# AS PSYCHOLOGY 7181/1

Paper 1 Introductory topics in psychology

**Mark scheme**

June 2020

Version: 1.0 Final Mark Scheme

*206A7181/1/MS*

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, 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 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 and explain the findings of Milgram's investigation into the effect of location on obedience.

**[4 marks]**

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

| Level | Marks | Description |
|---|---|---|
| 2 | 3–4 | Outline and explanation of the findings of Milgram's investigation into the effect of location on obedience is clear and has some detail. The answer is generally coherent with effective use of terminology. |
| 1 | 1–2 | Outline and explanation of the findings of Milgram's investigation into the effect of location on obedience lacks clarity and/or detail. The answer as a whole is not clearly expressed. Terminology is either absent or inappropriately used. |
| | 0 | No relevant content. |

**Possible content:**

- measured obedience using electric shock experiment: change of venue to run-down building obedience levels dropped by 17.5% (accept 65% at Yale vs 47.5% in run-down office)
- the status of the location changed the participant's perception of the legitimacy of the authority of the investigator
- higher authority at Yale than in the run-down office led to higher obedience levels/lower authority in run-down building led to lower levels of obedience.

Credit other relevant information.

**0 2** Apart from ethical issues, briefly evaluate the methodology of Milgram's research into obedience.

**[4 marks]**

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

| Level | Marks | Description |
|---|---|---|
| 2 | 3–4 | The methodology of Milgram's research into obedience is evaluated in some detail. The answer is generally coherent with effective use of terminology. |
| 1 | 1–2 | There is limited/partial evaluation of Milgram's methodology. The answer may lack coherence. Use of terminology may be either absent or inappropriate. |
| | 0 | No relevant content. |

**Possible evaluation:**

- can easily be replicated, therefore reliability can be assessed
- it is easier to control the variables, so that it is only the independent variable that is being manipulated
- can determine whether the IV does cause the DV to change, causal conclusions can be drawn
- as the situation is artificial, there is a loss of validity
- lack of mundane realism in the electric shock task
- demand characteristics may cause participants to behave in ways that are not normal
- investigator effects can also cause participants to behave differently
- issues relating to the sample leading to bias and lack of representativeness
- use of evidence to support or refute the evaluation.

Credit other relevant evaluation.

Students may focus on one point in detail or more than one point in less detail.

**0 3 . 1** Write a brief consent form that would have been suitable to obtain informed consent from the participants in this study.

The consent form should:
- include some detail of what participants might expect to happen
- refer to ethical issues.

**[4 marks]**

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

| Level | Marks | Description |
|---|---|---|
| 2 | 3–4 | The consent form is clear with some accurate detail. The information is used appropriately to obtain informed consent for this study. The answer is generally coherent with effective use of appropriate terminology. |
| 1 | 1–2 | The consent form is partial or has limited detail for obtaining informed consent for this study. The answer lacks coherence and use of appropriate terminology. |
| | 0 | No relevant content. |

**Possible content:**
- detail about what they would be asked to do, eg attend an interview with three other students asking questions about their attitudes to the school's homework policy
- will require the participant's agreement/could be written as a form that participants need to sign
- no pressure to consent/they can withdraw at any time
- their data will be kept confidential and anonymous.

If there is no detail of what they would be asked to do and no agreement/consent asked for, **max 1 mark**.

If not written verbatim, **max 3 marks**.

Credit any other relevant information.

**0 3 . 2** Explain how using stratified sampling might improve the design of this study.

**[2 marks]**

**Marks for this question: AO2 = 2**

**2 marks** for a clear and coherent explanation of how stratified sampling might improve the design of this study.

**1 mark** for a muddled/limited explanation.

**Possible content:**
- stratified sampling could ensure that various groups are represented in terms of their proportionality in the population
- this would improve the generalisability of the results.

Credit other relevant answers, eg comparison with volunteer sampling.

**No marks** for simply stating increases validity/reliability.

**0 3 . 3** Use your knowledge of conformity to explain **one** reason for Ava's behaviour.

**[2 marks]**

**Marks for this question: AO2 = 2**

**2 marks** for a clear and coherent explanation of Ava's behaviour that is linked to conformity using appropriate terminology.

**1 mark** for a muddled/limited explanation.

**Possible content:**
- Ava wanted the approval of her friends so she agreed with them about having too much homework in order to be liked – normative social influence
- although Ava privately disagreed with her friends about the amount of homework she was set, she publicly agreed with them – compliance
- Ava wanted to have affinity with the group as they were her friends – identification
- Ava was influenced by her three friends as three is the optimum number for conformity – Asch's research.

Credit other relevant information.

**0 4** Outline and evaluate locus of control as an explanation for resistance to social influence.

**[8 marks]**

**Marks for this question: AO1 = 4, AO3 = 4**

| Level | Marks | Description |
|---|---|---|
| 4 | 7–8 | Knowledge of locus of control as an explanation for resistance to social influence is accurate with some detail. Evaluation is effective. Minor detail and/or expansion is sometimes lacking. The answer is clear and coherent. Specialist terminology is used effectively. |
| 3 | 5–6 | Knowledge of locus of control as an explanation for resistance to social influence is evident but there are occasional inaccuracies/omissions. There is some effective evaluation. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately. |
| 2 | 3–4 | Limited knowledge of locus of control as an explanation for resistance to 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. |
| 1 | 1–2 | Knowledge of locus of control as an explanation for resistance to social influence is very limited. Evaluation is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used. |
| | 0 | No relevant content. |

**Possible content:**

- general concept of locus of control – Rotter (1966)
- people are more likely to resist social influence if they have an internal locus of control
- internal locus of control enables greater personal efficacy, self-confidence
- credit also reference to the opposite external locus of control and the inability to resist social influence.

Credit other relevant content.

**Possible evaluation:**

- use of evidence for the effect of locus of control on resisting obedience, eg Holland (1967), Elms & Milgram (1974)
- use of evidence for the effect of locus of control on resisting conformity, eg Spector (1983), Avtgis (1988)
- other factors involved in resistance, eg social support, reactance, status, morality and ionic deviance
- contrast between dispositional (locus of control) explanations and other explanations.

Credit other relevant evaluation.

## Section B

## Memory

**0 5 . 1** What do the mean values in **Table 1** suggest about coding in short-term memory? Justify your answer.

**[2 marks]**

**Marks for this question: AO2 = 1, AO3 = 1**

**1 mark** for interpreting what the mean memory span values suggest about coding in short-term memory: coding in short-term memory is based on sound (acoustic).

Accept alternative wording.

**Plus**

**1 mark** for an accurate justification about the difference in the mean scores: mean number of words recalled is smaller when words are similar sounding than when they are different.

Accept alternative wording.

**0 marks** for just stating the data from the table.

Justifications are not creditworthy in isolation.

**0 5 . 2** What do the standard deviation values in **Table 1** suggest? Justify your answer.

**[2 marks]**

**Marks for this question: AO2 = 1, AO3 = 1**

**1 mark** for an accurate comment about what the standard deviation values suggest: there was more variability in scores in the different sounding condition.

Accept alternative wording (there was more consistency in scores in the similar sounding condition).

**Plus**

**1 mark** for an accurate justification about the difference in the standard deviations: standard deviation is greater in the different sounding condition than in the similar sounding condition.

Accept alternative wording (standard deviation is smaller in the similar sounding condition).

**0 marks** for just stating the data from the table.

Justifications are not creditworthy in isolation.

**0 5 . 3** Explain how using counterbalancing might improve the design of the study.

**[2 marks]**

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

**2 marks** for a clear and coherent explanation of how using counterbalancing might improve the design of the study.

**1 mark** for a muddled/limited explanation.

**Relevant points:**
- addresses the problem of order effects, eg practice, may have occurred in the repeated measures design/because participants took part in both conditions
- by having half the participants do the conditions in a different order any order effects affect both conditions equally.

Accept other possible explanations.

**0 6** With reference to Sherry's experiences, explain **three** different types of long-term memory.

**[6 marks]**

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

For **each** type of long-term memory award marks as follows:

**2 marks** for a clear and coherent application of a type of long-term memory with elaboration.

**1 mark** for a muddled/limited application.

**Possible application:**
- Sherry remembering her tenth birthday party/when she was on holiday in France are examples of episodic memory because she recalls the events that took place at a specific point in time
- Sherry remembering how to swim is an example of procedural memory because she is remembering an automatic action/muscle-based memory
- Sherry recalling the French words (for the food she ate) is an example of semantic memory because it involves remembering factual/meaningful information.

**0 7** Outline retroactive interference as an explanation for forgetting.

**[3 marks]**

**Marks for this question: AO1 = 3**

**3 marks** for a clear, coherent and detailed explanation of retroactive interference as an explanation of forgetting, using appropriate terminology.

**2 marks** for a less detailed explanation using some of the detail given below.

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

**Possible content:**
- retroactive interference is where a newer memory disrupts an older memory: the older information is forgotten
- retroactive interference is where two lots of information become confused/mixed up in memory
- retroactive interference is greater when the two lots of information are similar
- retroactive interference is less likely to occur when there is a gap between the instances of learning.

Credit other relevant information.

**0 8** Briefly explain **one** strength of interference theory as an explanation for forgetting.

**[2 marks]**

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

**2 marks** for a clear and coherent explanation of a strength of interference as an explanation of forgetting.

**1 mark** for a muddled/limited explanation.

**Possible strengths:**
- use of evidence from lab studies to support the role of interference in forgetting, eg McGeogh & McDonald (1931)
- use of evidence from everyday/real life situations which have shown interference can explain forgetting, eg Baddeley and Hitch (1977); Schmidt et al (2000)
- practical applications, eg avoiding similar material when revising for exams.

Credit other relevant strengths.

**0 9** Describe the working memory model.

**[4 marks]**

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

| Level | Marks | Description |
|---|---|---|
| 2 | 3–4 | Description of the working memory model is clear and has some detail. The answer is generally coherent with effective use of terminology. |
| 1 | 1–2 | Description of the working memory model is evident but lacks clarity and/or detail. The answer as a whole is not clearly expressed. Terminology is either absent or inappropriately used. |
| | 0 | No relevant content. |

**Possible content:**
- a model of STM which sees this store as non-unitary and an active processor
- description of central executive and 'slave systems' – visuo-spatial scratch/sketch pad; phonological store/loop; articulatory loop/control process; phonological store; episodic buffer (versions vary – not all of slave systems need to be present for full marks)
- information concerning capacity and coding of each store
- allocation of resources/divided attention/dual-task performance.

Students may include a diagram. If this is accurately labelled and sufficiently detailed, this can potentially receive the full **4 marks**.

**1 0** Explain **one** limitation of the working memory model.

**[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 using some of the detail given below.

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

**Possible limitations:**
- vague, untestable nature of the central executive or episodic buffer
- evidence suggesting the central executive is not unitary, eg EVR had good reasoning skills but was poor at decision-making
- evidence that visuo-spatial scratch pad is not unitary and divided into inner scribe and visual cache
- supported by highly controlled lab studies which may undermine the validity of the model
- doesn't account for musical memory because it's possible to listen to instrumental music without impairing performance on other auditory tasks.

Credit other relevant limitations.

## Section C

## Attachment

**1 1** In van Ijzendoorn's research on cross-cultural variations in attachment, which one of the following countries had the highest number of insecure-resistant children?

Shade **one** box only.

**[1 mark]**

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

Correct answer = C.

**1 2** Describe how Lorenz studied attachment in animals.

**[5 marks]**

**Marks for this question: AO1 = 5**

| Level | Marks | Description |
|---|---|---|
| 3 | 4–5 | Description of how Lorenz studied attachment in animals is clear and has some detail. The answer is generally coherent with appropriate use of terminology. |
| 2 | 2–3 | Description of how Lorenz studied attachment in animals is evident but lacks clarity. Terminology is used appropriately on occasions. |
| 1 | 1 | Very brief or muddled description of how Lorenz studied attachment in animals. Terminology is either absent or inappropriately used. |
| | 0 | No relevant content. |

**Possible content:**

- randomly divided a clutch of goose eggs
- half-hatched in an incubator and the first 'thing' they saw was Lorenz
- half-hatched with their mother
- once hatched the two groups were mixed up and Lorenz observed who/what they followed
- he varied the time between birth and seeing a moving object so he could measure the critical period for imprinting
- also credit reference to the case study of sexual imprinting in a peacock.

Credit other relevant descriptions.

**1 3** Schaffer identified stages of attachment. Which of Schaffer's stages best matches the behaviour shown by **each** child? In **each** case, explain your answer.

**[6 marks]**

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

**1 mark** for identifying that Aleksei is most likely to be in the indiscriminate/diffuse stage of attachment.

**Plus**

**1 mark** for explaining that he does not show separation anxiety or stranger anxiety.

**1 mark** for identifying that Myra is most likely to be in the specific/discriminate stage of attachment.

**Plus**

**1 mark** for explaining that she shows separation anxiety and stranger anxiety.

**1 mark** for identifying that Karen is most likely to be in the multiple stage of attachment.

**Plus**

**1 mark** for explaining that she shows separation anxiety with both her mother and the childminder.

Note: the justification must refer to the behaviour of the child (and not the age).

**1 4** Discuss research into the influence of early attachment on adult relationships.

**[12 marks]**

**Marks for this question: AO1 = 6, AO3 = 6**

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

**Possible content:**

- Bowlby's theory of the internal working model – primary attachment relationship as a template for later relationships; affects later (adult) relationships and own success as a parent
- Hazan and Shaver's research on types of adult relationships and the links with Ainsworth's secure, insecure-avoidant, insecure-resistant types
- adult attachment interview (Main et al) continuity between early attachment type and adult classification/behaviours
- research into relationships with own children when they become a parent, eg Bailey et al, (2007), Harlow (1966).

Credit other relevant research.

Note that the emphasis must be on adult relationships, ie with partners and/or own children.

**Possible discussion points:**

- evidence to support or challenge Bowlby's internal working model
- evidence to support/contradict continuity of attachment type from childhood into adulthood and across generations, eg Main (1985), Hazan and Shaver (1987), Bailey et al (2007)
- counter-evidence, eg to suggest that children can recover from deprivation/privation and form effective adult relationships
- implications of findings re continuity, eg determinism
- practical implications, eg relationship stability in adulthood

- issue of cause and effect – research that shows a link cannot establish causality
- validity of measures of attachment – where used to discuss influence of early attachments on later relationships
- ethical issues, eg associated with use of adult attachment interview.

Credit other relevant discussion.

| Assessment Objective Grid | | | | |
|---|---|---|---|---|
| | **AO1** | **AO2** | **AO3** | **Total** |
| **Social Influence** | | | | |
| 1 | 4 | | | 4 |
| 2 | | | 4 | 4 |
| 3.1 | | 4 RM | | 4 |
| 3.2 | | | 2 RM Maths | 2 |
| 3.3 | | 2 | | 2 |
| 4 | 4 | | 4 | 8 |
| **Total** | **8** | **6** | **10** | **24** |
| **Memory** | | | | |
| 5.1 | | 1 RM Maths | 1 RM Maths | 2 |
| 5.2 | | 1 RM Maths | 1 RM Maths | 2 |
| 5.3 | | | 2 RM | 2 |
| 6 | | 6 | | 6 |
| 7 | 3 | | | 3 |
| 8 | | | 2 | 2 |
| 9 | 4 | | | 4 |
| 10 | | | 3 | 3 |
| **Total** | **7** | **8** | **9** | **24** |
| **Attachment** | | | | |
| 11 | 1 | | | 1 |
| 12 | 5 | | | 5 |
| 13 | | 6 | | 6 |
| 14 | 6 | | 6 | 12 |
| **Total** | **12** | **6** | **6** | **24** |

**RM = 12 marks  Maths = 6 marks**