

YEAR 10 MOCK Paper- Master Mark Scheme

SECTION A: Social Influence

1.

Part of the Crowd

Felix was at a music festival watching his favourite band. He was surrounded by lots of other fans which made him feel as if he was part of a crowd. This may explain why he behaved 'out of character' by chanting abuse at the security staff. However, when one of the staff suddenly fell over, he was quick to rush to help along with others.

Using the source:

(a) Identify the phrase that refers to deindividuation.

1 mark for '(made him feel as though he was) part of the crowd'.

(b) Give the example of pro-social behaviour.

1 mark for 'he was quick to rush to help (along with others)'.

Marker's Comments –
Question 1
Wording in brackets
not required for 1
mark

Need
more
help?

Check out
your notes
and pages
92-97 in
your
textbook.

2.

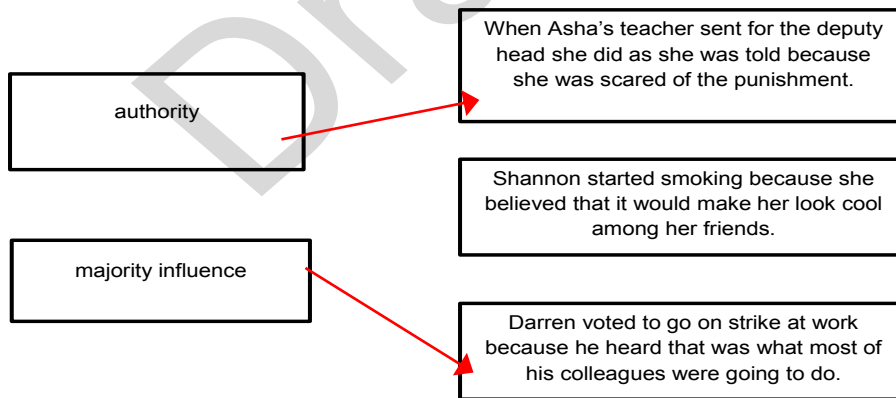
Psychologists have identified a number of situational factors associated with social influence.

Draw a line to match each situational factor with its correct example.

[2]

situational factor

example



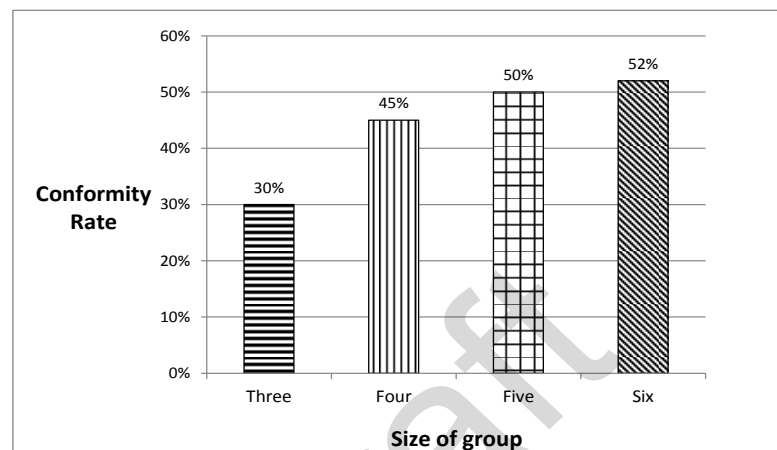
Need
more
help?

Check out
your notes
and pages
98-99 and
pages
114-155 in
your
textbook.

3.

The following chart shows the percentage of participants who conformed in a task depending on the number of people they were grouped with.

A bar chart showing conformity rates depending on group size.



Need more help?

Remember that showing your working means that the marker needs to know HOW you got to your answer.

When you are asked to calculate the **percentage difference** you are being asked to find out **the % at which conformity increases** when moving from a group of 3 to a group of 6 people.

You must always focus on the **FIRST** number here as this is where the % comes from.

So...you take the **FIRST** number (30) away from the **SECOND** number (52) to find the numerical difference.
 $52 - 30 = 22$

Then you **find the percentage difference** (how much did 30 increase by to get to 52)
 $22/30 = 0.73$ (one decimal place)

And convert this to a percentage
 $0.73 \times 100 = 73\%$

Calculate the percentage difference in conformity rates between a group of three and a group of six people. Show your working.

1 mark for answer: 73% (rounded to 0 decimal places)

1 mark for workings: $((52-30)/30) \times 100$

Marker's Comments –
Question 3

Working must be present.

4. Describe and evaluate Bickman's field experiment into the social power of a uniform.

Your response should include:

- The aim (1 mark), procedure (method) (2 marks), findings (results) & conclusion of the study (2 marks)
- Criticisms of the study (i.e. how is the study limited & how could this affect the findings?) (5 marks)

PART A:

1 mark for the aim of the study

E.g. Bickman aimed to investigate whether levels of obedience are influenced by uniform.

2 marks for a detailed description of the procedure

Setting/location (streets of New York), IV (guard/milkman/civilian uniform), DV (following orders to pick up litter/give coin to stranger/move to other side of post), opportunity sample of pedestrians.

E.g. 'Bickman carried out his experiment on the streets of New York where passers-by (an opportunity sample) (1), were given an order by the same person but wearing either a guard uniform, milkman uniform or civilian clothing (1).

1 mark for outlining the findings & conclusion

Findings- guard's uniform showed highest level of obedience: 89%, then milkman's uniform: 57%, then civilian's clothing: 33% (1)

Conclusion - uniform suggests authority/power to punish so participants' levels of obedience increased as the authority of the uniform increased. (1)

PART B: 4 marks for developed and detailed responses that cover 2-3 limitations

e.g. 'It is difficult to control extraneous variables such as noise and crowding, so the findings may not be valid',

'It may be that uniform did not affect whether people did the tasks or not and in fact it had more to do with other factors that could not be easily controlled',

'Passers-by were unaware they were being experimented on so could not give consent'

'The study was only conducted in the streets of New York so it is culturally biased, hence the findings cannot be generalized to people in other locations'.

'The study only used male confederates, so it was gender biased and findings cannot be generalized to females'.

'The experiment may have caused distress because the participants had the dilemma of deciding to obey a strange command or not'.

Marker's Comments – Question 4

PART A:

- Do not credit the method (field experiment) as this is given in the question.
- Maximum 1 mark for features of sample e.g. opportunity sample, randomly occurring, pedestrians
- Maximum 1 mark for DV i.e. picking up litter, giving coin to stranger, moving to other side of post
- To award the mark for IV the candidate must be clear that a confederate (or similar) tested all three uniforms (including naming them).
- Do accept police/army uniform instead of guard and postman (or similar job) for milkman. Do accept other descriptions of civilian clothing e.g. normal clothes.
- Do not judge candidates on the accuracy of percentages when they are quoting findings – credit should be given for getting the pattern of results correct.
- A response referring to just one of the tasks (eg picking up litter) and therefore one set of results can still be awarded full marks.

PART B:

- Limitation must be in context of the study to award both marks.
- Do not credit descriptive statements e.g. 'it was not done in a lab'.
- Do not credit the idea alone of the study being unethical – candidates must explain how or why it is before earning marks. On this basis, two distinct ethical issues could be credited under one limitation.
- Do not credit descriptive statements alone eg 'the participants didn't know they were being observed' but do back credit as part of an elaborated response eg '...so they were being deceived.'

To award full marks, response must be coherent, accurate and detailed.

Need more help?

Check out pages 102-105 of your textbook.

Remember that this is an essay response so it must do the following:

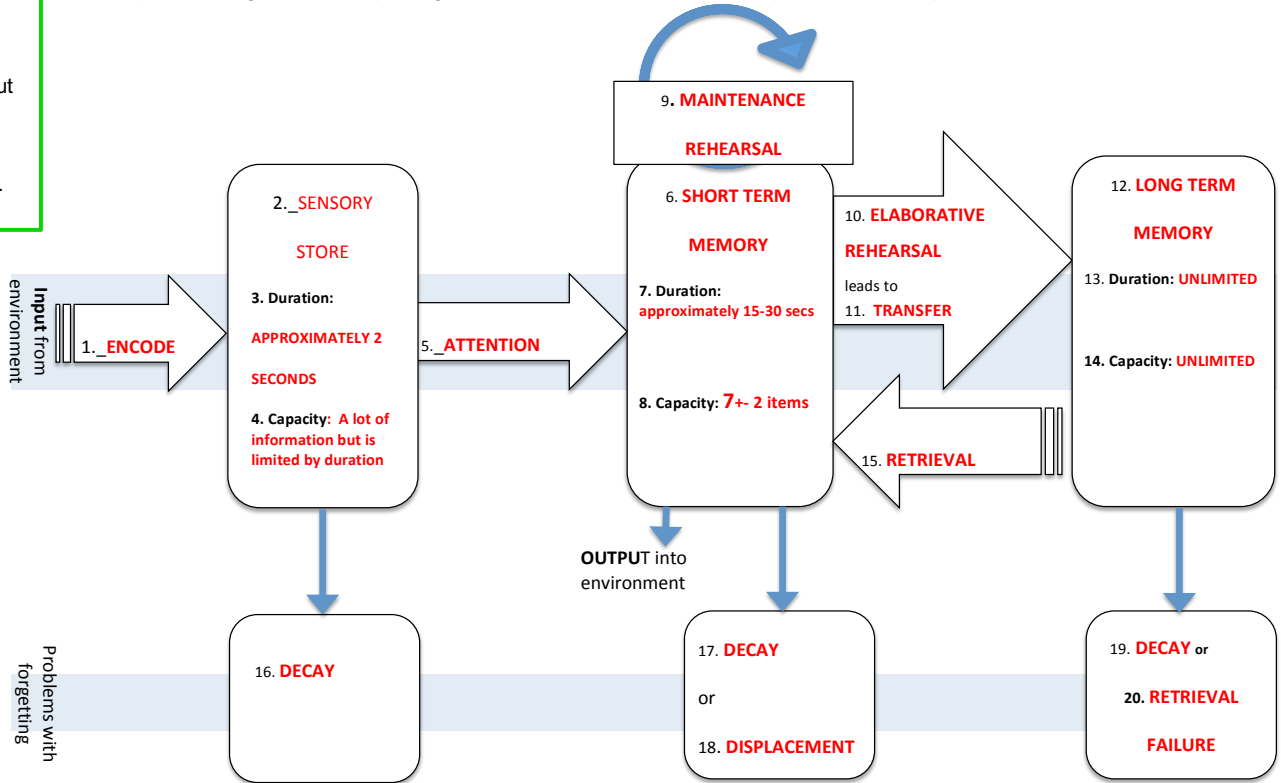
1. Include all the relevant and accurate information to justify 8 marks.
2. Your written expression must be clear, detailed and accurate.
3. You must use paragraphs and full sentences.

SECTION B: Memory

5. Complete the diagram below explaining the **Multi-store Model for memory** (10 marks in total).

Need more help?
Check out pages 124-126 of your textbook.

4. Complete the diagram below explaining the **Multi-store Model for memory** (10 marks in total).



6. Describe and evaluate the theory of reconstructive memory.

(a) Describe the theory (make four points)

Need more help?
Read pages 134-1936 and complete the activities on page 136.

The theory of reconstructive memory suggests that memory is not an **accurate reconstruction of past experiences** and instead, is based on schemas (1) and is **shaped by prior experiences** (e.g. a happy camping memory shapes a later camping memory) and **expectations** (e.g. we expect a person to behave a certain way). (1) **Schemas** are the **mental representations of an object or situation** based on prior experience (such as our identification of a cat based on its paws, fur, whiskers and ability to meow). (1) Schemas are not necessarily in chronological order and **can be reconstructed based on new information** (e.g. if we see a bald cat we might add 'no fur' to our 'cat schema'). (1)

Marker's Comments Qu. 6 (a)
1 mark for each valid point up to four marks.
Points must be contextualized (examples given) to obtain full marks.

The theory suggests that we experience **confabulation** where we make up details or use aspects of other memories to fill in the blanks in our schemas. (1) It also warns that memory can be deliberately altered through **leading questions**, such as using the verbs 'smashed' or 'bumped' when asking eyewitnesses about a car crash. (1)

[4 marks]

(b) Evaluate the theory (two criticisms)

The theory is **reductionist** and focuses on how we create schemas, however, it **fails to explain how these processes happen in the brain**. (1) For example, Bartlett describes memory as being an active process in the brain but doesn't explain how memories are processed. (1)

As scans can only show brain activity not what is being processed (i.e. being able to observe schema), (1) the **theory's concept of schema is too vague and hypothetical to be useful**. (1)

Bartlett based his theory on his 'War of the Ghosts' research, which was **not standardized and lacked validity due to demand characteristics**. (1) Therefore, the research does not offer valid support for the theory. (1)

The Reconstructive model of memory is **complicated and very hard to test**, (1) therefore it is difficult to predict how people will recall information. (1)

Marker's Comments Qu. 6 (b)
1 mark for each of the criticism points up to four marks.
Points must be contextualized (examples given) to obtain full marks.

[4 marks]

SECTION C: Criminal Psychology

7. Eysenck devised a Criminal Personality Theory.

(a) State what is meant by extroversion in relation to criminal behaviour.

Need more help?

Check out pages 13-16 of your textbook

Extroversion is characterised by sociability/talkativeness/assertiveness/excitability. (1) People who score highly on extrovert measures are more likely to engage in risky or lawless behaviour. (1)

Other appropriate statements should be credited.

Qu. 7(a) marker's comments

1 mark for any acceptable statement as a definition of extroversion.

1 mark for linking definition of criminal behaviour.

For full marks there needs to be a clear link made to criminal behaviour.

2]

(b) A psychologist wanted to investigate the neuropsychology involved in extraversion.

Outline one way she could carry out her investigation.

- *She could look at the reticular activating system of extroverts (1) to see if it is different from introverts (1)*
- *She could use a brain scan (1) to investigate the dopamine activity of extroverts (1)*

Qu. 7(b) marker's comments

1 mark for showing an understanding of the neuropsychology involved in extraversion

1 mark for how this could be investigated through reference to any part of a procedure.

For full marks there needs to be a clear link made

2]

between neuropsychology and extraversion.

(c) Outline one criticism of Eysenck's theory.

- *The theory suggests that personality traits are stable and consistent across situations, yet people can show very different personality characteristics in relation to different types of crime (1). For example, a person who commits fraud will show very different scores on the neurotic, extroversion and psychoticism scales from a person who commits murder (1).*
- *The theory merely identifies certain characteristics that may link to criminality; it does not inform us why individuals commit criminal acts (1). The theory tells us that rapists and child abusers are extrovert, neurotic and psychotic but it does not explain why they rape or abuse children (1).*

Qu. 7(c) marker's comments

Answers must include an accurate limitation and an example/explanation to explain why this is a limitation.

2]

8. Outline the process of synaptic transmission.

Need more help?

Check out pages 14-15 of your textbook

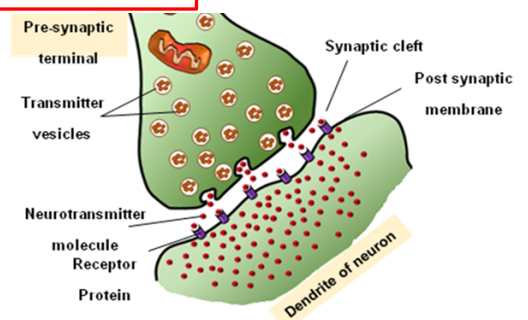
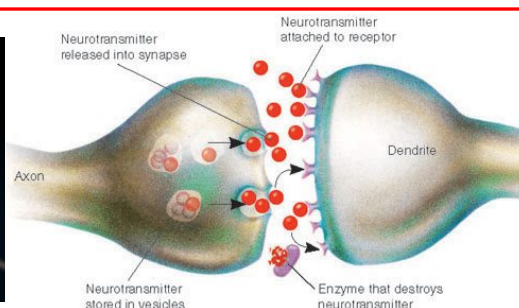
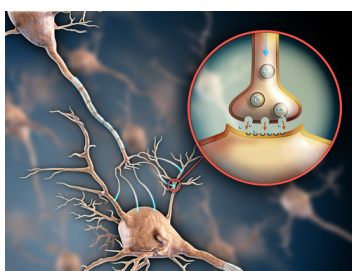
- *Neurotransmitters are released by the pre-synaptic neuron (1) and bind to the receptors of a post-synaptic neuron (1)*
- *Synaptic transmission allows the communication between neurons (1) through the release of neurotransmitters which bind to receptors (1).*
- *Neurons release neurotransmitters (1) which bind to and activate the post-synaptic neuron (1). Other appropriate descriptions should be credited.*

Qu. 8 marker's comments

1 mark for a basic description of the process of synaptic transmission.

2 marks for a more detailed description, with effective use of terminology

2]



Need more help?

Check out pages 17-19 of your textbook

9. Participants in Heaven's (1996) study into personality and delinquency completed questionnaires which included rating scales.

(a) Explain **one** strength of questionnaires as used in this study.

- A strength of questionnaires is that they make it easy to keep responses anonymous (1). None of the names of the participants/students were published (1).
- A strength of questionnaires is that they can be used to access a large number of respondents at the same time (1). They allowed the study to have a large sample making findings generalisable (1). [2]
- A strength of questionnaires is that all participants are asked the same questions (1). It was therefore easy to make comparisons between people/students (1).

(b) Explain **one** way that the procedure of Heaven's study could be improved.

- a limit of the study is that it had a biased sample (1) to improve, they could carry out the investigation in more than one country (1)
- a limit of the study is that it had a biased sample (1) to improve that could use state schools as well as independent schools (1)
- the study had limited choices on closed questions (1) to improve, the research could widen the rating scale (1) Other appropriate explanations should be credited. [2]

10. Heaven decided to use a longitudinal study in his research. Explain the difference between a cross-sectional study and a longitudinal study.

Longitudinal study: _____

A study carried out over a period of time looking at the same group of people.

Cross-sectional study: _____

A study carried out at one point of time and comparing distinct groups of people. [2]

Need more help?

Check out page 17 of your textbook

Qu. 9(a) comments

1 mark for identifying an appropriate strength of questionnaires.

1 mark explaining the strength of questionnaires as used in Heaven's study.

Maximum 1 mark only if no link to Heaven's (1996) study is made.

Qu. 9(b) comments

1 mark for identifying an appropriate limitation of the study

1 mark for a suggested improve

Maximum 1 mark only if no link to Heaven's (1996) study is made.

Qu. 10 comments

1 mark for an accurate definition of cross-sectional study.

1 mark for an accurate definition of longitudinal study.

Need more help?

Check out pages 20-22 of your textbook

11. Describe how restorative justice can help to reduce acquisitive reoffending.

The aim is to encourage offenders to take responsibility for the harm they have caused and to agree on ways to repair the harm and damage caused. If an offender can be made aware of the impact of their crime e.g. burglary/robbery, on the victim(s), they may be less likely to re-offend.

Examples of a 2 mark answer:

- An offender acknowledges the impact his/her crime has caused, so they don't rob/burgle in the future (1) and to make amends by agreeing to behaviours suggested by the victim (1).
- Restorative justice enables victims to meet or communicate with their offender to explain the real impact of the crime (1). The aim is to help offenders take responsibility for what they have done (1)

Examples of a 3 mark answer:

- An offender acknowledges the impact his/her crime as caused, so they don't steal in the future (1) and to make amends by agreeing to behaviours suggested by the victim (1). If an offender can be made aware of the impact of taking items from the victim(s), they may be less likely to re-offend (1).
- Restorative justice enables victims to meet or communicate with their offender to explain the real impact of the crime (1). The aim is to help offenders take responsibility for taking other peoples' possessions (1). If they can find a way to make amends, they may be less likely to rob/steal/burgle in the future (1).

Qu. 11 comments

1 mark for outlining restorative justice. 1 mark for making a link between the method of rehabilitation and acquisitive offending.

1 mark for a fully developed description of how restorative justice may reduce the likelihood of continued acquisitive offending.

1 mark only if not linked to acquisitive reoffending.

Section D
Research Methods
Answer all questions in this section.

A psychologist investigated the relationship between how patient people were when queuing for a theme park ride and how they rated their experience of it.

She posed as a member of staff so that she could observe people without them knowing. Every 30 minutes, the psychologist selected a person from the queue. She observed that person and measured how patient they appeared to be using a scale of 1 to 10 with 1 being 'very impatient' and 10 being 'very patient'.

Once that person had been on the ride, she explained the aim of her research. If they agreed to be part of the study, she then asked them to rate their experience of the ride on a scale of 1 to 10 with 1 being 'not exciting at all' and 10 being 'very exciting'.

Need more help?

Check out page 189 and pages 192-193 of your textbook.

12. Explain whether the data collected would be quantitative or qualitative data. Justify your answer.

1 mark for understanding the data is quantitative.

1 mark for a justification of this answer in context of the study, e.g. patience is measured on a numerical scale.

Marker's Comments – Qu. 12

If qualitative data is selected then it is still possible to earn the second mark if the explanation is actually of quantitative data.

13. Outline one strength of using a rating scale to measure people's experience of the ride.

– It is more objective (1) to score someone's excitement rather than asking them to describe it
- Easier to look for patterns (1) in this case between levels of excitement and patience.

Qu. 13 Comments

1 mark for evaluation of a strength of using a rating scale
1 mark for applying this strength to the study
Also credit strengths related to self report.

Need more help?

Check out pages 184-186 of your textbook.

14. Evaluate the use of the observation method in this study.

The researcher used a covert (non-participant) observation so the participants did not know that they were being observed (1).

This means that they would act more naturally as there is no observer effect (1) and the data is more reliable as there is less chance of social desirability or demand characteristics (1).

By using a covert observation this increases the ecological validity (1) as the participants did not know they were being watched and would act more naturally (1)

The use of a covert observation can be seen as unethical (1) as the participants could not give consent to take part (1).

There could be observer bias (1) as the researcher was making judgements of their based on their levels of impatience, which is only one interpretation (1).

Qu. 14 Comments

Level 3 (4-5 marks):

There is a thorough evaluation of the observational method. This should be done with accuracy and clarity and clearly apply to the source. There should be evidence of coherency throughout the evaluation.

Level 2 (2-3 marks):

There is a good evaluation of the observational method. This should be done with some accuracy. Application to the source should be implicit if not explicit. There should be some evidence of coherency within the evaluation.

Level 1 (1 marks):

There is a basic attempt to evaluate the observational method. Evaluation may be more common sense than technical. Points may only apply to the source in an implicit way.

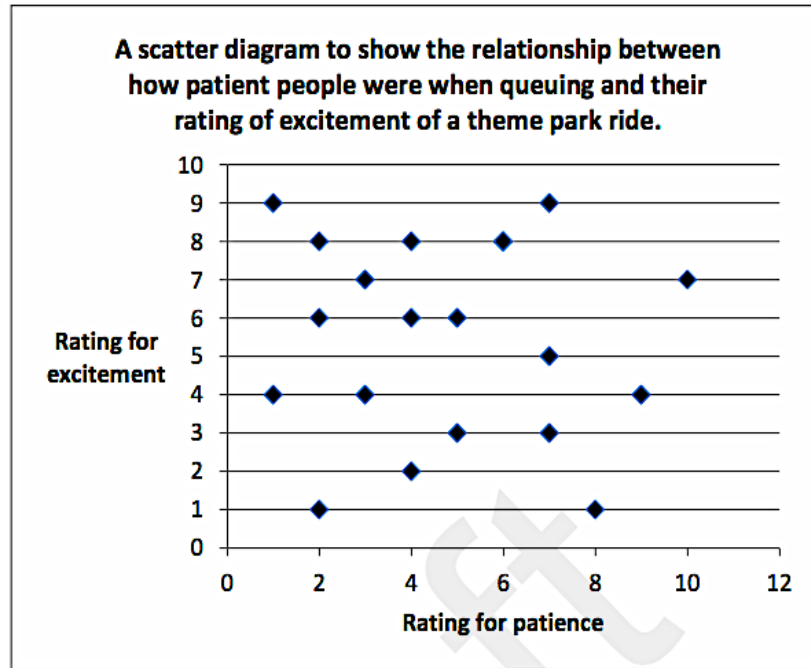
(0 marks):

No credit worthy response.

Need more help?

Check out pages 187-188 of your textbook.

15. The psychologist presented her findings using a scatter diagram, as shown below.



Need more help?

Check out pages 198-200 of your textbook.

Explain what the psychologist would conclude from this scatter diagram.

1 mark for identifying the scatter diagram shows no/zero correlation.

1 mark for a statement that recognises there is no relationship between how exciting people found the ride and how patient they were when queuing.

[2]

16. Outline **one** way in which this study could show gender bias.

Need more help?

Check out page 204 of your textbook. For examples, also see pages 104 & 109.

• The research may be gender bias if the sample has much more of one sex than another (1). For example, if the ride appeals more to females then they will be over-represented in the data (1).

• Males and females may want to present a different image when rating the ride as males may want to come across as being more macho and rate the ride as less exciting (1) so their ratings are less valid than females (1).

[2]

Critical Buddy Reflection – to be completed after marking

Areas of strength:

Proposed goals for improvement:

1.

2.

Signed (critical buddy): _____

I have discussed & agreed this with my critical buddy (my signature):

Marks breakdown

Section A: Social Influence
_____ / 14

Section B: Memory
_____ / 18

Section C: Criminal Psych
_____ / 17

Section D: Research Methods
_____ / 11

TOTAL
_____ / 60