



AS PSYCHOLOGY 7181/1

Paper 1 Introductory topics in psychology

Mark scheme

June 2019

Version: 1.0 Final

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

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, i.e. 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 standardised examples 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**

Outline the authoritarian personality as an explanation of obedience.

[4 marks]**Marks for this question: AO1 = 4**

Level	Marks	Description
2	3–4	The authoritarian personality explanation of obedience is outlined in some detail. The answer is generally coherent with effective use of terminology.
1	1–2	There is limited/partial outline of the authoritarian personality explanation of obedience. The answer may lack coherence. Use of terminology may be either absent or inappropriate.
	0	No relevant content.

Possible content:

- a dispositional explanation, which suggests obedient behaviour is due to internal traits such as personality type, rather than external/situational factors
- traits/dispositions developed from strict/rigid parenting
- traits/dispositions include conformist/conventional/dogmatic/respect for authority
- obedient/servile towards people of perceived higher status
- harsh/hostile towards people perceived as having lower status
- reference to F-scale as a way of measuring personality type
- use of research to illustrate the explanation.

Maximum **1 mark** for an answer with no link to obedience/obedient behaviour.Maximum **3 marks** if there is no reference to the authoritarian personality being a dispositional or internal explanation of obedience.

Credit other relevant information.

0	2
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Briefly explain **one** limitation of the authoritarian personality as an explanation of obedience.

[2 marks]

Marks for this question: AO3 = 2

2 marks for a clear and coherent explanation of an appropriate limitation of the authoritarian personality as an explanation of obedience.

1 mark for a muddled or limited explanation of an appropriate limitation.

Possible limitations:

- situational factors, e.g. proximity (Milgram), may have greater influence on obedience levels
- explanation maybe flawed because it relies on self-report (F-scale)/questionnaire data
- difficult establishing cause/effect between authoritarianism/parenting style and obedience as it is based on retrospective data/level of education may determine authoritarianism and obedience
- explanation cannot easily account for obedience of entire social groups/societies.

Credit other relevant limitations.

0 3

Outline and discuss how consistency **and** commitment might contribute to minority influence.

[8 marks]

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

Level	Marks	Description
4	7–8	Knowledge of how consistency and commitment might contribute to minority influence is accurate with some detail. Discussion 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 how consistency and commitment might contribute to minority influence 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	3–4	Limited knowledge of how consistency and commitment might contribute to minority influence 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. OR Either consistency or commitment at Level 3/4.
1	1–2	Knowledge of how consistency and commitment might contribute to minority influence 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. OR Either consistency or commitment at Level 2.
	0	No relevant content.

Possible content:

- consistency is repeating the same message, challenging the beliefs held by the majority. Consistency may be within the members of the group or over time. This draws attention to the minority view
- commitment is shown when members of the minority demonstrate their dedication to their belief perhaps by making sacrifices. This shows that the minority is not acting out of self-interest
- over time, consistency and/or commitment gives the members of the majority an opportunity to listen to the minority view and adopt it as their own.

Possible discussion points:

- discussion of effectiveness of consistency and commitment e.g. internalisation, drawing attention, snowball.
- use of research such as that by Moscovici to support the role of consistency in minority influence
- discussion of the link between commitment and the augmentation principle
- discussion of the link between commitment (tipping point) and the snowball effect
- discussion that suggests other factors also play a role in minority influence, not just consistency and commitment
- discussion of implications, e.g. examples of real life situations (such as the suffragettes)
- discussion of ethics, e.g. deliberate manipulation.

Credit evaluation of the methodology of studies only when made relevant to the discussion of consistency/commitment.

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1

 Write a suitable directional hypothesis for this study.

[3 marks]

Marks for this question: AO2 = 3

3 marks for a clearly stated and appropriate directional operationalised hypothesis: The number of people who conform will be (significantly) higher in the difficult condition than in the easy condition.

OR

The number of people who conform will be (significantly) lower in the easy condition than in the difficult condition.

2 marks for a statement with both conditions of the IV and the DV that lacks the clarity of the 3 mark answer, with only one variable operationalised.

1 mark for a muddled statement with both conditions of the IV and DV present, where neither variable is operationalised OR only one condition of the IV.

0 marks for a non-directional hypothesis or aim/questions/correlational hypotheses.

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2

 Identify the experimental design used in this study. Explain **one** advantage of using this design in this study.

[3 marks]

Marks for this question: AO2 = 3

1 mark for identification of the correct experimental design - independent groups (measures)/unrelated.

Plus

2 marks for a clear and coherent explanation of an advantage using appropriate terminology that is applied to the study.

OR

1 mark for a brief/vague/muddled explanation of an appropriate advantage that could apply to this study.

Possible advantages:

- conformity/non-conformity not affected by order in which participants do the conditions as participants only do either the easy or the difficult condition (order effects)
- guessing the study is about conformity, less likely as participants only aware of own easy/difficult condition (demand characteristics)
- same task/materials can be used in both the easy and the difficult conditions as the participants only see the cards once.

Credit other relevant advantages.

If the experimental design is wrong or absent, but the advantage could apply to independent groups in this study, then this can receive credit.

- 0 4 . 3** Refer to the data in **Table 1**. Which of **A, B, C** or **D** is the correct ratio of participants who conformed in the easy condition to those who conformed in the difficult condition?
[1 mark]

Marks for this question: AO2 = 1

Correct answer = B

- 0 4 . 4** Refer to the data in **Table 1**. Which of **A, B, C** or **D** is the correct percentage of participants who did not conform in the study?
[1 mark]

Marks for this question: AO2 = 1

Correct answer = C

- 0 4 . 5** Using your knowledge of social influence, explain the difference in conformity between the two conditions.
[2 marks]

Marks for this question: AO2 = 2

2 marks for a clear and coherent psychological explanation of the difference in conformity between the two conditions, using appropriate terminology.

1 mark for a brief, vague or muddled explanation lacking appropriate specialist terminology **OR** only one condition explained.

Possible content:

- more difficult task leads to increased likelihood of conforming to the majority than in the easy task because of the need to be right /internalisation/increased ambiguity/lack of confidence.

OR

- less difficult/easier task leads to decreased likelihood of conforming to the majority than in the difficult task because of lack of ambiguity/increased confidence.

Accept other relevant content such as those comparisons between different types of conformity or different explanations e.g. authoritarian personality/locus of control in the two conditions

e.g. those who conformed in the easy task did so because they wanted to fit in whereas those who conformed in the difficult task did so because they thought others knew more.

Section B**Memory**

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One technique used in the cognitive interview is that witnesses are asked to 'report everything'.

Identify **one other** technique that could have been used by the teacher in the cognitive interview. Write down the instructions that the teacher might have read out to the students when using this technique.

[3 marks]

Marks for this question: AO2 = 3

1 mark for identifying an appropriate technique, e.g. context reinstatement; recall from a changed perspective; recall in reverse order; encourage to relax and speak slowly; offer comments to help clarify the statements; non-leading questions; build rapport.

Plus

2 marks for clear and coherent instructions that use the technique identified, that is clearly linked to the scenario and is suitable to be read out (verbatim).

1 mark for brief or muddled instructions that use the technique identified, that is clearly linked to the scenario **OR** suitable to be read out but is not applied to the scenario.

Possible content:

- **reverse order:** 'Please tell me everything you can remember about the robbery, starting from the point the girl was robbed back to the beginning of the video'
- **change perspective:** 'Tell me everything that the boyfriend/another shopper saw when the robbery took place.'
- **context reinstatement:** 'Tell me how you were feeling at the time you watched the video of the robbery.'

The instructions must relate to the technique that is identified.

If no technique is identified credit the instructions if they are appropriate – **Max 2 marks**.

Accept other relevant application of the technique identified.

0 5 . 2 Explain how the study might have been improved by using a random sample of students from Year 12.

[4 marks]

Marks for this question: AO3 = 4

Level	Marks	Description
2	3–4	The explanation of how the study might have been improved by using a random sample is clear and detailed. The answer is generally coherent with effective use of terminology.
1	1–2	There is limited/partial explanation of how the study might have been improved by using a random sample. The answer may lack coherence. Use of terminology may be either absent or inappropriate.
	0	No relevant content.

Possible content:

- this reduces the likelihood of investigator effects/research bias
- this would mean that she is more likely to get a range of students in her sample, not just psychology students
- the likelihood of demand characteristics might be reduced, improving internal validity
- her sample would be more representative of the student population and allow her to make a wider conclusion about the effectiveness of the cognitive interview.
- the teacher would select a random sample using either a hat/lottery/computer method and a list of all the Year 12 students

Students who only address the practicality of how to create the random sample rather than how/why this would be an improvement are restricted to **1 mark**.

Credit other relevant content.

- 0 5 . 3** Calculate the mean accuracy score for the cognitive interview condition.
Give your answer to **two** significant figures.

[3 marks]

Marks for this question: AO2 = 3

3 marks for the correct answer given to two significant figures: 13 (even if no correct workings are shown).

2 marks for correct calculation **not** given to two significant figures e.g. 12.7 and no additional attempt at changing 12.7 to another answer.

1 mark if incorrect answer e.g. 12 is provided but all workings are correct.

Correct workings:

$$13+13+11+8+11+14+11+13+15+18 = 127$$

$$127/10 = 12.7$$

Answer = 13.

- 0 5 . 4** Briefly outline **one** limitation of the cognitive interview.

[2 marks]

Marks for this question: AO3 = 2

2 marks for a clear and coherent outline of an appropriate limitation of the cognitive interview.

1 mark for a muddled or limited outline of an appropriate limitation of the cognitive interview.

Possible limitations:

- requires special training and police forces do not have enough time to invest in training the officers to use it
- reference to research support suggesting not all aspects of the cognitive interview are as useful as others, e.g. Milne and Bull (2002)
- amount of inaccurate information gathered is also increased, e.g. Köhnken et al., (1999)
- not all techniques are appropriate for use with children, e.g. change perspective not possible until children are no longer egocentric.

0 6

Discuss what research has shown about the effects of anxiety on eye witness testimony. Refer to the conversation above in your answer.

[12 marks]

Marks for this question: AO1 = 6, AO2 = 2 and AO3 = 4

Level	Marks	Description
4	10–12	Knowledge of what research has shown about the effects of anxiety on eye witness testimony is accurate and generally well detailed. Application is appropriate. 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 what research has shown about the effects of anxiety on eye witness testimony is evident but there are occasional inaccuracies/omissions. Application is appropriate but not explained. There is some effective discussion. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately.
2	4–6	Limited knowledge of what research has shown about the effects of anxiety on eye witness testimony is present. Focus is mainly on description. Application is partial. 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 what research has shown about the effects of anxiety on eye witness testimony is very limited. Application is limited or absent. 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 might refer to the Yerkes-Dodson law which suggests moderate anxiety is associated with better recall than very high or very low anxiety
- in Johnson & Scott (1976) weapon focus experiment more participants correctly identified a person when they were holding a pen (49%) than when they were holding a knife covered in blood (33%)
- Loftus and Burns (1982) found participants who saw a violent version of a crime where a boy was shot in the face had impaired recall for events leading up to the incident
- however, in a real-life study Yuille and Cutshall (1986) found witnesses who had been most distressed at the time of a shooting gave the most accurate account five months later. Also, Christianson and Hubinette (1993) found victims of genuine bank robberies were more accurate in their recall than bystanders.

Accept other relevant content where the anxiety component is clear.

Possible application:

- Kai's comment may be linked to research that shows anxiety reduces accuracy, eg Loftus (1979)
- Neri's comment may be linked to research that anxiety improves accuracy, eg Yuille and Cutshall (1986) or Christianson and Hubinette (1993).
- the different comments may both be linked to the Yerkes-Dodson curve.

Accept other relevant application.

Possible discussion points:

- the contradictory nature of the research, e.g. the Yerkes-Dodson curve / Deffenbacher's meta-analysis showed inconsistent effects of anxiety
- lack of ecological validity in laboratory studies
- problems of control might also be relevant, e.g. in Yuille & Cutshall's study those who experienced the highest levels of stress were closer to the event, which might have helped their recall
- practical applications of research could also be relevant.
- alternative explanations for changes in accuracy e.g. surprise (Pickel, 1998) / neurotic vs stable personalities (Bothwell et al., 1987).

Accept other relevant discussion.

Section C**Attachment****0 7**

With reference to the conversation above, briefly discuss what research has shown about the role of the father in attachment.

[4 marks]

Marks for this question: AO2 = 2 and AO3 = 2

Level	Marks	Description
2	3–4	Discussion of what research has shown about the role of the father in attachment is clear and has some detail. Some application relevant to the role of the father is clear. The answer is generally coherent with effective use of terminology.
1	1–2	Discussion of what research has shown about the role of the father lacks clarity and/or detail and/or link to attachment. Application is limited. The answer as a whole is not clearly expressed. Terminology is either absent or inappropriately used. Either discussion or application at Level 2.
	0	No relevant content.

Possible application:

- Brian's role as a father appears to be for play and stimulation to complement the role of the mother, Julie
- Mikhail's role (as a father) appears to be as a primary caregiver to be a nurturing attachment figure.

Credit other relevant roles of the father that may apply to Brian or Mikhail.

If the student assumes Mikhail is female, credit appropriate application only in reference to the role of the father.

Possible discussion points:

- the role of societal norms in shaping the role of the father
- research to support that fathers can be the primary attachment figure, e.g. Field (1978)
- research showing that quality of adolescent attachment to father is related to fathers' play with infants, e.g. Grossman (2002)
- there is inconsistency in the research as to the role of the father and whether he plays a distinct role
- research investigating the effects of growing up in single or same-sex parent families shows there is no effect on development and suggests that the role of the father is not important
- evolutionary explanations for biological differences in male/female roles in attachment.

Credit other relevant discussion.

0	8
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Give **three** behaviours that researchers have measured in order to classify attachment type when using the Strange Situation.

[3 marks]

Marks for this question: AO1 = 3

1 mark for each appropriate behaviour up to a max of 3 marks.

Possible content:

- proximity seeking
- using mother as a safe base
- willingness to explore
- clinginess
- separation anxiety/distress
- stranger anxiety/distress
- reunion behaviour

Accurate descriptions of the behaviours that represent the categories above, e.g. when a baby holds out its arms to be picked up when caregiver returns (reunion behaviour); reaction when mother leaves the room.

Credit other relevant behaviours.

0 9

Apart from ethical issues, explain **one** limitation of the Strange Situation as a measure of attachment type.

[3 marks]

Marks for this question: AO3 = 3

3 marks for a clear, coherent and detailed explanation of a limitation, using appropriate terminology.

2 marks for a less detailed explanation of a limitation.

1 mark for a muddled or limited explanation of a limitation.

Possible limitations:

- children may show characteristics of insecure attachment for various reasons, eg because they are used to being separated from their mother in day care, so it may not be a valid measure of attachment type
- research has shown that children behave differently depending on which parent they are with, so it may not be a valid measure of attachment type, as what it measures is one relationship rather than a personal characteristic of the infant
- the strange situation may be a culture-bound test, as it was developed in America. It may not be valid to use it to study attachment types in different cultures, eg children in Germany are encouraged to be independent and may appear to show insecure avoidant attachment/children in Japan are rarely separated from the mother and may appear insecure resistant
- ecological validity may be low as the study was carried out in controlled conditions, which were unfamiliar to the child, and might not represent the attachment type displayed when the infant is at home
- the original classification system was incomplete/some infants will not fit into the original categories of attachment, as a 4th attachment type, disorganised, characterised by a lack of consistent patterns of social behaviour, has since been identified.

Accept other relevant limitations.

1 0

Describe what research with Romanian orphans has shown about the effects of institutionalisation.

[6 marks]**Marks for this question: AO1 = 6**

Level	Marks	Description
3	5–6	Knowledge of what research with Romanian orphans has shown about the effects of institutionalisation is clear, detailed and generally accurate. The answer is generally coherent and specialist terminology is used appropriately.
2	3–4	Some knowledge of what research with Romanian orphans has shown about the effects of institutionalisation is evident but the answer lacks clarity and/or detail. There is some appropriate use of specialist terminology.
1	1–2	Knowledge of what research with Romanian orphans has shown about the effects of institutionalisation is limited. Specialist terminology is either missing or inappropriately used.
	0	No relevant content.

Possible content:

- **Rutter's ERA study:** impaired language and social skills; disinhibited attachment for those adopted after 6 months; most common in the late adopted group; attention seeking, clinginess; disinhibited attachment persisted in many of the adoptees at age 6 and in over 50% at age 11; physical, cognitive and social developmental delay. Differential rates of recovery depending on age of adoption. At age 11, mean IQ 102 for those adopted before 6 months; 86 for those adopted between 6 months and 2 years; 77 for those adopted after 2 years
- **Bucharest Early Intervention Project:** more likely to be classified as disorganised attachment type; less likely to be classified as securely attached
- effects can be overcome by sensitive and nurturing care.

Credit other relevant research with Romanian orphans into the effects of institutionalisation.

1 1Outline **and** evaluate Bowlby's monotropic theory of attachment.**[8 marks]****Marks for this question: AO1 = 4 and AO3 = 4**

Level	Marks	Description
4	7–8	Knowledge of Bowlby's monotropic theory of attachment is accurate and generally well detailed. Evaluation is effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and/or expansion of argument sometimes lacking.
3	5–6	Knowledge of Bowlby's monotropic theory of attachment is evident. There are occasional inaccuracies. There is some effective evaluation. The answer is mostly clear and organised, with focus on formation of attachment. Specialist terminology mostly used effectively.
2	3–4	Knowledge of Bowlby's monotropic theory of attachment is present. Focus is mainly on description. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy, organisation and focus in places. Specialist terminology used inappropriately on occasions.
1	1–2	Knowledge of Bowlby's monotropic theory of attachment 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 outline:

- infants have an innate drive to adapt/survive (evolutionary)
- babies seek proximity to carer (mother) for safety
- babies use signals - social releasers to attract the carer: reciprocity
- safe base behaviour
- monotropy - this attachment is to a single specific caregiver and this relationship is more important than all the rest
- there is a critical/sensitive period for attachment to take place (accept 3-6 months or approx. up to 2.5 years)
- consequences of attachment - the internal working model and the continuity hypothesis which influence later relationships.

Possible evaluation points:

- use of evidence to support Bowlby's theory, e.g. animal evidence in support of critical/sensitive period; Hazen & Shaver's research to support the continuity hypothesis
- use of contradictory evidence, e.g. Schaffer and Emerson's findings re multiple attachments; criticism of the concept of a critical period
- contrast with alternatives, e.g. learning theory states that attachment is based on reinforcement (cupboard love theory)
- implications (including economic implications) of monotropy theory, eg role of fathers, mothers returning to employment, use of day care etc.

Credit other relevant information.

Answers which focus on Bowlby's maternal deprivation hypothesis can be credited if the material is relevant to Bowlby's theory of attachment, e.g. critical period.