



A-level
PSYCHOLOGY
7182/2

Paper 2 Psychology in context

Mark scheme

June 2022

Version: 1.0 Final Mark Scheme



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

Copyright information

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2022 AQA and its licensors. All rights reserved.

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. Answers in the standardising materials will correspond with the different levels of the mark scheme. These answers 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

Approaches in psychology

0 1 Describe psychosexual stages as outlined in the psychodynamic approach.

[6 marks]

Marks for this question: AO1 = 6

Level	Marks	Description
3	5–6	The description of psychosexual stages is accurate and detailed. The answer is clear and coherent. Specialist terminology is used effectively.
2	3–4	The description of psychosexual stages is present but there may be some minor details missing. The answer is generally coherent with appropriate use of specialist terminology.
1	1–2	The description of psychosexual stages is limited or muddled. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

Possible content:

- there are five developmental stages (oral, anal, phallic, latency and genital)
- oral (0–1yr) – focus of pleasure is the mouth and the mother’s breast is the focus of desire
- anal (1–3yrs) – focus of pleasure is the anus and child focuses on withholding and expelling faeces
- phallic (3–5yrs) – focus of pleasure is genitals and children experience the Oedipus/Electra complex
- latency (6–12yrs) – previous conflicts are resolved/repressed and early years are largely forgotten
- genital (12yrs/puberty-adulthood) – sexual desires become conscious with the onset of puberty
- there is an unconscious conflict at each stage which must be resolved before the next stage is reached.

Credit other relevant material, eg fixation.

Note: not all stages need to be described for full marks to be awarded.

Note: Identification/naming of psychosexual stages in isolation (without any description) can be awarded **1 mark** only if all five stages are in chronological order.

0 2

Apart from mediational processes, use your knowledge of social learning theory to explain Miss Honey’s and Mrs Wilson’s comments.

[6 marks]

Marks for this question: AO2 = 6

Level	Marks	Description
3	5–6	Application is clear and effective showing sound understanding of social learning theory. The answer is coherent and well organised with effective use of specialist terminology.
2	3–4	There is some effective application, showing some understanding of social learning theory. The answer is mostly clear and organised, with appropriate use of specialist terminology. OR one person’s comments at L3.
1	1–2	Application is limited/muddled showing limited understanding of social learning theory. Specialist terminology is either absent or inappropriately used. OR one person’s comments at L1/2.
	0	No relevant content.

Possible content:

- observational learning – both teachers’ comments suggest that they believe their behaviour will influence their students’ behaviour, eg, Miss Honey says, “I think it will inspire them to be more active themselves!”.
- imitation – Mrs Wilson does not feel students will want to imitate her – “I think I may have put them off sport forever!”, whereas Miss Honey feels students will want to imitate her – “I really think it will inspire them to be more active themselves!”
- modelling – the teachers will act as role models for their students as they have higher status in school
- identification – students are more likely to identify with Miss Honey (than Mrs Wilson) as Mrs Wilson said to Miss Honey, “you’re young and the students like you”.
- vicarious reinforcement – when students see Miss Honey rewarded for adopting a more active lifestyle, eg, Miss Honey says, “I felt proud to win the staff step count challenge and receive the medal in assembly”. When students see Mrs Wilson “tripping over” in netball they will not want to imitate her and so will not adopt a more active lifestyle.

Credit other relevant applications.

0 3 Explain how mediational processes might be involved in the students becoming more active. **[4 marks]**

Marks for this question: AO2 = 4

Level	Marks	Description
2	3–4	Application is clear and appropriate showing sound understanding of mediational approaches. There is appropriate use of specialist terminology.
1	1–2	Application is limited/muddled showing limited understanding of mediational approaches. The answer lacks detail. Use of specialist terminology is either absent or inappropriate.
	0	No relevant content.

Possible content:

- **attention** – students will notice their teachers demonstrating a more active lifestyle, eg competing in staff netball matches during breaktime/Miss Honey receiving the medal for the step count challenge in assembly/Mrs Wilson falling over, etc
- **retention** – students’ memories will be strengthened through seeing repetition of the activities, eg daily netball matches and/or emotional/funny event, eg Mrs Wilson tripping over in netball
- **reproduction** – the active behaviours being modelled can be reproduced by the students, eg step count challenge is a simple activity that does not require inaccessible equipment/fitness to be able to perform
- **motivation** – students are more likely to adopt the demonstrated active lifestyle if the perceived rewards (eg winning the step count medal or as seeing the ‘joy of sport’) outweigh any costs (eg tripping over in netball).

Credit other relevant material.

Note: not all mediational processes are needed to award full marks.

0 4 Discuss self-actualisation **and/or** conditions of worth in explaining human behaviour. **[8 marks]**

Marks for this question: AO1 = 3 and AO3 = 5

Level	Marks	Description
4	7–8	Knowledge of self-actualisation and/or conditions of worth is accurate with some detail. Discussion is thorough and effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear, coherent, and focused. Specialist terminology is used effectively.
3	5–6	Knowledge of self-actualisation and/or conditions of worth is evident but there are occasional inaccuracies/omissions. Discussion is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.
2	3–4	Limited knowledge of self-actualisation and/or conditions of worth 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 self-actualisation and/or conditions of worth 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:

- self-actualisation concerns psychological growth, fulfilment and satisfaction in life and is the final stage in Maslow’s hierarchy of needs
- psychological issues are thought to arise as a direct result of conditions of worth, which are constraints an individual believes are put upon them by significant others that they deem necessary to gain positive regard
- Rogers believed that therapists should provide clients with unconditional positive regard to help resolve conditions of worth and guide clients towards self-actualisation, focusing on the authentic self.

Possible discussion:

- discussion of research evidence which supports the role of conditions of worth, eg Harter et al. (1996)
- comparison of conditions of worth with alternative explanations of psychological issues, eg genetics/neurochemistry/psychodynamic theories, etc
- discussion regarding methodology and lack of scientific evidence for self-actualisation/conditions of worth with most studies utilising qualitative methods and rejecting scientific methodology
- counterarguments about the strengths of rich qualitative data and validity/discussion of Q-sort
- discussion of the oversimplification of self-actualisation and conditions of worth, eg it does not explain self-destructive behaviours, pessimism, etc
- discussion of real world application – counselling
- discussion of ethics of providing unconditional positive regard
- discussion of cultural differences.

Credit other relevant material.

Section B

Biopsychology

0 5 Which of the following neurons carries electrical impulses towards the brain?

[1 mark]

Marks for this question: AO1 = 1 mark

D – Sensory neuron

0 6 Which **one** of the following is **not** a way of studying the brain?

[1 mark]

Marks for this question: AO1 = 1 mark

A – Electrocardiogram (ECG)

0 7 Describe the divisions of the nervous system.

[6 marks]

Marks for this question: AO1 = 6

Level	Marks	Description
3	5–6	Knowledge of the divisions of the nervous system is accurate and detailed. The answer is clear and coherent with effective use of terminology.
2	3–4	Knowledge of the divisions of the nervous system is evident but there may be some detail missing. The answer lacks clarity and/or accuracy in places. Use of terminology is inappropriate on occasions.
1	1–2	Knowledge of the divisions of the nervous system is limited or muddled. Use of terminology is either absent or inappropriate.
	0	No relevant content.

Possible content:

- the nervous system is divided into the central and peripheral nervous systems
- the CNS comprises the brain and spinal cord
- the peripheral nervous system is further divided into the somatic nervous system and the autonomic nervous system (ANS)
- the somatic nervous system consists of sensory and motor neurons to carry sensory and motor information to and from the CNS and also enables reflex actions
- the ANS acts largely unconsciously/involuntary
- the ANS is divided into the sympathetic nervous system (SNS) and the parasympathetic nervous system (PNS)
- the SNS prepares us for flight or fight
- the PNS balances the sympathetic nervous system providing ‘rest and digest’ functions.

Note: content presented in diagrams can be credited.

Credit other relevant material.

0 8 Discuss localisation of function in the brain.

[16 marks]

Marks for this question: AO1 = 6 and AO3 = 10

Level	Marks	Description
4	13–16	Knowledge of localisation of function in the brain is accurate and generally well detailed. Discussion is thorough and effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear, coherent and focused. Specialist terminology is used effectively.
3	9–12	Knowledge of localisation of function in the brain is evident but there are occasional inaccuracies/omissions. Discussion is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.
2	5–8	Limited knowledge of localisation of function in the brain 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	1–4	Knowledge of localisation of function in the brain 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:

- concept of functional localisation and origins from phrenology
- basic neuroanatomical organisation – concepts of hemispheric lateralisation and contralateral organisation
- localisation of the motor, somatosensory, visual, auditory and language centres
- outline of functions assigned to motor, somatosensory, visual, auditory and language centres
- gender differences in neuroanatomical localisation of function, eg Harasty et al. (1997)
- differences in localisation of function based on left/right-handedness.

Possible discussion:

- research evidence to support localisation of function, eg Phineas Gage, HM, Tan/Leborge, etc and evidence from brain scanning studies
- challenges to localisation of function, eg holistic theory, equipotentiality theory – Lashley’s work with rats, issue of plasticity – case study EB, Dronkers et al. (2007), etc
- discussion of gender differences, beta bias and androcentrism in research
- discussion of individual differences
- issue of reductionism
- methodological critique of evidence – issues of generalisation from animal research and case studies and issues of baseline tasks in imaging studies.

Credit other relevant material.

Section C

Research methods

0 9 Explain why the researcher used a controlled observation **and** a standardised script in this study.

[4 marks]

Marks for this question: AO2 = 4

Level	Marks	Description
2	3–4	Application of knowledge of standardisation and control is clear and mostly accurate. Application is explicit and appropriate. The answer is generally coherent with effective use of terminology.
1	1–2	Some application of knowledge of standardisation and control is apparent but may be implicit. The answer lacks accuracy and detail. Use of terminology is either absent or inappropriate. OR only one element explained at L2.
	0	No relevant content.

Possible content:

- a standardised script would ensure the same greeting was given to the children and their parents when they arrived, providing a high level of control
- without using a standardised script, the researcher’s welcome may vary causing unintentional bias, eg may use more child-friendly vocabulary which may make the child less anxious and thus more sociable, etc
- using a controlled observation helps to reduce extraneous variables which may have an impact on the social behaviour of the children, affecting the validity of the study.

Credit other relevant material.

1 0 Identify **one** limitation of controlled observations.

[1 mark]

Marks for this question: AO3 = 1

1 mark for stating an appropriate limitation of using controlled observations.

Possible content:

- they **lack** ecological validity/**cannot** be applied to everyday life/**less** natural behaviour
- effects of demand characteristics are **more likely** (Hawthorne effect).

Accept other valid limitations.

1 1

Give **two** behavioural categories that the observers could have used in the observation to assess the pre-school children's social behaviour. Explain why your chosen categories are appropriate.

[4 marks]

Marks for this question: AO2 = 4

1 mark for **each** appropriate behavioural category given, categories must be observable and explicitly linked to a child's interaction with other individuals.

Possible behavioural categories:

- child smiles at another child
- child shares toys
- child talks to another child
- child snatches a toy from another child.

Plus

2 marks for a clear and coherent explanation with some detail.

1 mark for a limited/muddled explanation.

Possible points:

- behavioural categories are appropriate because they focus on social behaviours/are objective/visible/mutually exclusive/not ambiguous/not overlapping.

Credit other relevant material.

Note – credit can still be awarded for explanations even if credit has not been given for the behavioural categories stated (eg, due to the categories not being explicitly social).

1 2 Describe how the observers could use time sampling to record the social behaviour of each child during the five-minute period.

[4 marks]

Marks for this question: AO2 = 4

Level	Marks	Description
2	3–4	Knowledge of time sampling is clear and mostly accurate. The material is applied appropriately. The answer is generally coherent with effective use of terminology.
1	1–2	Some knowledge of time sampling is evident. Application is not always effective. The answer lacks accuracy and detail. Use of terminology is either absent or inappropriate.
	0	No relevant content.

Possible content:

- record the child's behaviour at set time intervals during the five-minute period, eg every 20 seconds
- at the specified time intervals, tick/mark one or more categories from the behavioural checklist according to the behaviour exhibited by the observed child, eg if the child is smiling and chatting to another child the observer should tick 'smiling at another child' and 'talking to another child' from the list of behaviours
- behaviours observed in between the time sampling frames should be ignored and should not be recorded, eg even if a child is sharing their toy after time sampling snap shot, this behaviour should not be recorded.

Credit other relevant material.

1 3

Explain **one** strength and **one** limitation of using time sampling for this observation.

[4 marks]

Marks for this question: AO2 = 4

For the strength and limitation award:

2 marks for a clear, coherent strength/limitation with appropriate application.

1 mark for a limited or muddled strength/limitation.

Possible strengths:

- time sampling may be easier to manage as there are likely to be many social behaviours occurring throughout the set observation time
- time sampling is most appropriate for recording ongoing behaviours that are likely to occur in a social setting, eg conversations or playing together.

Possible limitation:

- time sampling may not be representative of social behaviours as some social behaviours that 3-year-old children may display may be missed, eg a child may be playing independently when the observer is noting the behaviour, but then sharing their toys or talking to another child outside of the set observation time frame.

Credit other relevant strengths/limitations.

1 4

Explain how the reliability of the controlled observation could be assessed through inter-observer reliability.

[4 marks]

Marks for this question: AO2 = 4

Award **1 mark** for each of the following points:

- two observers would use same behavioural categories/discuss and agree on an interpretation of each of the social behaviours in the category system
- two observers would make independent observations/tallies (of the same child at the same time/the 5-minute sessions are filmed and each observer watches and records the data for each film)
- the two observers' tally charts would be compared to check for agreement/calculate the correlation between the recordings of the two observers to determine the level of inter-observer reliability
- researchers generally accept +0.8 correlation as a reasonable degree of reliability.

Note - For responses with no explicit application a maximum of 3 marks can be awarded.

- 1 5** Identify an appropriate statistical test that the researcher could use to analyse the social behaviour scores in this study. Explain **three** reasons for your choice in the context of this study.

[7 marks]

Marks for this question: AO2 = 7

1 mark for Mann-Whitney (or an alternative statistical test if appropriately justified in bullet point three).

Plus

For **each** of the following bullet points award:

2 marks for a clear and coherent reason explicitly linked to the study.

1 mark for a limited reason implicitly linked to the study.

- the psychologist is testing a difference (not a correlation) between the social behaviours of children of working parents compared to stay-at-home parents
- an independent group design is used as the children are either of working parents or of stay-at-home parents
- the data collected can be treated as ordinal as it is a social behaviour score (the difference between each score is not fixed/can be ranked).

Note: appropriate reason can be credited even if an incorrect test is named or no test is given.

Note: where more than three reasons are given, only the first three should be marked.

- 1 6** Explain **one** reason why collecting quantitative data could reduce the validity of this study.

[2 marks]

Marks for this question: AO2 = 1 and AO3 = 1

2 marks for a clear, coherent reason with appropriate elaboration in the context of this study.

1 mark for a limited or muddled reason with inappropriate/no elaboration.

Possible content:

- social behaviours are complex and contextual, quantifying them will lose detail
- loss of detail may mean important contextual information is missing, eg sarcastic smile as opposed to a friendly smile
- by quantifying the social behaviours, the relative importance of the social behaviour or combination of behaviours may be lost reducing validity.

Credit use of examples in the context of observed social behaviours of children to illustrate how using quantitative data could reduce the validity of the study.

Credit other relevant material.

1 7 Explain **one or more** possible implications of this study for the economy.

[3 marks]

Marks for this question: AO2 = 3

Level	Marks	Description
3	3	Application of knowledge of the implications of psychological research for the economy is explicit and mostly effective. The answer is generally clear and coherent with some detail.
2	2	Application of knowledge of the implications of psychological research for the economy is evident. The answer lacks clarity in places.
1	1	Application of knowledge of the implications of psychological research for the economy is limited. The answer as a whole lacks clarity.
	0	No relevant content.

Possible application:

- if the study suggests increased social behaviour in children of stay-at-home parents, then parents may delay returning to work until children start school resulting in a negative impact on the economy
- if the study suggests increased social behaviour in children of working parents, then parents may be encouraged to return to work earlier, boosting the economy
- costs of providing childcare for working parents
- provides employment opportunities for nursery/childcare employees.

Credit other relevant material.

Note – responses focussing on the **minor** financial impact of **conducting** the study, as opposed to the wider implications of the findings of the study for the economy, can be awarded a maximum of 1 mark.

1 8 Describe features of the abstract section in a scientific report.

[3 marks]

Marks for this question: AO1 = 3

Award **1 mark** for each of the following points:

- first section of a report (accept alternative wording)
- brief/summary/100-300 words (accept alternative wording)
- contains (a summary of) the aims, methods, results, and conclusions (accept alternative wording).

1 9

Design the experiment to investigate whether watching the new TV programme leads to an increase in positive social behaviours in the children, compared with watching the existing TV programme.

In your answer you will gain credit for providing appropriate details of the following:

- the type of experimental design, with justification
- a self-report method of data collection, with justification
- how to control **one** extraneous variable, with justification as to why this would need to be controlled.

[12 marks]

Marks for this question: AO2 = 6 and AO3 = 6

Level	Marks	Description
4	10–12	Suggestions are generally well detailed and practical, showing sound understanding of designing the experiment. All three elements are present. Justifications are appropriate. The answer is clear and coherent. Specialist terminology is used effectively. Minor detail and/or explanation sometimes lacking.
3	7–9	Suggestions are mostly sensible and practical, showing some understanding of designing the experiment. At least two elements are present. There is some appropriate justification. The answer is mostly clear and well organised. Specialist terminology is mostly used effectively.
2	4–6	Some suggestions are appropriate for designing the experiment, but others are impractical or inadequately explained. At least one element is addressed. Justifications are partial, muddled, or absent. The answer lacks clarity, accuracy and organisation on occasions.
1	1–3	Knowledge of designing the experiment is limited. The whole answer lacks clarity, has many inaccuracies and is poorly organised.
	0	No relevant content.

Three elements of design to be credited:

- type of experimental design with justification – eg independent groups design (half the children watched the new TV programme, the other half watched the existing TV programme), repeated measures design (all the children watch both programmes) or matched pairs design and why
- method of data collection – type of self-report technique (questionnaires or interviews, structured/unstructured) and why this would be appropriate, quantitative/qualitative data with justification, description of critical question/key data obtained, avoidance of leading questions, logistical details of data collection, eg postal questionnaire, mobile phone questionnaire etc, with justification, eg high response rate, confidentiality, reducing social desirability bias etc
- controlling **one** extraneous variable with justification why this needs to be controlled, eg minimising distractions whilst the TV show was on, number of siblings in household (if independent groups design), time of day TV programme was watched, order effects (if repeated measures design), minimising demand characteristics by having similar style TV programmes/not informing children of the purpose of the study/avoiding leading questions etc. Justification related to the impact on validity if the identified extraneous variable was not controlled.