



A-level PSYCHOLOGY 7182/1

Paper 1 Introductory topics in Psychology

Mark scheme

June 2022

Version: 1.0 Final Mark Scheme



2 2 6 A 7 1 8 2 / 1 / M S

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.

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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. Answers in the standardising materials will correspond with the different levels of the mark scheme. These answers 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 Which factors affecting minority influence are illustrated by the following examples?

For **each** example, write the correct factor in the space provided.

[3 marks]

Marks for this question: AO2 = 3

Commitment

Flexibility

Consistency (or synchronic consistency)

No other responses creditworthy, eg 'compromise' for 'flexibility'.

0 2 Name **one** explanation of resistance to social influence.

[1 mark]

Marks for this question: AO1 = 1

Award **1 mark** for either:

- Locus of control (not external locus of control)

OR

- Social support (accept 'presence of an ally' or similar)

Credit other named explanations eg autonomous state, **absence** of Authoritarian Personality.

Situational or cultural factors if made directly relevant to resistance to social influence.

0 3 Use **one** possible explanation of resistance to social influence to explain why this happened.
[4 marks]

Marks for this question: AO2 = 4

Level	Marks	Description
2	3–4	Application of knowledge of one explanation of resistance to social influence is effective. There is appropriate use of terminology.
1	1–2	Application of knowledge of one explanation of resistance to social influence is limited. The answer lacks accuracy and detail. Use of terminology is either absent or inappropriate.
	0	No relevant content.

Possible content:

Social support:

- disobedience/resistance/defiance is more likely to occur in the presence of others who are disobeying/disobedient role models
- ‘some students’ suggests there was more than one who did not complete the work
- this would have given others more confidence to ignore the teacher’s instructions
- social support is associated with diffusion of responsibility/the more people who disobey the less severe the consequences are likely to be – the students may have reasoned that the more of them who disobey, the less likely they are to be in trouble
- credit use of evidence to support explanation/application, eg Milgram – two confederates-one naive participant variation.

Locus of control:

- disobedience/resistance/defiance is more likely to occur in those who have an internal locus of control
- the students who disobeyed the instructions may all have had this personality trait in common
- this meant they relied on their own judgement of whether to complete the work, rather than the teacher’s
- credit use of evidence to support explanation/application, eg Holland – 37% of internals refused to continue to maximum shock level.

Credit other relevant application eg situational factors such as proximity and location; legitimacy of Authority; external locus of control if fully justified as an explanation of resistance to social influence.

No credit for simply naming an explanation.

If no application, maximum of **one** mark.

0 4

Describe how situational variables have been found to affect obedience. Discuss what these situational variables tell us about why we obey.

[16 marks]

Marks for this question: AO1 = 6, AO3 = 10

Level	Marks	Description
4	13–16	Knowledge of how situational variables affect obedience is accurate and generally well detailed. Discussion is thorough and effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear, coherent and focused. Specialist terminology is used effectively.
3	9–12	Knowledge of how situational variables affect obedience is evident but there are occasional inaccuracies/omissions. Discussion is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.
2	5–8	Limited knowledge of how situational variables affect obedience 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	1–4	Knowledge of how situational variables affect obedience 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:

- knowledge of procedure and/or findings of research into the effects of:
 - proximity – Milgram – teacher and the learner were in the same room, obedience decreased; touch proximity condition; experimenter leaves the room issues order over the phone, obedience decreased
 - location – Milgram – run-down office block vs Yale; Hofling hospital location
 - uniform – Bickman – more likely to obey a man dressed as a guard. In Milgram's experiment the experimenter wore a grey lab coat.

Possible discussion:

- analysis/discussion of factors in the context of explanations: eg uniform as a visible sign of authority, location/setting makes authority seem more/less genuine (legitimacy of authority)
- decreased proximity to authority figure meant that participants returned to a more autonomous state (agentic state)
- discussion of relative power of factors, eg in Hofling study, 21/22 obeyed even though orders were given over the phone (so legitimacy of setting more important than proximity)
- discussion of alternative theories, eg authoritarian personality (Adorno) suggests that dispositional factors are more influential than situational variables
- methodological evaluation of studies/evidence if made relevant to discussion of the factors/why we obey, eg field studies such as Bickman may have more relevance than lab studies in this context
- Mandel's (1998) analysis of the ecological validity of Milgram's research

- Orne and Holland (1968) Milgram variations were contrived and even more likely to trigger suspicion in participants.

Credit other relevant material.

Section B**Memory**

0	5
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Briefly outline **one** way in which researchers have investigated the capacity of short-term memory.

[2 marks]**Marks for this question: AO1 = 2**

2 marks for a clear and coherent outline with some elaboration with reference to immediate (within 30 seconds) recall.

1 mark for a limited or muddled outline.

Possible content:

- participants are read a sequence of letters/numbers and asked to repeat the same sequence back **immediately**. An additional digit is added on each subsequent trial to measure the capacity of STM (the digit span technique).

Credit other possible ways.

Note that a wide range of answers is possible here – material presented to participants may vary, eg letters, numbers, words, different tones, etc.

Credit outline of studies that investigated the capacity of working memory components, and studies of chunking in STM. Accept relevant procedural details if embedded in findings.

Simply naming a way is not creditworthy.

0	6
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Briefly outline **one** way in which researchers have investigated the duration of short-term memory.

[2 marks]**Marks for this question: AO1 = 2**

2 marks for a clear and coherent outline with some elaboration with reference to recall within 30 seconds.

1 mark for a limited or muddled outline.

Possible content:

- participants are given a trigram (three-letter nonsense syllable) and then asked to count backwards from a certain number for a specified time. They are then asked to recall the original trigram.

Credit other possible ways, eg the serial probe technique.

Credit outline of studies that investigated the duration of working memory components. Accept relevant procedural details if embedded in findings.

Simply naming a way is not creditworthy.

0 7

Suggest **two** cognitive interview techniques that could be used to improve participants' recall of the film.

[4 marks]**Marks for this question: AO3 = 4**

Level	Marks	Description
2	3–4	Suggestion of how two cognitive interview techniques might improve recall is clear, accurate and coherent. There is appropriate use of terminology.
1	1–2	Suggestion of how two cognitive interview techniques might improve recall is limited. The answer lacks accuracy and detail. Use of terminology is either absent or inappropriate. OR one technique at Level 1/2
	0	No relevant content.

Possible content:

- the participants could have been asked to report every detail; elaboration might refer to eg the colour of the cars, even if seemingly irrelevant, or how this technique might trigger additional information
- the participants could have been asked to recall the events in a different order; elaboration might refer to starting eg from the point of impact to the start of the film, or how this technique might have disrupted the influence of schema/expectations
- the participants could have been asked to recall the event from the perspective of others; elaboration might refer to eg the driver of one of the cars, or how this technique might disrupt the influence of schema/expectations
- the participants could have been encouraged to mentally reinstate the context; elaboration might refer to eg being reminded of the weather and the general environment, or how this technique might trigger recall. Credit reference to the encoding specificity principle.

Credit other relevant suggestions eg strategies from the enhanced cognitive interview.

Simply naming two techniques, maximum **one** mark. Naming one technique is not creditworthy.

0 8

Discuss the working memory model. Refer to Rory's behaviour in your answer.

[16 marks]**Marks for this question: AO1 = 6, AO2 = 4, AO3 = 6**

Level	Marks	Description
4	13–16	Knowledge of the working memory model is accurate and generally well detailed. Application is effective. Discussion is thorough and effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear, coherent and focused. Specialist terminology is used effectively.
3	9–12	Knowledge of the working memory model is evident but there are occasional inaccuracies/omissions. Application and/or discussion is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.
2	5–8	Limited knowledge of the working memory model is present. Focus is mainly on description. Any discussion and/or application is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1–4	Knowledge of the working memory model is very limited. Discussion and/or application 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:

- version of STM which sees this store as an active processor
- description of central executive and sub-systems/components – visuo-spatial scratch/sketch pad (visual cache, inner scribe); phonological store/loop; articulatory loop/control process; primary acoustic store; episodic buffer (versions vary – not all sub-systems need to be present for full marks)
- information concerning capacity and coding of each store
- allocation of resources/divided attention/dual-task performance.

Possible application:

- in the early part of the conversation, Rory/the central executive can divide attention between the conversation and the game on his phone
- this is because the two tasks use different sub-systems: phonological store/articulatory loop for the conversation and VSSP for the game
- when he is asked to recount his route to school (a visuo-spatial task), this places too many demands on the VSSP
- this means Rory must abandon his game to free up more attentional resources because of the limited capacity of the stores.

Possible discussion:

- use of evidence to support or refute the model/individual sub-systems, eg Hunt – central executive; KF case study – separate visual and verbal stores in STM; Paulescu et al – PET scan; Logie – mental rotation task for VSSP
- explains how cognitive processes interact
- a view of memory that is active rather than passive (in contrast to the multi-store model)
- provides explanation/treatments for processing deficits, eg dyslexia
- explains results of dual task studies, eg Baddeley
- vague, untestable nature of the central executive
- supported by highly controlled lab studies which may undermine the validity of the model.

Credit other relevant material.

Section C

Attachment

0 9

Which **two** of the following attachment concepts were **not** introduced by Bowlby?

[2 marks]

Marks for this question: AO1 = 2

C Interactional synchrony

and

E Multiple attachment stage

1 0

Outline **one** example of cultural variation in attachment.

[2 marks]

Marks for this question: AO1 = 2

2 marks for a clear and coherent outline with some elaboration.

1 mark for a limited or muddled outline.

Possible content:

- higher rates of anxious/insecure-avoidant attachments among German infants (mothers encourage independence)
- higher rates of anxious/insecure-resistant attachments in collectivist cultures, eg Japan (Van Ijzendoorn and Kroonenberg, 1988)
- lower rates of secure attachment and higher rates of anxious/insecure-avoidant in Italian study attributed to long working hours (Simonelli, 2014)
- details of comparison between US and Korean children (Kyoung, 2005)
- high rates of anxious/insecure-resistant attachments in Israeli children reflects difference in childrearing practices (Sagi et al, 1995).

Credit other valid content eg sub-cultural variation (class, regional etc).

There are various other routes to elaboration e.g. names of countries, detail of percentages, reference to studies.

A statement that secure attachment is most common in most countries is not creditworthy.

1 1

Explain how, according to attachment research, Lenny's early experience might have influenced his later relationships.

[4 marks]**Marks for this question: AO2 = 4**

Level	Marks	Description
2	3–4	Application of the influence of Lenny's early experience on his later relationships is clear, effective and coherent. There is appropriate use of terminology.
1	1–2	Application of the influence of Lenny's early experience on his later relationships is limited. The answer lacks effectiveness and detail. Use of terminology is either absent or inappropriate.
	0	No relevant content.

Possible content:

- Bowlby's internal working model – Lenny's (lack of) early attachment has not provided an adequate template/blueprint for later relationships
- insecure attachments are associated with fear of intimacy/lack of commitment in adult romantic relationships which may explain Lenny's inability to 'settle down'
- maternal deprivation theory – disruption to the maternal bond in early life (critical period) leads to later emotional problems – Lenny's fear of commitment/intimacy
- use of evidence to support argument, eg Hazan and Shaver (Love Quiz).

Credit other relevant application.

No application to the stem, maximum of **one** mark.

1 2

Outline Lorenz's **and** Harlow's animal studies of attachment. Discuss what these studies might tell us about human attachment.

[16 marks]

Marks for this question: AO1 = 6, AO3 = 10

Level	Marks	Description
4	13–16	Knowledge of Lorenz's and Harlow's animal studies is accurate and generally well detailed. Discussion is thorough and effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear, coherent and focused. Specialist terminology is used effectively.
3	9–12	Knowledge of Lorenz's and Harlow's animal studies is evident but there are occasional inaccuracies/omissions. Discussion is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.
2	5–8	Limited knowledge of Lorenz's and Harlow's animal studies 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 Lorenz or Harlow only at Level 3/4.
1	1–4	Knowledge of Lorenz's and Harlow's animal studies 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 Lorenz or Harlow only at Level 1/2.
	0	No relevant content.

Possible content:

- Lorenz's procedure and findings – goose eggs randomly divided; half hatched with the mother present (in natural environment); half in an incubator with Lorenz present; behaviour recorded; incubator group followed Lorenz, control group followed the mother; concepts of imprinting and critical period
- Harlow's procedure and findings – in a controlled environment, infant monkeys reared with two mother surrogates; plain wire mother dispensing food, cloth-covered mother with no food; time spent with each mother was recorded; details of fear conditions; long-term effects recorded: sociability, relationship to offspring, etc; preference for contact comfort over food; long-term effects on sociability and own childrearing style
- credit also references to Lorenz's work of sexual behaviour/imprinting.

Possible discussion points:

- problems of generalising findings from animal studies to humans – argument that, of the two, Harlow's study (mammalian species) may be more relevant to human experience
- implications of imprinting/critical period for human attachment (Lorenz) – 'window of opportunity' in which attachments must be formed otherwise this may lead to negative long-term consequences (credit reference to Bowlby's work in this context, eg maternal deprivation)
- implications of early neglect (Harlow) – long-term consequences of poor attachment in childhood for future relationships, eg with own children (again, credit reference to Bowlby in this context – internal working model)

- argument that the critical period may be more of a 'sensitive period' in humans as studies have demonstrated how children have been able to recover from early deprivation, eg Romanian orphan studies
- practical value of research, eg for social work, identifying risk factors in vulnerable children
- implications for theories of attachment, eg Harlow's suggestion that contact comfort/sensitive responsiveness is more important than food contradicts learning theory
- support from human studies, eg Schaffer and Emerson Glasgow study supports the idea that responsiveness may be more important than food.

Only credit ethical issues if made relevant to discussion of human attachment.

Section D**Psychopathology****1 3**Describe the statistical infrequency **and** failure to function adequately definitions of abnormality.**[6 marks]****Marks for this question: AO1 = 6**

Level	Marks	Description
3	5–6	Knowledge of statistical infrequency and failure to function adequately is clear and generally well detailed. The answer is generally coherent with appropriate use of terminology.
2	3–4	Knowledge of statistical infrequency and/or failure to function adequately is evident. The answer lacks clarity in places. Terminology is used appropriately on occasions. OR one definition at Level 3
1	1–2	Knowledge of statistical infrequency and/or failure to function adequately is limited. The answer as a whole lacks clarity and has inaccuracies. Terminology is either absent or inappropriately used. OR one definition at Level 1/2
	0	No relevant content.

Possible content:**Statistical infrequency:**

- abnormality is defined as behaviour or characteristics that are rare/uncommon/unusual
- occupies the extreme ends of a normal distribution curve,
- uses up-to-date statistics
- examples of criteria/behaviours/disorders are creditworthy only if used in elaboration of the definition
- eg low IQ defined as intellectual disability disorder; OCD as a rare disorder.

Credit examples conveyed through a diagram, eg distribution of IQ scores.

Failure to function adequately:

- abnormality is defined as the inability to cope with everyday living
- examples of criteria/behaviours/disorders are creditworthy only if used in elaboration of the definition
- eg Rosenhan and Seligman criteria (eg irrationality, observer discomfort)
- behaviours such as not being able to hold down a job, maintain a relationship, personal hygiene, etc
- failure to follow interpersonal rules.

Credit other relevant content.

One definition at level 3, maximum of **3** marks.

1	4
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Outline **one** limitation of systematic desensitisation as a treatment for phobias.

[3 marks]

Marks for this question: AO3 = 3

3 marks for a clear, coherent and detailed outline, using appropriate terminology.

2 marks for an outline which lacks some detail.

1 mark for a very limited/muddled outline.

Possible limitations:

- SD is time-consuming, when compared to alternatives such as flooding, as the person with the phobia needs to be trained in relaxation techniques and gradual exposure can take many sessions
- progress in therapy may not generalise outside of the clinical setting when the person with the phobia must face their fear without the support of the therapist
- may not be appropriate for more generalised 'free-floating' phobias, such as social phobia, where there is no obvious target behaviour so difficult to devise a hierarchy
- 'expense' if justified through reasoned discussion
- alternative treatments if used to illustrate limitations of SD.

Credit other valid limitations.

1	5
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Explain **one other** reason why the psychologist used a Pearson's r test in this study.

[2 marks]

Marks for this question: AO2 = 2

2 marks for a clear and coherent explanation with some elaboration.

1 mark for a limited or muddled explanation.

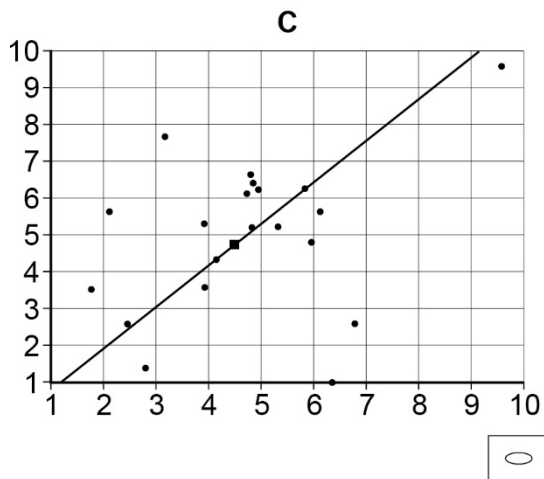
Content:

- co-variables (heart rate and/or levels of a stress hormone) would produce parametric/interval/ratio data
- elaboration through explaining parametric/interval/ratio data (measured using fixed intervals and an objective/agreed scale), or
- elaboration through reference to the nature of the data in the study (beats per minute and/or micrograms).

1 6

Which **one** of the following scattergrams **best** represents a correlation coefficient of +0.42?
[1 mark]

Marks for this question: AO2 = 1

**1 7**

Is the psychologist's calculated value significant? With reference to **Table 1**, explain your answer.

[4 marks]

Marks for this question: AO2 = 4

1 mark for stating that the result is significant (at the 0.05 level; if a more stringent level of significance is stipulated eg 0.025, accept 'non-significant', and use critical value of 0.444 below)

PLUS

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

- the calculated value is more than 0.378 (the critical value)
- a one-tailed test was used or because the researcher's hypothesis was directional
- df is 18 or $n - 2$ is 18 ($20 - 2$).

If the result is incorrectly stated as non-significant at the 0.05 level, credit may still be earned from the bulleted points.

1 8 Discuss the genetic explanation for obsessive-compulsive disorder (OCD).

[8 marks]

Marks for this question: AO1 = 3, AO3 = 5

Level	Marks	Description
4	7–8	Knowledge of the genetic explanation for OCD is accurate with some detail. Discussion is thorough and effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear, coherent and focused. Specialist terminology is used effectively.
3	5–6	Knowledge of the genetic explanation for OCD is evident but there are occasional inaccuracies/omissions. Discussion is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.
2	3–4	Limited knowledge of the genetic explanation for OCD 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	1–2	Knowledge of the genetic explanation for OCD 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:

- suggests that OCD is an inherited condition, vulnerability/predisposition is passed on across generations
- a number of candidate genes have been implicated as a possible cause for OCD, eg Taylor (2013) identified up to 230 suggesting OCD is polygenic
- aetiological heterogeneity – different combinations of genes may cause the disorder in different people
- different combinations may also account for different types of OCD
- credit reference to specific genes and their function, eg SERT, COMT, 5HT1-D beta
- credit reference to neurochemical argument if this is linked to underlying genetic basis.

Accept other valid content.

Possible discussion:

- use of evidence to support genetic basis, eg Nestadt et al (2010) – twin study (68% MZs, 32% DZs)
- methodological problems with twin and family studies such as shared environments, social learning
- animal studies, eg Ahmari (2016) – genetic basis for repetitive ritualistic behaviour
- around half of all cases of OCD tend to follow trauma undermining the genetic explanation
- cannot account for OCD in families where there is no previous history
- broader issues of biological reductionism, determinism, causation (treatment fallacy)
- practical application, eg gene therapy
- discussion of alternatives, eg diathesis-stress model.

Accept other relevant discussion points.