AQA

AS
PSYCHOLOGY
7181/1

Paper 1 Introductory topics in Psychology

Mark scheme

June 2022

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   In Milgram's experiment on obedience to authority, 65% of participants gave the maximum shock when the experimenter was in the same room as the participant.

For variations of Milgram's experiment, which of the following statements is **true**?

[1 mark]

Marks for this question: AO1 = 1

D – When the experimenter was in a different room to the participant, obedience levels decreased.

0 2   Explain what is meant by social change.

[2 marks]

Marks for this question: AO1 = 2

2 marks for a clear and coherent explanation of what is meant by social change.
1 mark for a muddled/limited explanation.

Possible content:
- whole societies, (not just individuals) change – **essential for full marks**
- adopt new attitudes, beliefs or behaviours
- through minority influence processes e.g snowball effect
- examples of change: accepting the earth is round not flat; women's suffragette movement; gay rights; environmental issues such as increased recycling, reduced smoking in public places.

Credit other relevant content.

0 3 Steph's psychology teacher is leaving at the end of term. Steph would like to organise a surprise fancy dress party for her, but the rest of the class are not convinced that it is a good idea.

Use your knowledge of **two or more** factors affecting minority influence to explain how Steph can persuade the rest of her class to accept her idea.

[6 marks]

Marks for this question: AO2 = 6

Level	Mark	Description
3	5–6	Knowledge of two or more factors affecting minority influence is clear and generally well detailed. Application to Steph's idea is mostly clear and effective. The answer is generally coherent with appropriate use of terminology.
2	3–4	Knowledge of two or more factors affecting minority influence is evident. There is some effective application to Steph's idea. The answer lacks clarity in places. Terminology is used appropriately on occasions. OR one factor applied at level 3: max 3 marks.
1	1–2	Knowledge of two or more factors affecting minority influence is limited. Application to Steph's idea is either absent or inappropriate. The answer as a whole lacks clarity and has inaccuracies. Terminology is either absent or inappropriately used. OR one factor applied at level 2.
	0	No relevant content.

Possible content:
- Steph should demonstrate consistency by not deviating from her view that the party is a good idea despite social pressure – she could point out that this is an idea she has had for some time/since she knew the teacher was leaving
- Steph should demonstrate commitment by placing herself at some risk/inconvenience – she may volunteer to pay for the refreshments/present for the teacher etc. This will draw more attention to her 'cause' (augmentation principle)
- Steph should demonstrate flexibility by adapting her view/accepting other valid counterarguments, perhaps agreeing to change the party for her teacher, eg not fancy dress/not a surprise party
- over time, the rest of the class may become 'converted' (snowball effect) – for example, if Steph's friends start to change their mind, then others follow
- other valid points, eg persistence, confidence, social cryptoamnesia.

Description of procedures of studies of minority influence is not creditworthy.

Description of findings/conclusions may be creditworthy but only if used to explain how Steph can persuade her classmates.

| 0 | 4 | Describe the procedure of Zimbardo's research into social roles.

[6 marks]

Marks for this question: AO1 = 6

Level	Marks	Description
3	5–6	Knowledge of the procedure of Zimbardo's research into social roles is clear, detailed and generally accurate. The answer is generally coherent and specialist terminology is used appropriately.
2	3–4	Some knowledge of the procedure of Zimbardo's research into social roles is evident but the answer lacks clarity. There is some appropriate use of specialist terminology.
1	1–2	Limited knowledge of the procedure of Zimbardo's research into social roles is present. There may be inaccuracies, specialist terminology is either missing or inappropriately used.
	0	No relevant content.

Possible content:
- observational study in basement at Stanford university
- 24 US male student volunteers
- psychological assessment: participants chosen psychologically stable and healthy
- agreed to participate in a 7 to 14-day study
- paid $15 a day
- randomly assigned role of prisoner or guard
- prisoners unexpectedly arrested at home
- deloused, given prison uniform and ID number
- small mock prison cells housed 3 prisoners each
- given some rights, eg 3 meals, 3 supervised toilet trips a day and 2 visits per week
- guards were given uniforms, clubs, whistles and wore reflective sunglasses
- guards were told to run the prison but not harm the prisoners
- guards worked in teams of 3 for 8-hour shifts and allowed off site after shift
- Zimbardo took role of prison superintendent
- planned duration was 2 weeks but stopped after 6 days.

Credit other relevant content.

| 0 | 5 | Explain **one** limitation of Zimbardo's research into social roles. |

[3 marks]

Marks for this question: AO3 = 3

3 marks for a clear and coherent explanation of a limitation of Zimbardo's research into social roles.
2 marks for a less detailed explanation of a limitation which lacks some clarity and/or coherence.
1 mark for a muddled or limited explanation.

Possible limitations:
- ethical issues: lack of informed consent, whether or not the consent gained was sufficiently informed; deception; lack of protection from psychological harm – participants soon became distressed; whether or not the distress should have been anticipated; right to withdraw was initially declined
- Zimbardo playing a 'dual-role'/participant observer. Zimbardo's own behaviour affected the way in which events unfolded, thus the validity of the findings could be questioned
- methodological issues: sample bias; demand characteristics/lack of internal validity; lack of ecological validity/mundane realism and their implications for the findings
- lack of supporting evidence/exact replication
- over exaggeration of findings: only a third of participants conformed to roles

Credit use of examples from the study to support argument and elaborate on the limitation given.

Just naming a limitation is not creditworthy.

If more than one limitation is identified credit the best one.

Credit other valid limitations.

0 6 . 1   Identify the type of distribution that the data suggest for **each** of **Groups A** and **B**.
In each case justify your answer.

[4 marks]

Marks for this question: AO2 = 4

1 mark for:

- group A scores indicate a negatively skewed distribution

Plus 1 mark for:

- because the mean is lower than the median/mode or to the left-hand side of the distribution (accept alternative wording)

and

1 mark for:

- group B scores indicate a positively skewed distribution

Plus 1 mark for:

- because the mean is higher than the median/mode or to the right-hand side of the distribution (accept alternative wording)

Do not credit explanation without correct identification.

| 0 | 6 |.| 2 | Explain what the difference in mode values of the two age groups shows.

[2 marks]

Marks for this question: AO2 = 2

2 marks for a clear explanation of what the difference in mode values of the two age groups shows.

1 mark for a muddled or limited explanation.

Possible content:
- the most frequent conformity score in the younger age group was (a lot) higher than the most frequent conformity score in the older age group

OR

- the most frequent conformity score in the older age group was (a lot) lower than the most frequent conformity score in the younger age group.

Accept other relevant content.

Section B

Memory

0 7 . 1 Identify the experimental design used in this study. Justify your answer.

[2 marks]

Marks for this question: AO2 = 2

1 mark for independent measures/groups/unrelated design (accept independent)

1 mark for a clear and coherent justification: because different participants were used in each condition.

If the design is incorrect but the justification for independent measures is correct 1 mark.

0 7 . 2 Identify the operationalised dependent variable in this study.

[2 marks]

Marks for this question: AO2 = 2

2 marks for identification of the operationalised dependent variable: (estimated) height (of thief) in metres.

1 mark for dependent variable not operationalised: (estimated) height (of thief)

0 7 . 3 Explain why the data in this study is primary data.

[2 marks]

Marks for this question: AO2 = 2

2 marks for a clear explanation of primary data with explicit link to the context of this study (eye witness testimony/height estimate/discussion)

1 mark for a muddled or limited explanation (e.g. reference to 'first hand' or focus on researcher not data).

Content:
- collected specifically for the research being carried out into eye witness testimony
- estimated height is original data/first hand response of the participants in the research.

Note: do not credit an answer which simply states collected by the researcher.

0 7 . 4   Identify the qualitative data collected by the researcher. Justify your answer.

[2 marks]

Marks for this question: AO2 = 2

1 mark for the **description** of the man's facial features.

PLUS

1 mark for a clear and coherent justification: because it uses words to give a full description of the man's facial features.

0 8   Briefly evaluate retrieval failure as an explanation for forgetting.

[4 marks]

Marks for this question: AO3 = 4

Level	Marks	Description
2	3–4	Evaluation of retrieval failure as an explanation for forgetting is clear, mostly effective and has some detail. The answer is generally coherent with effective use of terminology.
1	1–2	Evaluation of retrieval failure as an explanation for forgetting 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 evaluation points:
- use of evidence from studies showing context/state/category dependent forgetting, eg Abernethy (1940), Godden and Baddeley (1975), Overton (1972), Peters and McGee (1982), Tulving and Pearlstone (1966) suggest that retrieval failure/absence of cues is a valid explanation of forgetting
- application of explanation, eg improving memory using mnemonics, category headings; mentally reinstating the context in cognitive interview improves EWT
- context has to be very different in real life to have any effect
- context effect only occurs when memory is tested in particular ways: free recall vs recognition.

Accept other valid points.

| 0 | 9 | Describe and evaluate the multi-store model of memory.

[12 marks]

Marks for this question: AO1 = 6 and AO3 = 6

Level	Marks	Description
4	10–12	Knowledge of the multi-store model of memory is accurate and generally well detailed. Evaluation 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 the multi-store model of memory 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	4–6	Limited knowledge of the multi-store model of memory 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	1–3	Knowledge of the multi-store model of memory 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:
- structural nature of the model
- sensory register, STM and LTM are separate, unitary memory stores
- characteristics of each store, eg capacity, duration and coding
- information passes from store to store in a linear way
- functioning/dynamics of the model, eg role of attention to pass info from SR to STM; rehearsal to pass info from STM to LTM
- explanations of forgetting are different for each store.

Possible evaluation points:
- use of evidence to support the distinction between STM and LTM, eg HM, Murdock (1962), Glanzer and Cunitz (1966), Beardsley (1997), Squire et al (1992)
- use of evidence to contradict the model, eg KF, Clive Wearing, Tulving et al (1994)
- view of stores as unitary too simplistic – contrast with different types of STM/LTM
- static view of STM contrasted with active processing view of WMM
- discussion of maintenance versus elaborative rehearsal, eg Craik and Tulving (1975) showed deep/elaborative processing creates longer memories than shallow processing
- comparison/contrast with alternative models of memory.

Credit evaluation of the methodology of studies only when made relevant to the evaluation of the model.

Credit other relevant information.

Section C

Attachment

| 1 | 0 | Describe the learning theory explanation of attachment.

[4 marks]

Marks for this question: AO1 = 4

Level	Marks	Description
2	3–4	Knowledge of the learning theory explanation of attachment is clear and has some detail. The answer is generally coherent with effective use of terminology.
1	1–2	Knowledge of the learning theory explanation of attachment 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:
- idea of 'cupboard love' – children learn to become attached to their caregiver because they give them food
- secondary drive/drive reduction in relation to feeding and attachment
- learning can be due to associations (classical conditioning) – outline of how this process works in attachment: association of caregiver (NS) with food (UCS) causes conditioned response of pleasure
- learning can be due to patterns of positive/negative reinforcement (operant conditioning) – outline of how this process works in attachment, eg being fed when they cry
- caregiver is negatively reinforced when the baby stops crying when being fed.

Credit other relevant content.

The explanation must be directly linked to attachment. Unrelated descriptions of classical or operant conditioning are not creditworthy.

Answers do not have to include both classical conditioning and operant conditioning for full marks.

| 1 | 1 | Outline how Harlow studied attachment using animals.

[4 marks]

Marks for this question: AO1 = 4

Level	Marks	Description
2	3–4	Outline of how Harlow studied attachment using animals is clear, accurate and has some detail. The answer is generally coherent with effective use of terminology.
1	1–2	Outline of how Harlow studied attachment using animals 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:
- 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.

Accept relevant detail of procedure embedded in findings.

Credit other relevant procedural details and procedures from other relevant studies by Harlow.

| 1 | 2 |

Other than ethical issues, explain **one** limitation of using animals to study attachment in humans.

[4 marks]

Marks for this question: AO3 = 4

Level	Marks	Description
2	3–4	Explanation of one limitation of using animals to study attachment in humans is clear and has some detail. The answer is generally coherent with effective use of terminology.
1	1–2	Explanation of one limitation of using animals to study attachment in humans 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 limitation:
- problems of extrapolation to attachment in human infants – what applies to non-human species may not also apply to human infants
- difference in nature and complexity of the bond
- human mothers show more emotional attachment to young than birds
- humans may be able to form attachments at any time
- DNA differences/human brain size differences may reduce generalisability.

Answers may be focused on one particular study.

Credit other relevant limitations.

If a candidate gives more than one relevant limitation credit the best.

No marks for ethical issues.

| 1 | 3 | Briefly explain **two** ways the Strange Situation technique might be modified to be more realistic. |

[4 marks]

Marks for this question: AO3 = 4

Level	Marks	Description
2	3–4	Explanation of two ways the Strange Situation technique might be modified to be more realistic are explicit, clear and have some detail. The answer is generally coherent with effective use of terminology.
1	1–2	Explanation of two ways the Strange Situation technique might be modified to be more realistic lack clarity and/or detail. The answer as a whole is not clearly expressed. Terminology is either absent or inappropriately used. Only one modification max 2.
	0	No relevant content.

Possible modifications:
- measure attachment type in the home/a more familiar environment: to improve the ecological validity of the measure of attachment type
- use different caregivers: to get a wider measure of baby's attachment as most babies in real life have multiple attachments
- make the observations covert: to ensure mother's behaviours towards infant are more natural (improve internal validity)
- make multiple observations over time as a more realistic assessment of usual attachment type would be achieved.

Cultural modifications can only be credited if focused on how this improves the realism of the technique.

Credit other relevant content.

| 1 | 4 | Discuss Bowlby's theory of maternal deprivation. |

[8 marks]

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

Level	Marks	Description
4	7–8	Knowledge of Bowlby's theory of maternal deprivation is accurate with some detail. Discussion is effective. Minor detail and/or expansion is sometimes lacking. The answer is clear and coherent. Specialist terminology is used effectively.
3	5–6	Knowledge of Bowlby's theory of maternal deprivation is evident but there are occasional inaccuracies/omissions. There is some effective discussion. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately.
2	3–4	Limited knowledge of Bowlby's theory of maternal deprivation 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 Bowlby's theory of maternal deprivation 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 use of the term 'deprivation' – attachment disrupted or broken
- effects on development – intellectual, emotional, social, eg affectionless psychopathy, delinquency, low IQ
- critical period – an issue if prolonged separation, if before two and half years (but risk up to five years) and if no substitute available
- Bowlby's theory of irreversibility – consequences cannot be reversed
- internal working model – this can lead to inability to be a good parent
- continuity hypothesis – if there are prolonged separations then there may be issues into adulthood.

Credit other relevant content.

Possible discussion:
- use of evidence to support or refute Bowlby's work, eg Schaffer's multiple attachments; studies contradicting the critical period and reversibility, eg Rutter's Romanian orphan research, eg Lewis (1954) replication with large sample did not find separation from the mother and did not predict criminality or difficulty forming close relationships
- Rutter's criticism that there could be an overstatement of the effects of deprivation
- Bowlby's confusion over privation and deprivation
- sensitive versus critical period
- real-world application, eg the way children are cared for in hospital has changed as a result of Bowlby's theory/research

- economic implications of the theory (care, work, etc)
- validity of extrapolation from and comparison with animal studies (Harlow)
- overemphasis on mother and monotropy.

Only credit evaluation of the methodology used in studies when made relevant to discussion of Bowlby's work on maternal deprivation.

Credit other relevant discussion.