Chinese students the median rating for equality at home is higher than for equality at work.

Credit reference to the direction of the results without the use of the median values.

**2 (e)** Discuss biological explanations of gender development. Refer to evidence in your answer.

**[10 marks]**

**[AO1 = 5 marks; AO2 = 5 marks]**

**AO1**

Up to **five marks** for description of the features of biological explanations of gender development. Students may focus on how genetic factors cause gender-appropriate behaviour – gender and sex are interrelated. Any differences in gender behaviour are due to physiology. Students may choose to focus on hormones e.g. the influence of androgens and testosterone or oestrogen and progesterone. Atypical sex chromosomes e.g., XXY – Klinefelter's syndrome; XO – Turner's syndrome; XYY – Supermale in terms of the effect these syndromes have on gender development. Students may choose to focus on non-human research e.g., Gorski et al (1980) found male rats'

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sexually dimorphic nucleus (SDN) to be larger in anatomical structure compared to female rats' SDN which might account for differences in behaviour.

Credit up to two marks for description of relevant evidence.

### **AO2**

Up to **five marks** for an evaluation of biological explanations of gender development. Students may choose to contrast biological explanations of gender development with social learning theorists who state that gender is learnt as a result of socialisation (nurture). The cognitive explanation can be used to criticise biological explanations of gender as being too deterministic – children think about their own and other people's gender and how they behave as a result. Gender development occurring over time rather than acquired at birth along with sex. Students are required to refer to evidence in their response. This may be in support/conflict for biological explanations. For example, Money (1975), in the case of the penectomised twin, suggested that nurture was responsible for gender development thereby rejecting nature/biology. However, in a follow-up study by Diamond (1998), Brenda had never felt happy as a girl and resumed his/her masculine identity (nature) thereby supporting biological explanations. Students may raise methodological issues associated with the extrapolation of findings from animal research to explain human gender development.

Credit comparisons with alternative explanations of gender development.

Credit use of relevant evidence.

Only credit reference to methodological issues if made relevant to the biological explanation.

### **Max 6 marks if no reference to evidence**

#### **Mark Bands**

##### **9 – 10 marks Very good answers**

There is accurate, organised description of the features of biological explanations of gender development. The discussion is clear, coherent and has some elaboration of the points made. There is appropriate reference to evidence. The answer is well focused with little or no misunderstanding.

The answer is well structured with effective use of paragraphs, sentences and psychological terminology. There are few errors of spelling and punctuation.

##### **6 – 8 marks Good answers**

There is reasonably accurate and organised description of the features of biological explanations though some detail may be lacking. There is some reference to evidence. Discussion is present but it may be limited in either depth or breadth. There may be some misunderstanding, irrelevance or limited focus.

The answer has some structure with appropriate use of paragraphs, sentences and psychological terminology. There are some errors of spelling and punctuation.

##### **3 – 5 marks Average to weak answer**

There is some knowledge of biological explanations and/or basic/limited discussion. The answer may lack focus. There may be substantial inaccuracy and/or irrelevance.

Some basic ideas are expressed adequately though the answer may lack structure. Psychological terminology may be missing or used inappropriately. There may be some intrusive errors of grammar, spelling or punctuation.

**1 – 2 marks      Poor answer**

There is very limited knowledge/discussion of biological explanations. There must be some relevant information.

Basic ideas are poorly expressed. There is little evidence of structure. There may be many errors in grammar, spelling and punctuation.

**0 marks      No relevant content**

## Section C Research Methods

**3 (a)** Explain how not requiring students to put their names on the questionnaires might have affected the results.

**[2 marks]**

**[AO3 = 2 marks]**

**2 marks** for a clear explanation such as:

- participants feel less under pressure to answer in a socially desirable way and their answers might be more honest (2 marks).
- this would increase the validity (and reliability) of the data collected because their answers might be more honest/could not be traced back to them (2 marks).
- the results might be less valid/ reliable because the responses could be less honest. (2marks).

**1 mark** for a brief or muddled explanation.

Accept other valid explanations.

**3 (b)** Apart from the issues of anonymity explain **one other** advantage of using questionnaires.

**[2 marks]**

**[AO3 = 2 marks]**

Up to **two marks** for a response which explains an advantage of using a questionnaire.

**One mark** for a slightly muddled or very brief explanation of an advantage of questionnaires in comparison to other methods.

This question specifically targets questionnaires as a method.

Advantages of using a questionnaire, could include:

- data (from the students) could be collected relatively **quickly/large amounts** of data can be collected because the researcher would not need to be present when the questionnaires were completed
- there might be a **reduction in investigator effects/social desirability** because the researcher's reactions would not be visible.

**3 (c) (i)** Write an open question that could have been asked instead of this closed question.  
[1 mark]

**[AO3 = 1 mark]**

Award one mark for an appropriate open question.

The question must refer to attitudes to homework assignments/ assessment of learning, but need not have a question mark at the end:

Examples might include: ‘Can you explain/describe/tell me about the usefulness of homework assignments?’ or ‘How useful do you think your homework assignments are? Explain your answer.’ ‘Why do you think your homework assignments are or are not useful?’

**3 (c) (ii)** Explain **one** advantage of the closed question above and **one** advantage of the open question that you have written in your answer to question **3 (c) (i)**.

[4 marks]

**[AO3 = 4 marks]**

Award **two marks** for an advantage of the closed question.

Award **one mark** for a brief or unelaborated answer or generic answers.

Likely points: having 4 discrete options means the researcher can quickly add up the number of times each response has been selected and can convert the information quickly to percentages and display these clearly.

Award **two marks** for an advantage of the open question. Award one mark for a brief or unelaborated answer. These marks may be awarded even if the question written is not focused on attitudes to learning.

Award **one mark** if the question devised is closed but the advantage given is appropriate to open questions.

Likely points: without the restricted option answers the participants can offer any information they choose to and are likely to provide more detail in their responses explaining why they think as they do. This should give the researcher information about the reasons for the answer given.

Credit other relevant advantages.

**3 (d)** What is a pilot study and why is it useful to conduct pilot studies?

**[3 marks]**

**[AO3 = 3 marks]**

**One mark** for a definition of a pilot study – a small scale study/ practice run/ trial run conducted before the full investigation takes place

Plus

Up to **2 marks** for an explanation of why pilot studies are conducted.

Award **one mark** for a brief or unelaborated answer.

The following points could form part of the explanation:

- the pilot allows the researcher to test material
- doing the check could highlight any problems in the materials or procedures
- this will allow the researcher to modify the design.

**3 (e)** Explain why it might be useful to interview students as well as analysing the questionnaire responses.

**[2 marks]**

**[AO3 = 2 marks]**

Award up to **2 marks** for an explanation of the additional benefit to the research gained from the interviews.

Award **one mark** for a brief or unelaborated answer.

Likely points:

- in the light of the questionnaire data the researcher can target specific areas and ask for information on these and she/he would not have known what to target before seeing the questionnaire information
- interviews allow the researcher to question the thinking of the students and extract more detail about specific areas of response
- as the study is a pilot this would be a second chance to modify the original questionnaire and make sure that the final version has all the questions on it that the researcher now feels are required.

If two separate points are stated but not linked and neither explained **maximum one mark**.

**3 (f)** The researcher decided to conduct a structured interview. Explain **one** advantage of conducting this type of interview rather than an unstructured interview.

**[2 marks]**

**[AO3 = 2 marks]**

Award up to **2 marks** for an explanation of the advantage of a structured interview in comparison with an unstructured interview.

Award **one mark** for a brief, muddled or unelaborated answer.

Likely advantage:

With a structured interview the data collected will relate only to the designated questions and the researcher will not need to accommodate any unique/unexpected information which could arise from unstructured interviews where the questions change from person to person.

Accept other valid answers.

Do not accept answers that relate to types of questions – open/closed.

**3 (g)** The researcher did not require students to put their names on the questionnaires.

Outline **two other** ways in which the British Psychological Society (BPS) code of ethics could be applied in this study.

**[4 marks]**

**[AO3 = 4 marks]**

Up to **2 marks** for each way outlined.

In each case, award one mark for a brief relevant point and a second mark for elaboration which is contextualised.

Ways in which the code of practice might be applied may focus either on general principles of the code or practical procedures or a combination of both.

Possible answers:

- the students must be treated with respect so they should not be required to answer embarrassing or upsetting questions
- the full purpose of the study should be explained to each student at the end of participation so that he/she is fully aware of the aims of the researcher/to give the student an opportunity to withdraw his/her answers.

Accept other relevant answers.

## ASSESSMENT OBJECTIVES GRID

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
1(a)	1	1	
1(b)			1
1(c)			4
1(d)		2	
1(e)	1		
1(f)	5	5	
<b>Total</b>	<b>7</b>	<b>8</b>	<b>5</b>
2(a)	1		
2(b)	1	1	
2(c)(i)	2		
2(c)(ii)		2	
2(d)			3
2(e)	5	5	
<b>Total</b>	<b>9</b>	<b>8</b>	<b>3</b>
3(a)			2
3(b)			2
3(c)i			1
3(c)ii			4
3(d)			3
3(e)			2
3(f)			2
3(g)			4
<b>Total</b>	<b>0</b>	<b>0</b>	<b>20</b>
<b>Paper total</b>	<b>16</b>	<b>16</b>	<b>28</b>