

**AS
PSYCHOLOGY
7181/1**

Paper 1 Introductory topics in psychology

Mark scheme

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Version: 1.0 Final



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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from aqa.org.uk

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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. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the standardised examples to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A

Social Influence

0 1 Outline how **two** variables investigated by Asch affected conformity.

[4 marks]

Marks for this question: AO1 = 4

Level	Marks	Description
2	3–4	Outline of how two variables affect conformity is clear and has some detail. The answer is generally coherent with appropriate use of specialist terminology.
1	1–2	Outline of how two variables affect conformity lacks clarity and/or detail. The answer as a whole is not clearly expressed. Specialist terminology is either absent or inappropriately used. OR one variable at Level 2/1.
	0	No relevant content.

Possible content:

Asch found that:

- changing group size affected level of conformity – up to three confederates levels increased, thereafter they tended to plateau
- changing task difficulty affected level of conformity – where the lines were of similar length/making the judgement more difficult, conformity levels increased; when correct answer was obvious/making judgement easier, conformity levels decreased
- unanimity affected level of conformity – where the majority were unanimous in their wrong answer, conformity levels increased; when there was an ally, conformity levels decreased; whereas withdrawal of a dissenter led to increased conformity
- writing the answer down (rather than saying aloud) reduced conformity
- individual differences, eg highly confident individuals conformed less.

Credit answers that give relevant variable and associated percentage, ie without reference to increase/decrease.

No marks for just naming the variables.

Cannot give both marks for same variable with two different effects.

Credit other relevant findings in relation to other variables studied by Asch.

0 2 Explain **two** ethical limitations of Asch’s investigations into conformity.

[4 marks]

Marks for this question: AO3 = 4

For **each** ethical limitation award marks as follows:

2 marks for a clear and coherent explanation of an ethical limitation of Asch’s investigations

1 mark for a muddled or limited explanation.

Possible limitations:

- deception - participants believed they were taking part in a test of perception
- lack of protection from harm - participants were put in a stressful and embarrassing situation
- lack of informed consent - participants did not consent to take part in a study of conformity.

Credit other relevant ethical limitations.

Note: Methodological limitations are not creditworthy.

0 3 Suggest **two** reasons why Asch’s conformity investigations could be considered to be unrealistic.

[4 marks]

Marks for this question: AO3 = 4

Level	Marks	Description
2	3–4	Two reasons why Asch’s conformity investigations could be considered to be unrealistic are clearly explained. Minor detail is sometimes lacking or there is slight inaccuracy. The answer as a whole is clear with appropriate use of specialist terminology.
1	1–2	Two reasons why Asch’s conformity investigations could be considered to be unrealistic lacks detail/accuracy. The answer as a whole lacks clarity. Specialist terminology is either absent or inappropriately used. OR one suggestion at Level 1/2.
	0	No relevant content.

Possible content:

- Asch’s task was artificial because judging line length lacks mundane realism, as it is not a usual task in everyday life
- Asch’s situation was artificial because the confederates were strangers/actors, so it was not a valid measurement of how people conform in their usual social contexts
- in Asch’s experiment the answer to the question was obvious whereas in real life conformity often occurs where there is no ‘correct’ answer
- Asch’s study took place in a laboratory so participants may have guessed the aim of the experiment and changed their behaviour (demand characteristics), therefore this does not reflect conformity in everyday life.

Credit other relevant material eg population/temporal validity

- 0 4** Studies of social influence are often criticised for using volunteer sampling to select participants.

Explain how you could use a different sampling technique to select participants.

[2 marks]

Marks for this question: AO3 = 2

2 marks for a clear coherent explanation of how a different named sampling technique could be used to select participants.

1 mark for naming a different sampling technique and/or a muddled/limited explanation.

Possible content:

- opportunity sampling could be used to select participants by the researcher asking people who are willing and available to take part
- random sampling could be used to select participants by the researcher putting the names of the members of the target population in a hat and drawing out the required number
- stratified sampling could be used to select participants by the researcher by identifying the strata, calculating the proportions and drawing names out of a hat in proportion to the makeup of the population
- systematic sampling could be used to select participants by the researcher taking every nth person from a list.

Credit other relevant material.

- 0 5** Outline flexibility as a factor in minority influence.

[2 marks]

Marks for this question: AO1 = 2

2 marks for a clear and coherent outline of flexibility.

1 mark for a muddled/limited outline of flexibility.

Possible content:

- flexibility can be shown by listening to the other opinions and making compromises/being non-dogmatic
- a flexible minority is more likely to be seen as reasonable and thus be more persuasive.

Credit other relevant material.

0 6 Describe the roles of consistency **and** commitment in minority influence. Explain how Mimi and Asif could demonstrate consistency **and** commitment as part of their campaign. **[8 marks]**

Marks for this question: AO1 = 4, AO2 = 4

Level	Marks	Description
4	7–8	Description of consistency and commitment is accurate with some detail. Application is effective. The answer is clear, coherent and focused. Specialist terminology is used effectively.
3	5–6	Description of consistency and commitment is evident but there are occasional inaccuracies/omissions. Application is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.
2	3–4	Limited description of consistency and commitment is present. Any application is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions. OR consistency or commitment described/applied at Levels 3/4.
1	1–2	Description of consistency and commitment is very limited. 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. OR consistency or commitment described/applied at Levels 1/2.
	0	No relevant content.

Possible content:

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

Possible application:

- Mimi and Asif could show consistency by repeating the same message about how littering is bad for the environment. They could hold repeated assemblies to promote this message
- Mimi and Asif could show commitment by staying behind after school to pick up litter. This will draw attention to their cause
- over time the rest of the students in the school may stop dropping litter – snowball effect.

Credit other relevant material.

Credit content embedded in application.

Section B

Memory

0 7 Which component of the working memory model is responsible for verbal rehearsal?

Shade **one** box only.

[1 mark]

Marks for this question: AO1 = 1

C – Phonological loop

0 8 The sensory register is a component of the multi-store model of memory. Describe the sensory register.

[3 marks]

Marks for this question: AO1 = 3

3 marks for a clear, coherent and detailed description of the sensory register using appropriate terminology.

2 marks for a description with some detail of the sensory register.

1 mark for a limited or muddled description of the sensory register.

Possible content:

- receives information from any sense
- can be divided into subsystems/each sense has a store (register) eg iconic, echoic, haptic etc
- coding is modality-specific eg visual in iconic store, acoustic in echoic store
- capacity is very large
- duration – information is stored for milliseconds/fraction of a second, eg 50 milliseconds–2 seconds duration (iconic) to a few seconds (echoic); information is lost quickly
- directs attention to some incoming information which it passes on to STM
- forgetting from sensory register, eg trace decay/displacement can occur as information is lost quickly if it is not attended to.

Credit other relevant material.

0 9 What can the psychologist conclude from the results in **Table 1**?

Justify your answer.

[2 marks]

Marks for this question: AO2 = 2

Award **1 mark** for a relevant conclusion:

- high levels of anxiety lead to poor/low/decreased accuracy OR greater inaccuracy
- low levels of anxiety lead to good/high/increased accuracy OR less inaccuracy.

Award **1 mark** for a justification with reference to the data:

- there are more (three times as many) incorrect answers given in the violent crime clip/high anxiety condition than the comedy clip/low anxiety condition (24 vs 8)
- there are more (twice as many) correct answers given in the comedy clip/low anxiety condition than the violent crime clip/high anxiety condition (32 vs 16).

Credit other relevant conclusions.

1 0 Explain **one** strength **and one** limitation of using volunteer sampling in this study.

[4 marks]

Marks for this question: AO2 = 4

For the strength award:

2 marks for a clear, coherent strength with appropriate explicit application

1 mark for a limited or muddled strength.

Possible strengths:

- students have read the poster and know what the study involves so will be happy and willing to participate, will be more likely to complete the questionnaire and motivated to take part
- it is less effort for the psychologist who just puts up a poster then waits for students to volunteer

For the limitation award:

2 marks for a clear, coherent limitation with appropriate explicit application

1 mark for a limited or muddled limitation.

Possible limitations:

- volunteer bias as it only included psychology students at one college which would not reflect the general population and therefore the sample is not representative
- volunteer bias as the type of student who is attracted by the poster may have differing traits to the general population.

Credit other relevant material.

1 1 The psychologist used closed questions on the questionnaire.

Explain **one** reason why it might have been better to use open questions rather than closed questions on the questionnaire.

[2 marks]

Marks for this question: AO2 = 2

2 marks for a clear and coherent explanation as to why it might have been better to use open questions with either explicit comparison or explicit application.

1 mark for a muddled/limited reason.

Possible content:

- open questions might give the researcher more detailed insight into what events they remember from the video clips as participants answer in their own words
- open questions allow students to provide all the information they do remember rather than being forced to pick an answer that is only the 'best fit' with their actual memories
- open questions are more likely to be valid as students have to recall the information rather than simply recognising an answer from a selection which means that the researcher can see if they did accurately recall information from the video clip
- open questions are more likely to lead to ideas for further investigation into other factors that may influence the accuracy of memory such as post-event discussion.

Credit other relevant material.

1 2 The psychologist was concerned that the number of correct answers recalled would be affected by participants taking part in both conditions of the experiment.

Explain **one** way the psychologist could deal with this problem.

[2 marks]

Marks for this question: AO3 = 2

2 marks for a clear and coherent explanation of how the researcher could deal with this problem with either detail of how they would do it OR how it would overcome the problem.

1 mark for a muddled/limited explanation.

Possible answers:

- counterbalancing could be used to deal with order effects. Half the participants would watch the violent video clip first followed by the comedy video clip and the other half would watch the comedy clip first followed by the violent video clip
- use an independent groups design which would remove order effects as participants only take part in one condition
- use a matched pairs design which would remove order effects as participants only take part in one condition.

Credit other relevant material.

1 3

Briefly evaluate research into post-event discussion as a factor that affects the accuracy of eyewitness testimony.

[2 marks]

Marks for this question: AO3 = 2

2 marks for a clear and coherent evaluation of post-event discussion.

1 mark for a muddled or limited evaluation.

Possible evaluation:

- evidence to support/contradict the effects of post-event discussion, eg Gabbert (2003), Skagerberg & Wright (2008)
- some research into post-event discussion has taken place in a laboratory so may not reflect real life
- research into post-event discussion suggests that younger and older participants are more vulnerable to its effects.

Credit other relevant material eg implications for real life.

1 4 Discuss interference as an explanation for forgetting.

[8 marks]

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

Level	Marks	Description
4	7–8	Knowledge of interference 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 interference 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 interference 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 interference 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:

- interference is where different pieces of information become confused in memory
- proactive interference is where old learning affects recall of new information
- retroactive interference is where new learning affects recall of old information
- newer information may overwrite earlier information
- interference is more likely to occur when the pieces of information are similar
- response competition occurs at the moment of retrieval when similar memories compete for access
- the impact of passage of time/intervening events on forgetting
- use of examples and/or description of research evidence to illustrate interference.

Possible discussion:

- use of research evidence to support (eg McGeoch and McDonald, 1931) or contradict (eg Tulving and Psotka, 1971) the role of interference
- loss of information may only be temporary, can be overcome using cued recall, therefore interference is not a true explanation for forgetting
- evidence that interference can explain forgetting frequently comes from artificial laboratory experiments using artificial tasks, so interference may not occur to the same extent in more real-life settings
- everyday/real life situations have shown interference can explain forgetting, eg Baddeley and Hitch (1977); Schmidt et al (2000)
- practical applications, eg revision strategies
- alternative explanations can be used to critique.

Credit any other relevant material.

Section C

Attachment

1 5 Briefly describe Bowlby's theory of maternal deprivation.

[3 marks]

Marks for this question: AO1 = 3

3 marks for a clear, coherent description with some detail using appropriate terminology.

2 marks for a description which lacks detail.

1 mark for a limited/muddled description.

Possible content:

- Bowlby's use of the term 'deprivation' – disruption of the attachment between infant and primary caregiver (mother) could result in long-term cognitive, social, and emotional difficulties for that infant
- effects on development – intellectual, emotional, social, eg affectionless psychopathy, delinquency, low IQ
- critical period for attachment is before two and half years (but risk up to 5 years) and if no substitute available
- irreversibility – consequences cannot be reversed
- continuity hypothesis/poor internal working model – there may be issues into childhood and adulthood relationships.

Credit other relevant material.

1 6 Explain how Bowlby's theory of maternal deprivation might be applied to Holly.

[6 marks]

Marks for this question: AO2 = 6

Level	Marks	Description
3	5–6	Application of Bowlby's maternal deprivation hypothesis to Holly is clear, effective and generally well detailed. The answer is generally coherent with appropriate use of specialist terminology.
2	3–4	Application of Bowlby's maternal deprivation hypothesis to Holly lacks effectiveness in places. There is some lack of clarity. Specialist terminology is used appropriately on occasions.
1	1–2	Application of Bowlby's maternal deprivation hypothesis to Holly is limited/lacks effectiveness. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

Possible application:

- Holly may find it difficult to form relationships due to a lack of opportunity to develop an internal working model as she has lived in many different foster homes
- as Holly is adopted at 6 years old this is beyond the critical period for forming attachments
- Holly shows consequences of maternal deprivation 'disruptive in class' which could be due to poor emotional or intellectual development; low IQ – 'performed poorly on the end-of-year tests'; delinquency 'involved in a fight'
- if Holly received adequate substitute care from her foster parents she may be able to form successful relationships with her adoptive parents.

Credit other relevant information.

1 7 Using **one** example of cultural variations in attachment, explain Dave's comments about insecure attachments.

[2 marks]

Marks for this question: AO2 = 2

1 mark for a correctly named type of insecure attachment variation with a country/culture

Plus

1 mark for either an approximate percentage OR an explanation of the reason for the variation within the named country/culture OR an explicit comparison between types of insecure in different countries/cultures

Possible content:

Dave's comments about insecure attachment could be referring to:

- higher rates of anxious/insecure-avoidant attachments among German infants (35%) / as mothers encourage independence
- higher rates of anxious/insecure-resistant attachments in collectivist cultures, eg Japan (27%) / as infants are rarely separated (Van Ijzendoorn and Kroonenberg, 1988)
- higher rates of anxious/insecure-avoidant attachments in Italian study (36%) / attributed to long working hours (Simonelli, 2014)
- higher rates of anxious/insecure-resistant attachments in Israeli children (29%) / reflects difference in childrearing practices (Sagi et al, 1995)

Credit other relevant material.

Note: Students can only get credit for types of insecure attachment variations

1 8 Give **one** limitation of van Ijzendoorn's research into cultural variations in attachment.

[1 mark]

Marks for this question: AO3 = 1

Possible limitations:

- a limited number of studies were conducted in some countries (therefore the findings cannot be generalised to whole culture)
- research may not represent all attachment types (because children are raised differently in different cultures)
- ethnocentric/culture biased standards used (US then applied to other cultures)
- studies only measured attachment to mother (which may be biased as she may not be main attachment figure).

Credit other relevant material.

Note: Accept limitations of meta-analysis eg lack of standardised methodology.

Note: Apart from the issue of social sensitivity, ethical limitations are not creditworthy.

1 9 Discuss learning theory as an explanation of attachment.

[12 marks]

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

Level	Marks	Description
4	10–12	Knowledge of learning theory is accurate and generally well detailed. Discussion is effective. Minor detail and/or expansion is sometimes lacking. The answer is clear and coherent. Specialist terminology is used effectively.
3	7–9	Knowledge of learning theory is evident but there are occasional inaccuracies/omissions. There is some effective discussion. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately.
2	4–6	Limited knowledge of learning theory is present. Focus is mainly on description. Any discussion is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1–3	Knowledge of learning theory 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:

- learning theory emphasises the importance of food in the formation of attachment/‘cupboard love’/drive reduction – children form attachments with those who feed them
- classical conditioning suggests attachments form when children develop a learned association between the caregiver (NS) and food (UCS) which causes conditioned response of pleasure
- operant conditioning can account for the strength of an attachment between the caregiver and the child – crying is positively reinforced by caregiver; caregiver receives negative reinforcement when crying stops
- secondary drive hypothesis explains how primary drives which are essential for survival, such as eating when hungry, become associated with emotional closeness.

Note: the explanation must be directly linked to attachment. Unrelated descriptions of classical and operant conditioning are not creditworthy.

Possible discussion:

- use of evidence to refute a learning theory explanation, eg Schaffer and Emerson – primary attachment figure not always the person who feeds the child more than half of the infants were not attached to the person primarily involved in their physical care; Harlow – rhesus monkeys attach for comfort not food
- reductionist – the focus on basic processes (S-R links, reinforcement) too simplistic to explain complex attachment behaviours
- other factors may act as reinforcers and not food – attentiveness and responsiveness (Ainsworth)
- comparison with alternative explanations, eg Bowlby
- environmentally deterministic such that early learning determines later attachment behaviours.

Credit other relevant material.

Methodological evaluation of evidence must be linked to the explanation of attachment to gain credit.