



**General Certificate of Secondary Education**

**Psychology 41801**

**Unit 1: Making Sense of Other People**

**Mark Scheme**

*2011 examination - June series*

Indicative content is given for each part question. However, this material is neither exhaustive nor prescriptive and alternative, valid responses should be given credit.

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## Section A Memory

### Question 1a

**AO1 = 2 marks**

Information passes through a series of memory stores	<b>B</b>
The memories of events change to fit in with what we already know	<b>C</b>
The depth at which information is thought about will affect how well it is recalled later	<b>A</b>

### Question 1b

**AO2 = 3 marks**

Any valid practical application that is identified will earn 1 mark, such as improving study skills, understanding why two people recalling the same event have different versions of the story or trying to recall registration numbers.

Possible answer: One application of the LOP explanation is to improve study skills (1 mark).

A brief description can earn up to 2 marks.

Possible answer: The levels of processing explanation suggests that writing information in your own words (1 mark) will increase the chance of recalling it later (1 mark).

Allow reference to 'processing deeply'.

**Note:** Do not credit description of explanation; also explanation does not need to be identified. Allow application if it is written into the description.

### Question 1ci

**AO2 = 1 mark**

Yes	
No	✓

### Question 1cii

**AO2 = 2 marks**

AO2 marks for explaining why the man is suffering from anterograde amnesia and/or explaining why he is not suffering from retrograde amnesia.

Possible answer (Likely points up to a maximum of 2 marks): He is suffering from anterograde amnesia (1 mark) because he is unable to learn new information since suffering brain damage (1 mark). Retrograde amnesia is loss of memory for events before brain damage occurred (1 mark). Maximum 2 marks.

**Question 1di**  
**AO1 = 4 marks**

Any relevant study can receive credit, the most likely being Loftus (and Bruce & Young). Accept any plausible study. Do **not** accept Kitty Genovese.

Possible answer: Loftus wanted to see if asking leading questions would affect the accuracy of recall. Participants were shown a film of a car accident. Some were asked how fast the car was going when it 'hit' the other car. Others were asked how fast the car was going when it 'smashed' the other car. Loftus found those who heard the word 'smashed' gave a higher estimate of speed than those who heard the word 'hit'. Loftus concluded that the word 'smashed' led participants to believe that the car was going faster.

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

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

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

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

**Question 1dii**  
**AO3 = 3 marks**

Evaluation marks can be earned in several ways: Candidates could state three criticisms (positive and/or negative) or they could focus on one or two criticisms with appropriate elaboration. Vague comments such as 'it's artificial' or 'lacks ecological validity' should not receive credit unless elaborated. Do not accept 'lacks ecological validity' or 'it is unethical' on its own.

Possible answer: Watching a film is not the same as a real life experience (1 mark). When watching a film you are prepared for something to happen (1 mark). In real life you are not normally expecting something to happen so it takes you by surprise (1 mark).

## Section B Non-verbal Communication

### Question 2a

**AO2 = 4 marks**

AO2 marks for application of knowledge. 1 mark for identifying feature and 1 mark for a brief description.

Possible answer: Feature 1: Closed posture (1 mark) – both girls have their arms folded (1 mark). Feature 2: Posture echo (1 mark) – both girls are mirroring each other's body position (1 mark).

### Question 2b

**AO1 = 4 marks, AO2 = 1 mark**

AO2 mark for any relevant factor, such as sex differences, age, cultural norms or status. Allow facial expression, body odour, personality, posture.

Possible answer: Sex differences (1 mark).

AO1 marks for explanation with reference to relevant research. For AO1 maximum 1 mark if no description of research.

Possible answer: People prefer to have a greater amount of personal space between themselves and members of the opposite sex (1 mark). Argyle and Dean asked participants to have a conversation with a confederate (1 mark). In one condition the confederate was a member of the same sex. In the other condition the confederate was a member of the opposite sex (1 mark). Participants broke eye contact with the confederate of the opposite sex at a greater distance (1 mark).

### Question 2c

**AO3 = 3 marks**

AO3 marks for a detailed explanation of one criticism or a brief outline of more than one criticism. Ethical criticisms are also acceptable.

Possible answer: Studies of factors which affect personal space can be misleading (1 mark) because they do not operate in isolation from other aspects of NVC (1 mark). For example, someone's facial expression when we interact with them could affect our use of personal space (1 mark).

### Question 2d

**AO2 = 3 marks**

Practical implication marks can be earned in several ways: Candidates could state two practical implications with brief elaboration of one of them or they could focus on one practical implication with more detailed elaboration.

Possible answer: If facial expressions are instinctive, the implication is that they are more likely to be truthful (1 mark). Therefore if someone is saying happy things with a sad facial expression, they are probably feeling sad (1 mark). It is easy to lie with words but less easy with facial expression (1 mark).

**Note:** If a conclusion of a study is stated as an implication, award 1 mark. For example, 'The use of personal space varies with differences in status when approaching other people' (1 mark). If the statement made fits into a sentence that begins with 'From the study we now understand that...' 1 mark can be awarded.

**Note:** Award no marks for an application.

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### Section C Development of Personality

**Question 3ai**  
**AO1 = 1 mark**

True	False
✓	

**Question 3aii**  
**AO1 = 1 mark**

True	False
✓	

**Question 3aiii**  
**AO1 = 1 mark**

True	False
✓	✓

We recognise that either answer could be correct.

**Question 3aiv**  
**AO1 = 1 mark**

True	False
	✓

**Question 3b**  
**AO1 = 1 mark**

AO1 mark for correctly naming a personality scale.

Possible answer: Eysenck Personality Inventory (EPI) or Eysenck Personality Quotient/Questionnaire (EPQ) F-scale or Psychoticism scale. Do not allow: extrovert, introvert, psychotic.

**Question 3c**  
**AO3 = 4 marks**

AO3: Up to 2 marks can be earned for each criticism. One mark is available for stating a criticism and the second mark is for elaboration.

Possible answer: Criticism 1; Much of his theory was developed from information received from Servicemen (1 mark). This is not a representative sample (1 mark).

Criticism 2; Using questionnaires might not be a good way to test personality (1 mark). People's answers could be based on their mood at the time (1 mark). Other criticisms: lack of categories, ignores personality change over time, social desirability.

**Question 3d**

**AO1 = 3 marks, AO3 = 3 marks**

The most likely studies are Raine et al, Farrington and Elander et al.

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

Possible answer: MRI was used to study 21 men with APD and a control group of 34 healthy men. The APD group had an 11% reduction in prefrontal grey matter compared to the control group. It was concluded that APD is caused by a reduction in the brain's grey matter.

3 marks: A clear description of a relevant study containing all three required elements.

2 marks: A reasonable description of a recognisable study although one element may be missing.

1 mark: A description of a recognisable study that either has more than one element missing or is muddled.

**AO3: Up to 3 marks for appropriate evaluation.**

Evaluation marks can be earned in several ways: Candidates could simply state three criticisms (positive and/or negative). Other answers could focus on one criticism with detailed elaboration that adds at least two more elements of clarification to the answer. Candidates could also state two criticisms with a brief elaboration of one of these adding an additional point of clarification. Vague comments such as 'it's artificial' or 'lacks ecological validity' should not receive credit unless elaborated.

Possible answer: Only males were used in the study (1 mark). The findings may not relate to women with APD (1 mark). The study supports the biological explanation that APD is caused by an abnormality in the brain (1 mark).

Other evaluation points will receive credit.

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

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

**Section D Stereotyping, Prejudice and Discrimination**

**Question 4ai**

**AO1 = 1 mark**

True	False
	✓

**Question 4aii**

**AO1 = 1 mark**

True	False
✓	

**Question 4aiii**

**AO1 = 1 mark**

True	False
	✓

**Question 4b**

**AO1 = 3 marks**

	<b>TAJFEL</b>	<b>SHERIF</b>
He suggested that we gain self-esteem from the group that we belong to.	✓	
He suggested that competition for scarce resources might cause prejudice.		✓
He suggested that people discriminate against others because they belong to an out-group.	✓	



**Question 4c****AO1 = 3 marks, AO3 = 3 marks****AO1: Up to 3 marks for a clear description of one way of reducing prejudice.**

Ways can include creating empathy, the jigsaw method, contact with grandparents and co-operation between groups.

Possible answer: Elliott wanted to see if creating empathy would reduce prejudice. In her blue eyes/brown eyes study she made children aware of how prejudice can occur. The children who took part in her study showed a reduction in prejudice as a result of their experience.

**AO3: Up to 3 marks for appropriate evaluation.**

Evaluation marks can be earned in several ways: Candidates could simply state three criticisms (positive and/or negative). Other answers could focus on one criticism with detailed elaboration that adds at least two more elements of clarification to the answer. Candidates could also state two criticisms with a brief elaboration of one of these adding an additional point of clarification. Vague comments such as 'it's artificial' or 'lacks ecological validity' should not receive credit unless elaborated.

Possible answer: Elliott's research could be considered as unethical (1 mark) as the children suffered from psychological stress (1 mark). However, nine years later the children who took part in the study showed more empathy towards others than children who had not taken part in the study (1 mark).

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

6 or 5 marks	For 6 marks, there is a clear description and evaluation of one way of reducing prejudice reflecting the detail of the possible answer in the mark scheme. For 5 marks, both description and evaluation are present but one of these features lacks some detail. The answer is well-structured with effective use of sentences and/or paragraphs. There are few spelling and punctuation errors.
4 or 3 marks	For 4 marks, both description and evaluation of one way of reducing prejudice has been attempted but lacks some details of the possible answer in the mark scheme. For 3 marks, <b>either</b> clear description <b>or</b> clear evaluation is present that reflects the detail of the possible answer in the mark scheme or the answer contains a brief description and evaluation of one way of reducing prejudice. 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 made which relate to one way of reducing prejudice. 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

**Question 4d**  
**AO2 = 3 marks**

Any relevant practical implication should receive credit.

Possible answer: Research shows that most stereotypes promote harmful beliefs (1 mark).  
Therefore we can make mistakes about people when we meet them for the first time (1 mark).  
Stereotypes can stop us seeing what the person is really like (1 mark).

**Note:** If the conclusion of a study is stated as an implication award 1 mark. For example, 'cross-cultural studies suggest that there are commonly held stereotypes of males and females' (1 mark).

If the statement made fits into a sentence that begins with 'From the study we now understand that...' 1 mark can be awarded.

**Note:** Award no marks for an application.

**Section E Research Methods**

**Question 5a**  
**AO1 = 1 mark**

An experiment looks at the effect of a dependent variable on an independent variable	
An experiment looks at the effect of an independent variable on a dependent variable	✓

**Question 5bi**  
**AO2 = 1 mark**

Picture C

Whether the participants were male or female

Whether or not the correct box was ticked

**Question 5bii**  
**AO2 = 1 mark**

Picture C

Whether the participants were male or female

Whether or not the correct box was ticked

**Question 5c**  
**AO2 = 2marks**

The hypothesis must be a testable statement.

Possible answer: There is/will be a difference in the number of correct responses of males and females.

Statement must contain, a sense of the independent and dependent variables (1 mark), operational (1 mark).

Allow directional hypothesis. Allow null hypothesis.

**Note:** answers written as an aim earns zero marks.

**Note:** rambling sentences with extra information will earn a maximum of 1 mark.

**Question 5d**  
**AO2 = 3 marks**

AO2 marks for any appropriate description of obtaining a random sample of 20 males and 20 females.

Possible answer: Put the names of all the male students and all the female students from her year group (1 mark) in separate containers (1 mark). The first 20 names drawn from each container would be the random sample (1 mark).

Accept any method that will generate 20 males and 20 females randomly of the target population.

**Question 5e****AO3 = 4 marks**

AO3 marks for appropriate outline of one advantage and one limitation.

Possible answer: One advantage is the researcher has little influence on who is selected (1 mark), therefore there is no researcher bias (1 mark). One limitation is that the sample may not be representative (1 mark) because not everyone in the target population would have an equal chance of being selected (1 mark).

**Question 5fi****AO2 = 1 mark**

Yes	✓
No	

**Question 5fii****AO2 = 3 marks**

AO2 marks for a valid explanation relating to the aim of the experiment.

Possible answer: The aim was to see if there would be a difference in the number of males and females who correctly recognise the facial expression of fear (1 mark). More females correctly recognised the expression than males (2 marks). Maximum: 3 marks

**Question 5g****AO3 = 3 marks**

Differences between participants do not affect the findings in this design	<b>B</b>
Often the same material can be used for the task in both conditions in this design	<b>A</b>
There are no order effects in this design	<b>A</b>

**Question 5h****AO3 = 1 mark**

True	False
✓	

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**Assessment Grid**

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

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