

# *Study Psychology*

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## **A-Level Psychology Practice Paper MARK SCHEME**

This is a practice paper intended for revision following the **EDEXCEL** specification.

**Paper 1:**

**Foundations in Psychology**



**2.15 hours**



## Social Psychology

### 1. (a) AO1 (2 marks)

Up to two marks for a description of prejudice, to include an example.

**For example:** *Prejudice is a preconceived opinion of another person that is often based on stereotypes. For example a belief that women should be responsible for the domestic tasks in the home.* Other reasonable marking points gain credit.

### (b) AO1 (1 mark), AO3 (1 mark)

One mark for identification of a way personality could affect prejudice (AO1). One mark for justification of the way personality could affect prejudice (AO3).

**For example:** *Someone with an authoritarian personality may be more likely to consider groups as 'us and them' and be prejudice towards people of a different social or ethnic group, as Adorno et al (1950) found that those with an authoritarian personality were more likely to be hostile to people not in their group who are considered to be of an inferior status.* Other reasonable marking points gain credit.

### (c) AO1 (1 mark), AO3 (1 mark)

One mark for identification of a way culture could affect prejudice (AO1). One mark for justification of the way culture could affect prejudice (AO3).

**For example:** *Cultural distinctions between individualistic and collectivist cultures suggest that collectivistic cultures may result in more prejudice towards other groups. Al-Zahrani and Kaplowitz (1993) found that in a comparison of Saudi (collectivist) and American (individualist) people, Saudis tended to show more outgroup-derogation/ discrimination.* Other reasonable marking points gain credit.

### 2. AO2 (4 marks)

Up to four marks for a description of social identity theory in relation to the scenario. **For**

**example:** *As William has joined a new team, he will now categorise himself as one of their players (ingroup). He will identify as a member of the team by wearing their sports kit at the football tournament at the weekend. He will make comparisons between his team and James' team, as he believes his team has a better goal record and a new striker. It is likely his behaviour towards his friend James will change during the tournament as the social identity theory suggests that an 'us and them' mentality will occur. This may result in prejudice between the boys (in-group favouritism and outgroup discrimination).*

Other reasonable marking points gain credit. Answers must relate to the scenario. Generic answers score 0 marks.

### 3. AO1 (4 marks), AO3 (4 marks)

#### AO1

Milgram aimed to investigate obedience to authority by conducting research at Yale University. His study included 40 male participants aged 20-50 years old from the New Haven area in Connecticut who all responded to a newspaper advertisement. Participants were invited to the laboratory and blindly allocated the role of 'teacher'. They watch a confederate who they believed to be another real participant allocated the role of 'learner'. The 'teacher' watched as the 'learner' was strapped to an electric shock generator, even receiving a short 45 volt shock to convince them it was genuine. The 'teacher' was taken to a separate room and was told to ask the 'learner' a series of questions. They were also told to give an electric shock for every incorrect answer, advancing up the generator from 15 to 450 volts.

The results showed that 100% of the participants went to 300 volts, while 65% went to the maximum of 450 volts. Milgram concluded that people would obey authority even if it means causing harm to another person.

#### AO3

The study was conducted in a laboratory setting at Yale University ensuring that all variables were highly controlled and manipulated. Milgram also gave all 40 participants the same standardised procedure to follow, which increases the **reliability** of the findings. The study also collected quantitative data by recording the maximum voltage each participant reached. This enables the scores to be compared and analysed easily. The study has good **practical application** to helping our understanding of how easily people obey others in positions of legitimate authority. This may go some way to explain atrocities carried out by people following the orders of senior authorities. However, as the study was conducted in an artificial setting it lacks **ecological validity**, as it does not reflect how obedience to authority may play out in real life situations. In addition, the task lacked **mundane realism** as participants would not normally be expected to give electric shocks to other people. **Ethical concerns** are also an issue in this study as Milgram failed to give the participants full informed consent, as they were led to believe the set up was genuine and the aim was to investigate the effect of punishment on learning. Deception was also an issue as the participants believed the allocation of roles were fair. Other reasonable marking points gain credit.

| Level                                                                                                                                                                    | Mark      | Descriptor                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>AO1 (4 marks), AO3 (4 marks)</b><br><b>Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer</b> |           |                                                                                                                                                                                                                                                                         |
|                                                                                                                                                                          | 0         | No rewardable material.                                                                                                                                                                                                                                                 |
| Level 1                                                                                                                                                                  | 1-2 Marks | Demonstrates isolated elements of knowledge and understanding. (AO1)<br>A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)                                                  |
| Level 2                                                                                                                                                                  | 3-4 Marks | Demonstrates mostly accurate knowledge and understanding. (AO1)<br>Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)                         |
| Level 3                                                                                                                                                                  | 5-6 Marks | Demonstrates accurate knowledge and understanding. (AO1)<br>Arguments developed using mostly coherent chains of reasoning leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)   |
| Level 4                                                                                                                                                                  | 7-8 Marks | Demonstrates accurate and thorough knowledge and understanding. (AO1)<br>Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3) |

## Cognitive Psychology

### 4. (a) AO1 (2 marks)

Up to two marks for describing semantic memory. **For example:** *Semantic memory is the long term memory for factual information or storage of knowledge, like an encyclopaedia for example, knowing that London is the capital city of England.* Other reasonable marking points gain credit.

### (b) AO1 (1 mark), AO3 (1 mark)

One mark for identification of a strength (AO1). One mark for justification of the strength (AO3). **For example:** *There is supporting evidence that LTM has two distinct stores where episodic memories are stored separately to semantic memories. Cases such as [Clive Wearing](#) and [H.M](#) showed that brain damage can destroy episodic memory (remembering events) while leaving semantic memory (knowledge/facts) largely intact, showing the two stores are independent.* Other reasonable marking points gain credit.

### 5. (a) AO2 (4 marks)

One mark for accurate completion of difference column

One mark for accurate completion of ranked difference columns

One mark for accurate calculation of sum of both ranks

One mark for correct value of  $T=4$

| Participant | Recall of Words in Silence<br>(Condition A) | Recall of Words in Noise<br>(Condition B) | Difference | Rank | Rank if positive | Rank if negative |
|-------------|---------------------------------------------|-------------------------------------------|------------|------|------------------|------------------|
| A           | 18                                          | 14                                        | 4          | 6.5  | 6.5              |                  |
| B           | 13                                          | 10                                        | 3          | 4.5  | 4.5              |                  |
| C           | 9                                           | 5                                         | 4          | 6.5  | 6.5              |                  |
| D           | 11                                          | 12                                        | -1         | 2    |                  | 2                |
| E           | 17                                          | 12                                        | 5          | 8    | 8                |                  |
| F           | 15                                          | 14                                        | 1          | 2    | 2                |                  |
| G           | 11                                          | 8                                         | 3          | 4.5  | 4.5              |                  |
| H           | 13                                          | 14                                        | -1         | 2    |                  | 2                |
| Total:      |                                             |                                           |            |      | 32               | 4                |

Table 1

**(b) AO2 (1 mark)**

One mark for a correct determination of significance. **For example: The calculated  $T$  value is 4, which is less than the critical value of 5 (one-tailed,  $p < 0.05$ ) so the results are significant.** Other wording can gain credit.

**(c) AO2 (2 marks)**

One mark for a correct hypothesis named and one mark for linking this back to the context of the study in relation to the influence of noise on short-term memory recall. **For example: Aisha would accept her research hypothesis ( $H_1$ ), which shows that recall of words in short-term memory is greater in silence compared to noisy conditions.** Other wording can gain credit.

**6. AO1 (4 marks), AO3 (4 marks)**

**AO1**

Laboratory experiments in Cognitive Psychology are conducted under highly controlled conditions. In many studies the experimental method manipulates an IV and measures a DV to investigate how memory works. Laboratory experiments often use unnatural tasks to test participant recall and memory, such as word lists. Laboratory experiments in Cognitive Psychology can be replicable as they have a standardised procedure. Laboratory experiments often collect quantitative data which allows participants to be compared and their data analysed easily.

**AO3**

It could be difficult to **generalise** findings from studies such as **Peterson and Peterson (1959)** back to real life memory situations because of low **ecological validity**, so they may not be fully **useful**. However, studies like **Steyvers and Hemmer (2012)** used **ecologically valid** stimuli in memory studies, to ensure the findings were more representative of real life, which can be more useful to Cognitive Psychology. Standardised procedures used in laboratory experiments increase **reliability**, so studies such as **Baddeley (1966b)** can be replicated easily, making them useful because results can be checked for consistency. However, studies like **Bartlett (1932)** who used serial reproduction to test reconstructive memory are difficult to replicate because of the lack of standardised, rigid controls. In this case the method relied on the subjective reproduction of the 'War of the Ghosts' story. This means that controlled experiments using typical memory tests are more useful for providing empirical evidence about how memory works. Other reasonable marking points gain credit.

| Level                                                                                                                                                                     | Mark      | Descriptor                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>AO1 (4 marks), AO3 (4 marks)</b><br><b>Candidates must demonstrate an equal emphasis between Knowledge and understanding vs assessment/conclusion in their answer.</b> |           |                                                                                                                                                                                                                                                                                                                                                                                                 |
| Level 0                                                                                                                                                                   | 0         | No rewardable material                                                                                                                                                                                                                                                                                                                                                                          |
| Level 1                                                                                                                                                                   | 1–2 marks | Demonstrates isolated elements of knowledge and understanding. (AO1)<br>Generic assertions may be presented. Limited attempt to address the question. (AO3)                                                                                                                                                                                                                                     |
| Level 2                                                                                                                                                                   | 3–4 marks | Demonstrates mostly accurate knowledge and understanding. (AO1)<br>Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a generic or superficial assessment being presented. (AO3)                                                                                                                                 |
| Level 3                                                                                                                                                                   | 5–6 marks | Demonstrates accurate knowledge and understanding. (AO1)<br>Arguments developed using mostly coherent chains of reasoning leading to an assessment being presented which considers a range of factors. Candidates will demonstrate understanding of competing arguments/factors but unlikely to grasp their significance. The assessment leads to a judgement but this may be imbalanced. (AO3) |
| Level 4                                                                                                                                                                   | 7–8 marks | Demonstrates accurate and thorough knowledge and understanding. (AO1)<br>Displays a well-developed and logical assessment, containing logical chains of reasoning throughout. Demonstrates an awareness of the significance of competing arguments/factors leading to a balanced judgement being presented. (AO3)                                                                               |

## BIOLOGICAL PSYCHOLOGY

### 7. AO1 (2 marks)

One mark for each point related to how the limbic system could affect human behaviour. **For example:** *The limbic system has a role in self-preservation, for example, our fight or flight response to danger. Therefore, if someone was faced with a confronting situation the limbic system might lead to them to create an anger/ fight response to the perceived threat of danger.* Other reasonable marking points gain credit.

### 8. AO1 (3 marks)

Up to three marks for a description of synaptic transmission. **For example:** *An electrical impulse travels along the pre-synaptic neuron. The impulse reaches the synaptic vesicles and cause them to release neurotransmitter. This neurotransmitter diffuses across the synapse and attach to receptors on the post-synaptic neuron, allowing the electrical impulse to travel across.* Other reasonable marking points gain credit.

### 9. AO1 (3 marks)

Up to three marks for describing aspects of the procedure by Raine into brain abnormalities in murderers. **For example:** *Raine conducted a laboratory experiment using an independent measures design involving two groups of participants. Group 1 was made up of 41 murderers pleading not guilty for reasons of insanity and group 2 were non-murderers in a control group. The study used PET scans to investigate brain abnormalities. Each participant was given a radioactive glucose tracer (FDG) and completed a 32 minute continuous performance task (CPT) before having a PET scan. Levels of glucose metabolism were measured in both groups and comparisons were made from the PET scan data.* Other reasonable marking points gain credit.

### 10. AO1 (4 marks), AO3 (4 marks)

#### AO1

The biological explanation sees human behaviour being primarily determined by innate factors such as our genes and hormones. The biological explanation argues that things such as our genes, hormones, brain structure and neurochemicals influence our behaviour. For example, aggression can be caused by an increased level of testosterone and decreased levels of serotonin. The biological explanation includes survival of the fittest and evolution, and aggression may have been a survival trait in humans. The biological explanation features parts of the brain related to aggression such as pre-frontal cortex and the amygdala within the limbic system.

The psychodynamic explanation sees our experiences and environment as being important in determining our behaviour, such as the superego coming from our interactions with others, and catharsis being a method of releasing aggression. The psychodynamic approach has innate features such as the focus on drives, for example aggression as being innate. The death instinct is in everyone and 'comes out' as aggression. The psychodynamic theory considers that aggression comes from anger, which comes from frustration such as the id's desires being blocked. It also outlines the use of catharsis to explain how tension within the family, unconscious wishes and desires, can be released through aggression. Ego defence mechanisms such as displacement might also explain why people act aggressively to others.

### AO3

**Evidence to support** the biological explanation for aggression comes from studies like [Dolan et al \(2001\)](#) who found a positive correlation between testosterone levels and aggression in 60 male offenders, suggesting a link. Also [Wagner et al \(1979\)](#) found that castrated male mice showed decreased aggression, which increased when given testosterone again, supporting the link between testosterone and aggressive behaviour. This can be applied to human aggression and the role of testosterone may explain why the male is most often the aggressor in the family. However, evidence suggests that testosterone does not always lead to aggression. Measuring testosterone and aggression by looking for a correlation in fact does not show a link between the two (e.g. [Archer et al, 1991](#) and [Brook et al, 2001](#)), so this is evidence against the hormone link to aggression. Also as most research is correlation, **cause and effect** cannot be inferred. There is evidence for the biological explanation such as low levels of serotonin being indicated by low levels of metabolites, and people who engage in aggressive behaviour and have poor levels of control have been found to have low levels of metabolites. Also studies like [Mann et al \(1990\)](#) found that people given a drug that lowers levels of serotonin were found to be more aggressive (measured by questionnaire). However, there are issues with the **validity** of self-report data. [Narabayashi et al \(1972\)](#) found that 43 out of 51 patients who had had their amygdala removed showed reduced aggression, which is evidence that the amygdala relates to aggression. The psychodynamic explanation lies more clearly within the **nurture** side of the argument because there is such a strong emphasis on environment, such as in the development of the superego. The superego comes from others and is the conscience and ideal self, so this shows the emphasis on nurture, whereas the biological explanation is about **nature**. However, the psychodynamic explanation is about drives and the death instinct, which is nature. The psychodynamic approach holds that the three parts of the personality: id, ego, and superego, are innate, so there is a nature side there too. **Supporting evidence** for the psychodynamic explanation of aggression comes from [Bushman \(2002\)](#) who carried out a study to see if hitting a punch bag and thinking about the person who had made someone angry led to more aggression. Despite the results showing that people who ruminate over angry situations are more prone to act aggressively this does not show the idea of catharsis to be true, which goes against the psychodynamic explanation. Also the Frustration-Aggression hypothesis by [Dollard et al \(1939\)](#) argued that frustration, stemming from a blocked goal, always leads to aggression. This aggression acts as a cathartic release, supporting the psychodynamic explanation. Criticism of the psychodynamic explanation argues that many of the Freudian concepts (Id, Thanatos, catharsis) are abstract, **subjective**, and nearly impossible to scientifically test or measure.

Other reasonable marking points gain credit.

| Level                                                                                                                                                                         | Mark      | Descriptor                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>AO1 (4 marks), AO3 (4 marks)</b><br><br><b>Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer.</b> |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| Level 0                                                                                                                                                                       | 0         | No rewardable material.                                                                                                                                                                                                                                                                                                                                                                          |
| Level 1                                                                                                                                                                       | 1–2 marks | Demonstrates isolated elements of knowledge and understanding. (AO1)<br>Generic assertions may be presented. Limited attempt to address the question. (AO3)                                                                                                                                                                                                                                      |
| Level 2                                                                                                                                                                       | 3–4 marks | Demonstrates mostly accurate knowledge and understanding. (AO1)<br>Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a generic or superficial assessment being presented. (AO3)                                                                                                                                  |
| Level 3                                                                                                                                                                       | 5–6 marks | Demonstrates accurate knowledge and understanding. (AO1)<br>Arguments developed using mostly coherent chains of reasoning. Leading to an assessment being presented which considers a range of factors. Candidates will demonstrate understanding of competing arguments/factors but unlikely to grasp their significance. The assessment leads to a judgement but this may be imbalanced. (AO3) |
| Level 4                                                                                                                                                                       | 7–8 marks | Demonstrates accurate and thorough knowledge and understanding. (AO1)<br>Displays a well-developed and logical assessment, containing logical chains of reasoning throughout. Demonstrates an awareness of the significance of competing arguments/factors leading to a balanced judgement being presented. (AO3)                                                                                |

## Learning Theories

### 11. AO1 (2 marks)

One mark for a clear difference between positive and negative reinforcement. Examples can be used to show the difference but they must be evident for the two types of reinforcement. **For example:** *Positive reinforcement encourages a behaviour to continue by giving a reward (money or praise), whereas negative reinforcement encourages behaviour to continue by removing something unpleasant (family chores).* Other reasonable marking points gain credit.

### 12. AO2 (3 marks)

One mark for each point describing how a structured observation could be used to investigate infants attachment to their mother. **For example:** *Infants and their mothers could be invited to the laboratory where they will be observed through a one-way mirror. A standardised list of behaviours that demonstrate attachment such as crying on separation, proximity-seeking behaviour and pro-social expressions could be used. The data could be recorded by two independent observers using a standardised tally chart.* Other reasonable marking points gain credit. Answers must relate to the scenario. Generic answers score 0 marks.

### 13. (a) AO1 (2 marks)

Two marks for outlining one finding from Watson and Rayner's study. **For example:** *One finding from the study showed how Little Albert was classically conditioned to fear white rats. Once Little Albert made the association between the white rat (NS) and the steel bar/ noise (CS), his fear response was conditioned (CR). This was evident during the experiment when the rat alone was presented to him, Little Albert immediately began to cry and started to crawl away rapidly.* Other reasonable marking points gain credit.

### (b) AO2 (2 marks)

Two marks for identification and elaboration of an improvement in relation to Watson and Rayner (AO2). **For example:** *As Little Albert was the only infant studied, the findings may not be representative of other children or the adult population. So one improvement that could be made to the study is the researchers could increase the sample size to include more children with more representation (i.e. 10+, mix of males/ females, with more age groups). This would increase the generalisation and show that classical conditioning is a valid way of acquiring a phobia.* Other reasonable marking points gain credit.

**14. AO1 (4 marks), AO2 (4 marks)**

**For example:** Key question: Is the influence of role models and celebrities something that causes anorexia?

**AO1**

Anorexia is diagnosed when BMI falls below 17.5. Anorexia costs the NHS money to treat the disorder so trying to prevent anorexia would save the health service money which could be used in other areas. Symptoms of anorexia could lead to sufferers not working and this affects society as a whole. TV, magazines and social media can play a part in influencing young people to aspire to an ideal body image. Role models in the media can have an effect on our behaviour. Ana Carolina Reston was a model who died from anorexia and could have learned this from her role models.

**AO2**

Advertisers use classical conditioning to associate thinness/ fashion with fame and popularity which encourages weight loss and reduced BMI. Operant conditioning suggests if someone is complimented (positive reinforcement) on initial weight loss they would continue losing weight and this makes them ill. Celebrities and models are used to advertise products such as fashionable clothing so individuals will observe and imitate these role models (SLT). The link between celebrities and anorexia is purely correlational and there are other factors involved in the development of the disorder outside of role models. There are likely to be other factors which affect the development of anorexia such as genetics or changes in biochemistry.

Other reasonable marking points gain credit.

| Level                                                                                                                                                           | Mark      | Descriptor                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>AO1 (4 marks), AO2 (4 marks)</b><br><b>Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer.</b> |           |                                                                                                                                                                                                                                                                                                                                                                                         |
| Level 0                                                                                                                                                         | 0         | No rewardable material                                                                                                                                                                                                                                                                                                                                                                  |
| Level 1                                                                                                                                                         | 1–2 marks | Demonstrates isolated elements of knowledge and understanding. (AO1)<br>Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)                                                                                                                                                                           |
| Level 2                                                                                                                                                         | 3–4 marks | Demonstrates mostly accurate knowledge and understanding. (AO1)<br>Discussion is partially developed, but is imbalanced or superficial occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)                                                                                             |
| Level 3                                                                                                                                                         | 5–6 marks | Demonstrates accurate knowledge and understanding. (AO1)<br>Arguments developed using mostly coherent chains of reasoning. Candidates will demonstrate a grasp of competing arguments but discussion may be imbalanced or contain superficial material supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)         |
| Level 4                                                                                                                                                         | 7–8 marks | Demonstrates accurate and thorough knowledge and understanding. (AO1)<br>Displays a well-developed and logical balanced discussion, containing logical chains of reasoning. Demonstrates a thorough awareness of competing arguments supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). (AO2) |

## Issues and Debates

### 15. AO1 (4 marks), AO3 (4 marks)

#### AO1

Gender bias results when one gender is treated less favourably than the other. There are three main types of gender bias; alpha, beta and androcentrism. Alpha bias is a tendency to exaggerate any differences between men and women which can then lead to stereotypical differences between the sexes being overemphasised. Beta bias is where the differences between men and women are minimised and male behaviour or thinking applied to females. Androcentrism is considering male behaviour as normal and regarding female behaviour as abnormal when it is not the same as males. Gender bias can occur during all stages of the research process from what is being studied through to the conclusions made. Sherif (1954/1961) used the findings from a group of boys in an American summer camp and made generalised assertions about prejudice. Ethnocentric implications are those that can apply to only one culture/set of people. Eurocentric implications are those that can apply to European/Western concepts. Cross-cultural research can be etic, emic, or have an imposed etic. Van Ijzendoorn (1988) studied cross-cultural variation in a meta-analysis finding some variation in attachment types but most children were securely attached.

#### AO3

##### Evidence for gender bias;

**Milgram's** original baseline experiment (1963) into obedience had a male-only sample (**androcentric**) and applied the findings to women. However, when he replicated the procedure with an all-female sample the same percentage went to 450V, so there does appear to be similarity in gender and obedience levels which could justify use of his original sample. The work of **Buss (1990s)** in Evolutionary Psychology may be considered an example of **alpha bias** where male and female roles are clearly defined with women said to focus on children and prefer males who can provide resources with little scientific evidence to support the conclusions made can reinforce gender stereotypes in society. **Sherif's (1961)** research may be considered a form of **beta bias** where the assertions made regarding prejudice and discrimination concerning the role of competition and cooperation were gained from a male-only sample and applied to women without additional validation. Research emphasising the differences between males and females in terms of aggression being due to hormones like testosterone (e.g. **Dolan et al, 1991**) can exaggerate stereotypical differences between males and females but other research shows testosterone is important for female aggression too (e.g. **Dabbs and Hargrove, 1997**).

##### Evidence for cultural bias;

**Bandura's** research in the 1960's found differences in male and female aggression to the bobo doll with males showing greater imitative aggression, however, Bandura did account for the cultural context with females being socialised as less aggressive at the time.

**Sebastian and Hernandez-Gil (2012)** showed differences between Spanish children and Anglo Saxons in digit span supporting differences within Europe so the differences beyond Europe are likely to be more pronounced. **Milgram's (1963)** procedure has been replicated across the world and can be viewed as an etic form of research which has been used to suggest obedience is a universal trait. **Sherif (1961)** experienced both Turkish and American cultures so may have interpreted the findings with a more varied understanding of cultural differences. **Henrich et al (2010)** reviewed hundreds of studies in leading Psychology journals and found that 68% of participants came from the USA, and 96% from industrialised nations. Other reasonable marking points gain credit.

| Level                                                                                                                                                                    | Mark      | Descriptor                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>AO1 (4 marks), AO3 (4 marks)</b><br><b>Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer</b> |           |                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                                                                                                                                                          | 0         | No rewardable material.                                                                                                                                                                                                                                                                                                                                                                         |
| Level 1                                                                                                                                                                  | 1–2 Marks | Demonstrates isolated elements of knowledge and understanding. (AO1)<br>Generic assertions may be presented. Limited attempt to address the question. (AO3)                                                                                                                                                                                                                                     |
| Level 2                                                                                                                                                                  | 3–4 Marks | Demonstrates mostly accurate knowledge and understanding. (AO1)<br>Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a generic or superficial assessment being presented. (AO3)                                                                                                                                 |
| Level 3                                                                                                                                                                  | 5–6 Marks | Demonstrates accurate knowledge and understanding. (AO1)<br>Arguments developed using mostly coherent chains of reasoning leading to an assessment being presented which considers a range of factors. Candidates will demonstrate understanding of competing arguments/factors but unlikely to grasp their significance. The assessment leads to a judgement but this may be imbalanced. (AO3) |
| Level 4                                                                                                                                                                  | 7–8 Marks | Demonstrates accurate and thorough knowledge and understanding. (AO1)<br>Displays a well-developed and logical assessment, containing logical chains of reasoning throughout. Demonstrates an awareness of the significance of competing arguments/factors leading to a balanced judgement being presented. (AO3)                                                                               |

## 16. AO1 (4), AO2 (4), AO3 (4)

### AO1

The learning theory suggests that behaviour is the result of conditioning either through association (classical) or reinforcement (operant). The social learning theory proposes that behaviour changes following observation of role models.

Biological Psychology explains behaviour based on inherited characteristics such as genes. Biochemical explanations focus on hormones or neurochemicals implicated in behaviour.

## AO2

Henry could be receiving positive reinforcement from his friends when he gets into fights, encouraging the behaviour to continue.

Henry could have friends who he sees as role models which may be why he imitates their aggressive behaviour.

Henry may have inherited his aggressive behaviour from someone in his family, as he says he cannot control his own behaviour.

Henry is an 18 year old male, so his hormones (testosterone) may be influencing his aggressive behaviour.

## AO3

**Bandura (1963)** demonstrated that children will imitate aggressive behaviour from role models, particularly boys who are influenced by male models. However, this research may lack **ecological validity** as it was carried out in an artificial setting. **Walters and Thomas (1963)** found that observing aggressive models, particularly in film, disinhibits aggressive behaviour and increases punitiveness (the willingness to punish others). **Coccaro et al (1997)** found that up to 50% of the variance in aggressive behaviour can be explained by genetics, suggesting it could be predisposed by inherited characteristics. However, 50% is not 100% so other factors may play a part. **Archer (1991)** analysed five studies involving 230 males and found a low positive correlation between testosterone and aggression. However, this research is correlational so **cause and effect** cannot be inferred. **Individual differences** such as personality may influence behaviour. Not all children who act aggressively, do so even if they have been exposed to violent/ aggressive role models. May be issues with situational aggression, as people who are not usually aggressive may become violent in specific environments. Other reasonable marking points gain credit.

| Level                                                                                                                                                                                                       | Mark        | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>AO1 (4 marks), AO2 (4 marks), AO3 (4 marks)</b><br><br><b>Candidates must demonstrate an equal emphasis between knowledge and understanding vs application vs evaluation/conclusion in their answer.</b> |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Level 0                                                                                                                                                                                                     | 0           | No rewardable material.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Level 1                                                                                                                                                                                                     | 1–3 marks   | <p>Demonstrates isolated elements of knowledge and understanding. (AO1)</p> <p>Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques &amp; procedures). (AO2)</p> <p>A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)</p>                                                                                                                                                          |
| Level 2                                                                                                                                                                                                     | 4–6 marks   | <p>Demonstrates mostly accurate knowledge and understanding. (AO1)</p> <p>Line(s) of argument occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques &amp; procedures). (AO2)</p> <p>Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)</p>                                                                                              |
| Level 3                                                                                                                                                                                                     | 7–9 marks   | <p>Demonstrates accurate knowledge and understanding. (AO1)</p> <p>Line(s) of argument supported by applying relevant evidence from the context (scientific ideas, processes, techniques &amp; procedures). Might demonstrate the ability to integrate and synthesise relevant knowledge. (AO2)</p> <p>Arguments developed using mostly coherent chains of reasoning. Leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)</p>                     |
| Level 4                                                                                                                                                                                                     | 10–12 marks | <p>Demonstrates accurate and thorough knowledge and understanding. (AO1)</p> <p>Line(s) of argument supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). Demonstrates the ability to integrate and synthesise relevant knowledge. (AO2)</p> <p>Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)</p> |

**END OF PAPER**

# *Study Psychology* (c)

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