

AS REPLACEMENT EXAM

AQA AS A Level Psychology

Replacement Exam

This Replacement exam:

Sections A-C

(Social Influence, Memory and Attachment)

- 1 hour
- The maximum mark for this unit assessment is 100

Name

Centre Name

AS A Level Psychology Replacement Exam

Section A: Social Influence

ANSWER ALL QUESTIONS IN THIS SECTION

01 Which of the following is not a key process involved in minority influence?

- A Consistency
- B Commitment
- C Unanimity
- D Flexibility

(1 mark)

02 A psychologist wanted to see if there were any age differences in conformity. He conducted a replication of Asch's experiment, using 40 participants aged 16- 20 and 50 participants aged 21- 25. Table 1 below shows the number of participants in each age group who conformed on at least one occasion.

Table 1: Number of participants in each age group who conformed at least once

	Conformed at least once	Failed to conform
Age 16-20	12	28
Age 21-50	14	36

02.1. What percentage of those aged 16-20 conformed at least once? Show your calculations. (2 marks)

02.2. What conclusions can be drawn from the data shown in Table 1? (2 marks)

- 03** John tends to hold very strong stereotypes and believes we need powerful leaders to enforce traditional values in the country. However, James is much more flexible in his outlook and able to accept that there is often no right or wrong answer.

Using your knowledge of dispositional explanations of obedience, who would you expect to be more obedient to authority figures and why?

(3 marks)

- 04** Outline Milgram's findings regarding obedience to authority and briefly explain one strength and one limitation of Milgram's research.

(8 marks)

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- 18 Explain one limitation of drug therapy as a treatment for obsessive compulsive disorder. (3 marks)

Section F: Research Methods

ANSWER ALL QUESTIONS IN THIS SECTION

- 19 A psychologist wanted to see whether teachers interact differently with boys than with girls when in the classroom. She approached the head teacher of a local primary school and was given permission to spend one hour in each of three classes of children aged 7- 11. The teachers were informed that the observations were to look at gender differences in pupil behaviour. During her time in the classroom she used a behavioural checklist to record every time a behaviour was observed. The results are shown in Table 3.

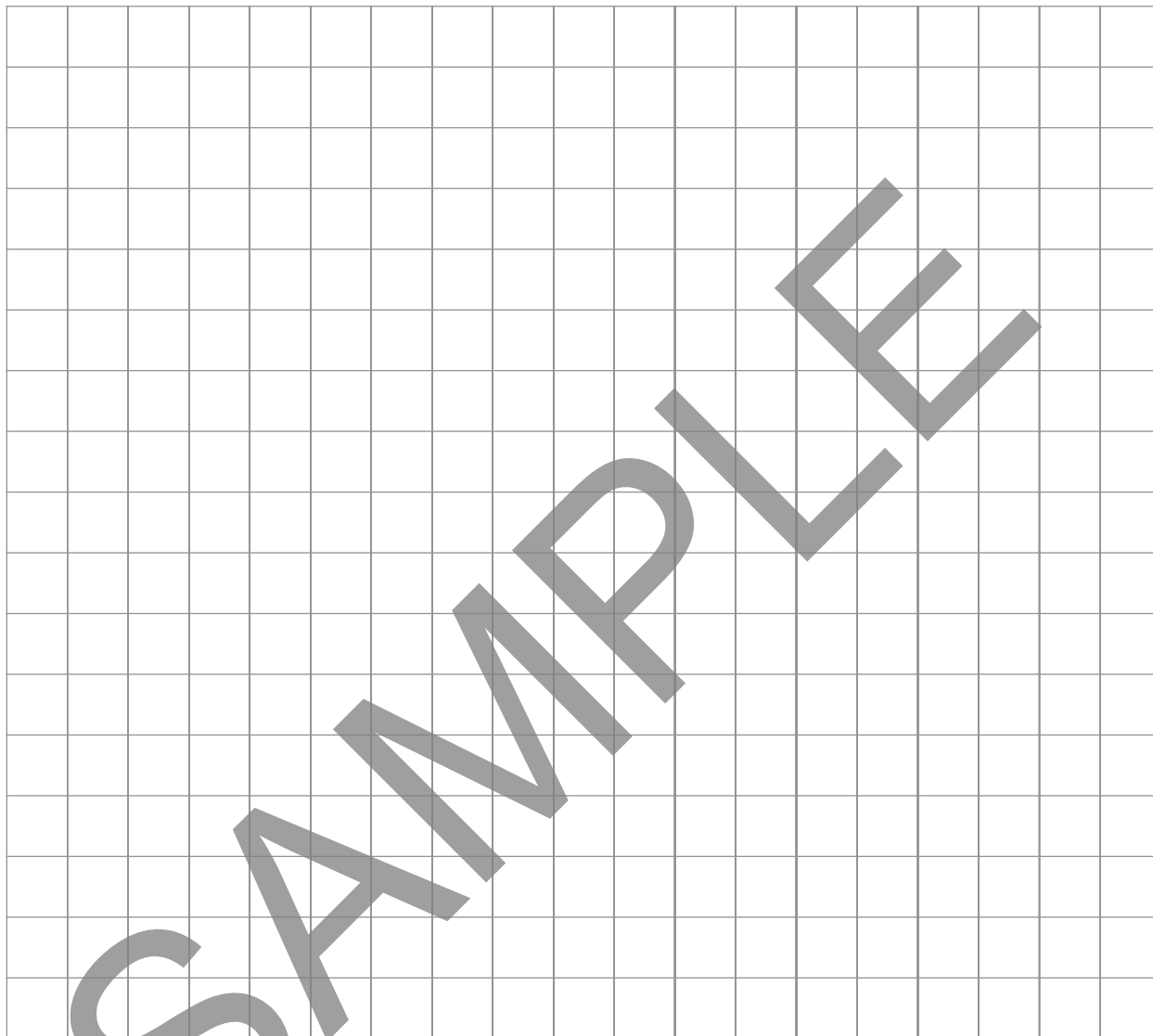
(4 marks)

Table 3: Number of teachers' responses in each behavioural category.

	Boys	Girls
Praised by teacher for working well	30	55
Help offered by teacher	65	25

- 19.1** Use the graph paper below to sketch a suitable graph for the data given in Table 3. You need to give your graph a title.

(4 marks)



- 19.2** What does the table and/or the display you have drawn in your answer to question 19.1 demonstrate about teacher's interactions with girls and boys? Explain your answer.

(4 marks)

19.3 What sampling method was used to investigate teachers' behaviour in this study?

(1 mark)

19.4 Give one limitation of using the sampling method outlined in question 19.3 in this study.

(2 marks)

19.5 The psychologist is concerned about the reliability of her observations; how could the reliability of this investigation be improved?

(3 marks)

19.6 Identify one ethical issue in this study and explain how the psychologist could have addressed this issue.

(3 marks)

19.7 Explain why the psychologist should be cautious about generalising these findings to all primary school teachers.

(2 marks)

MARK SCHEME

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Mark Scheme
AS Replacement Exam

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Section A: Social Influence

01 Which of the following is not a key process involved in minority influence?

- A Consistency
- B Commitment
- C Unanimity
- D Flexibility



(1 mark)

Marks for this question: AO1 = 1

02 A psychologist wanted to see if there were any age differences in conformity. He conducted a replication of Asch's experiment, using 40 participants aged 16-20 and 50 participants aged 21-25. Table 1 below shows the number of participants in each age group who conformed on at least one occasion.

Table 1: Number of participants in each age group who conformed at least once

	Conformed at least once	Failed to conform
Age 16-20	12	28
Age 21-50	14	36

2.1 What percentage of those aged 16-20 conformed at least once? Show your calculations.

(2 marks)

Marks for this question AO2: = 2

- **1 mark** for the correct answer: 30%
- **1 mark** for showing the correct working out: 12 divided by 40 multiplied by 100.

2.2 What conclusions can be drawn from the data shown in Table 1?

(2 marks)

Marks for this question AO2: = 2

- **1 mark** for pointing out that the table shows that 14 out of 50 (or 28%) of the 21-25 year old participants conformed, compared to 12 out of 40 (or 30%) of the 16-20 year old participants.
- **1 mark** for explaining that this suggests that age has little effect on conformity as younger people are only slightly more likely to conform.

03 John tends to hold very strong stereotypes and believes we need powerful leaders to enforce traditional values in the country. However, James is much more flexible in his outlook and able to accept that there is often no right or wrong answer.

Using your knowledge of dispositional explanations of obedience, who would you expect to be more obedient to authority figures and why.

(3 marks)

Marks for this question: AO2 = 3

➔ **1 mark** for correctly identifying that you would expect John to be more obedient to authority figures.

Plus

➔ **2 marks** for an accurate explanation with elaboration: You would expect John to be more obedient to authority figures because holding strong stereotypes and believing we need powerful leaders to enforce traditional values are characteristics of the authoritarian personality and research has found that this personality type has a tendency to be especially obedient to authority. Students may refer to Adorno's research here; however, this is not necessary to achieve full marks.

Or

➔ **1 mark** for a brief or muddled explanation.

04 Outline Milgram's findings regarding obedience to authority and briefly explain one strength and one limitation of Milgram's research.

(8 marks)

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

Level	A Level	Knowledge	Accuracy	Evaluation	Focus	Specialist terminology
4	13-16	Generally detailed	Accurate	Thorough & effective	Clear, coherent & focused	Used effectively
3	9-12	Evident (reasonably detailed)	Occasional inaccuracies	Mostly effective	Mostly clear & organised	Mostly used effectively
2	5-8	Present (lacks detail)	Numerous inaccuracies	Partly effective	Lacks clarity, accuracy & organisation	Used inappropriately on occasions
1	1-4	Limited (limited / absent knowledge)	Highly inaccurate	Limited: not effective or absent	Lacks clarity; many inaccuracies & poorly organised	Either absent or inappropriately used
0	0	None	None	None	None	None

Level	Description	Marks
4	Knowledge of Milgram's findings regarding obedience to authority is accurate with some detail. Explanation of one strength and one limitation is effective. Minor detail and/or expansion sometimes lacking. The answer is clear and coherent. Specialist terminology is used effectively.	7-8 marks
3	Knowledge of Milgram's findings regarding obedience to authority is evident but there are occasional inaccuracies/omissions. There is some effective explanation of one strength and/or one limitation. The answer is mostly clear and organised. Specialist terminology mostly used appropriately.	5-6 marks
2	Limited knowledge of Milgram's findings regarding obedience to authority is present. Focus is mainly on description. Any explanation of one limitation and/or one strength is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions. Or just strength or limitation done well.	3-4 marks
1	Knowledge of Milgram's findings regarding obedience to authority is very limited. Explanation of one strength and/or one limitation is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used. Or just one strength or one limitation at level 2.	1-2 marks
0	No relevant content.	0 marks

AO1 Possible content:

- ➔ 12.5% of participants stopped at 300V.
- ➔ 65% of participants continued to 450V.
- ➔ Most participants found the procedure very stressful and wanted to stop, with some showing extreme anxiety. Although they dissented verbally, they continued to obey the experimenter who prodded them (verbally) to continue giving the electric shocks.
- ➔ Also credit accurate findings from the variations (e.g. when study took place in an office, 47.5% of participants continued to 450V).

AO3 possible content - strengths:

- ➔ Because the experiment was conducted in a laboratory there was a high degree of control. When conducting the variations, Milgram manipulated one variable at a time to see what effect it would have on the levels of obedience, meaning we can be more certain of cause and effect.
- ➔ Milgram's research can be argued to reflect the authority relationships that occur in everyday life, as supported by research conducted in more realistic settings such as Hofling et al.

AO3 possible content - limitations:

- ➔ Poor internal validity. Orne and Holland argued that Milgram's laboratory study bore little resemblance to real-life situations where obedience is required and so it lacks ecological validity and the findings and conclusions could not be generalised beyond the laboratory.
- ➔ Poor internal validity, as Orne and Holland argued that the participants may have seen through the deception and acted according to what they thought was expected of them.
- ➔ Ethical Issues, as Milgram deceived participants over the purpose of the study and the role of the confederate. He also deceived them into believing that the shocks were real. By deceiving them he took away their right to full informed consent. He also failed to protect the participants from harm as he caused them stress and anxiety.

Credit any other relevant strengths or limitations.

Section F: Research Methods

- 19 A psychologist wanted to see whether teachers interact differently with boys than with girls when in the classroom. She approached the head teacher of a local primary school and was given permission to spend one hour in each of three classes of children aged 7-11. The teachers were informed that the observations were to look at gender differences in pupil behaviour.

During her time in the classroom she used a behavioural checklist to record every time a behaviour was observed. The results are shown in Table 3.

(4 marks)

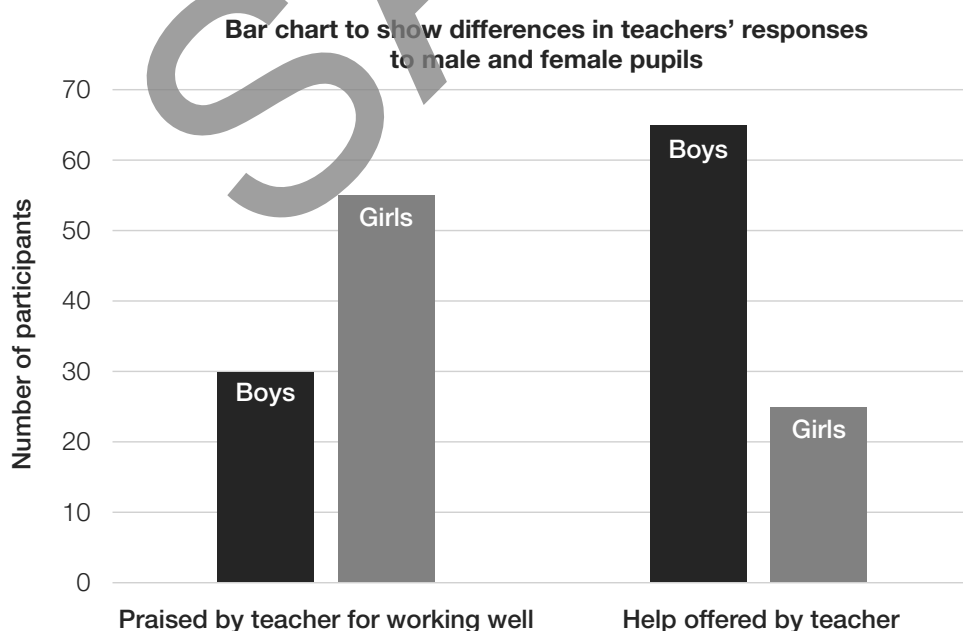
Table 3: Number of teachers' responses in each behavioural category.

	Boys	Girls
Praised by teacher for working well	30	55
Help offered by teacher	65	25

- 19.1 Use the graph paper below to sketch a suitable graph for the data given in Table 3. You need to give your graph a title.

(4 marks)

Marks for this question: AO2 = 4



1 mark each for the following points:

- ➔ Suitable graph – bar chart
- ➔ Clear explanatory title
- ➔ Axes correctly labelled
- ➔ Bars plotted correctly using suitable scale

19.2 What does the table and/or the display you have drawn in your answer to question 19.1 demonstrate about teacher's interactions with girls and boys? Explain your answer.

(4 marks)**Marks for this question: AO2 = 4****1 mark for each of the following points**

- ➔ The table shows that teachers are more likely to praise girls for working well than they are boys.
- ➔ It also shows that teachers are more likely to offer help to boys than they are to girls.
- ➔ This suggests that teachers interact differently with boys and girls in the classroom.
- ➔ This may be because girls and boys behave differently (e.g. girls work harder and boys struggle more) or because teachers have different expectations/stereotypes about girls and boys.

19.3 What sampling method was used to investigate teachers' behaviour in this study?

(1 mark)**Marks for this question: AO2 = 1**

- ➔ **1 mark** for correct answer which is event sampling.

19.4 Give one limitation of using the sampling method outlined in question 19.3 in this study.

(2 marks)**Marks for this question: AO2 = 1**

- ➔ **1 mark** for stating a limitation of event sampling. For example, if the behaviour to be observed is complex the observer may get tired and overlook important details.
- ➔ **1 mark** for explaining this in the context of this study. For example, an hour is a long time to observe continuously in a busy classroom and so the observer might start to miss some of the teacher's interactions with the children, especially if they were sitting close together.

Plus

(If the candidate has given a sampling technique (e.g. opportunity sampling) for 19.3 and then given a limitation of that technique in 19.4 then the answer for 19.4 will also be wrong. However, if they give an incorrect method of sampling behaviour in 19.3 (e.g. time sampling), then they can be given credit for an appropriate limitation in 19.4)

19.5 The psychologist is concerned about the reliability of her observations; how could the reliability of this investigation be improved?

(3 marks)

Marks for this question: AO2 = 3

→ **1 mark** for making reference to inter-observer reliability.

Plus

→ **2 marks** for a clear and reasonably detailed explanation of how inter-observer reliability could be established in this investigation. For example, rather than just one observer there could have been two observers in the classroom. After familiarising themselves with the behavioural categories, they could each have observed the interactions individually and then compared the data they had recorded and discuss any differences.

Or

→ **1 mark** for a brief and/or muddled explanation.

19.6 Identify one ethical issue in this study and explain how the psychologist could have addressed this issue.

(3 marks)

Marks for this question: AO1 = 1 and AO3 = 2

→ **1 mark** for identifying an appropriate ethical issue (e.g. deception, informed consent from the teachers or from the parents of the children, protection from harm, confidentiality).

Plus

→ **2 marks** for a clear and reasonably detailed explanation of how the issue could have been addressed. For example, the deception could have been dealt with by debriefing the teachers after the study had taken place and explaining that the real purpose of the study was to investigate differences in the way teachers respond to male and female pupils. The researcher should explain that correct information could not be given before the observations were conducted as it might have affected the way the teacher responded to the children.

Or

→ **1 mark** for a brief and/or muddled explanation.

19.7 Explain why the psychologist should be cautious about generalising these findings to all primary school teachers.

(2 marks)

Marks for this question: AO3 = 2

→ **2 marks** for a clear and reasonably detailed explanation for why the psychologist should be cautious about generalising the findings. For example: The observations have only been carried out in three classes in one primary school. This is a very limited sample of teachers and so the psychologist cannot be certain that teachers in other primary schools would show the same differences in the way they respond to girls and boys.

Or

→ **1 mark** for a brief and/or muddled explanation.

SAMPLE

Assessment Objective Grid

	AO1	AO2	AO3	Total
Social Influence				
01	1			1
02.1		2 RM (Maths)		2
02.2		2 RM		2
03		3		3
04	4		4	8
Total	5	7	4	16
Memory				
05	1			1
06		4		4
07.1		2RM (maths)		2
07.2		2RM (maths)		2
07.3	1	2		3
07.4			2	2
Total	2	10	2	14
Attachment				
08	4			4
09	6	4	6	16
Total	10	4	6	20
Approaches				
10	1			1
11	4		4	8
12	2			2
13	2			2
14			6	6
Total	9	0	10	19
Psychopathology				
15		4		4
16	1			1
17	4			4
18			3	3
Total	5	4	3	12
Research Methods				
19.1		4RM (maths)		4
19.2		4RM (maths)		4
19.3		1RM		1
19.4			2RM	2
19.5		3RM		3
19.6	1RM		2RM	3
19.7			2RM	2
Total	1	12	6	19
Total				
	32 (35)	37 (35)	31 (30)	100

Research Methods = 27 marks

Maths = 14 marks

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