

A-LEVEL

# Psychology Specification B

PSYB2

Mark scheme

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Specification 2185

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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 Assessment Writer.

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](http://aqa.org.uk)

**Section A Social Psychology**

**Topic: Social Influence**

**01** Outline how Milgram investigated the effect of **two** situational factors on obedience. **[4 marks]**

**[AO1 = 4]**

Up to 2 marks awarded for each factor

Award two marks if answer includes detail of original study and variation  
Or two marks if factor is stated and detail of variation outlines

1 mark only for factor identified

Or 1 mark only for detail of variation only

Likely factors:

- Proximity of authority figure was investigated by the authority figure issuing orders over the phone (rather than in person).
- Proximity of victim was investigated by bringing the victim/Mr Wallace into the same room/having his hand forced down on to a metal plate .
- Legitimacy of setting/location/system was investigated by repeating the study in a run-down office/`seedy` building.
- Presence of (disobedient) role models/social support was investigated by having another participant (confederate) refuse to continue.

Accept other valid factors.

**02** The Authoritarian Personality has been identified as a dispositional explanation for obedience.  
  
Outline the Authoritarian Personality as an explanation for obedience. **[2 marks]**

**[AO1 = 2]**

1 mark each for any two of the following

- Developed from strict/rigid parenting
- Traits may include conventional \ dogmatic \ conformist \ hostile to those perceived to be of lower status
- Obedient \ servile towards people perceived as having higher status \ authority

**03** Outline and briefly explain **two** methodological issues in Asch's studies of social influence. **[4 marks]**

**[AO1 = 2, AO2 = 2]**

**AO1** 1 mark for each outline \ identification of a methodological issue relevant to Asch's studies.

Likely issues: lack of ecological validity/mundane realism; lack of population validity/generalisability/sample bias; lack of temporal validity; lack of internal validity/presence of demand characteristics.

**AO2** 1 mark for explaining each issue in the context of Asch's studies.

Possible answer: One methodological issue is lack of ecological validity (1). This was a problem in Asch's study as the lines task is not one that participants would be asked to carry out in real-life (1).

Another methodological issue is sample bias/an unrepresentative sample (1). Asch's original sample was mostly made up of white, middle-class, male students (1)

**04** Jonny Upp and Barry Atom were a singing duo. They had queued all night for a talent show audition. Although they had sung together many times, Barry had not learnt their chosen song very well, whereas Jonny knew it word for word. When performing in front of the judges, Jonny sang perfectly, whilst Barry was out of tune and made a number of mistakes.

Discuss the causes **and/or** effects of arousal on task performance. Refer to Jonny and Barry's audition in your answer.

**[10 marks]**

**Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very good (9-10 marks), Good (6-8 marks), Average to weak (3-5 marks) or Poor (1-2 marks). Examiners should be guided by the band judgement when annotating the script.**

**AO1** Up to five marks for description of the causes and/or effects of arousal on task performance. Likely causes: evaluation apprehension – the fear of being judged creates arousal; distraction/distraction-conflict – creates conflict between the audience and the task at hand which produces arousal. Accept other valid causes eg task difficulty/unfamiliarity/novelty; presence of an audience; presence of a co-actor. Likely effects on performance: social facilitation/improved performance on a well-learned/familiar task/for an expert and social inhibition/deterioration in performance on an unfamiliar task/for a novice. Credit reference to the production of the dominant response and Yerkes-Dodson.

Credit description of relevant evidence up to 2 marks.

Likely studies include Triplett 1898, Michaels et al 1982, Bartis et al 1988, Sanders et al 1978, Henchy and Glass 1968, Zajonc 1935.

**AO2** Up to five marks for application to the stem and general discussion. Up to 2 marks are reserved for application to Jonny and Barry: both singers may be experiencing evaluation apprehension through fear of being judged by the panel; they are experiencing distraction because their attention is divided between the song and the judges (audience); Barry does not know the song very well so his dominant response is to make mistakes; arousal causes him to be out of tune; Jonny's dominant response is to perform well as he is well rehearsed.

General discussion: difficulty of measuring/operationalising evaluation apprehension/distraction in experimental studies does not explain why skilled performers sometimes fail in front of an audience (championship choke); explanation of how distraction accounts for results of animal studies, but this is not the case for evaluation apprehension; critical analysis of research related to methodological issues and validity issues such as audience behaviour and task required.

Credit use of evidence.

Only credit evaluation of the methodology used in studies when made relevant to discussion of arousal.

**Maximum 8 marks if no application to Jonny and/or Barry.**

## Mark bands

### 9 – 10 marks Very good answers

There is accurate, well-organised and detailed description of causes and/or effects of arousal in social influence research. The discussion is clear and coherent. There is appropriate application to the stem. The answer is well-focused with little or no misunderstanding.

The answer is well-structured with effective use of paragraphs, sentences and psychological terminology. There are few errors of spelling and punctuation.

### 6 - 8 marks Good answers

There is reasonably accurate and organised description of causes and/or effects of arousal in social influence research although some detail may be lacking. Discussion is present but may be

limited in either depth or breadth. Application may be present but it may be brief. Answers may still achieve the top of the band without application.

The answer has some structure with appropriate use of paragraphs, sentences and psychological terminology. There are some errors of spelling and punctuation.

### **3 – 5 marks Average to weak answers**

There is some knowledge of causes and/or effects of arousal in social influence research and/or basic/limited discussion and/or application. There may be exceptional description for five marks with no discussion of the issues described. The answer may lack focus. There may be inaccuracy and/or irrelevance.

Some basic ideas are expressed adequately though the answer may lack structure. Psychological terminology may be missing or used inappropriately. There may be intrusive errors of grammar, spelling and punctuation.

### **1 – 2 marks Poor answers**

There is very limited knowledge/discussion/application of causes and/or effects of arousal in social influence research, but there must be some relevance.

Basic ideas are poorly expressed. There is little evidence of structure, ideas may be listed rather than expanded. There may be significant errors in grammar, spelling and punctuation.

### **0 marks No relevant content**

## **Topic: Social Cognition**

<b>05</b>	Identify and outline <b>two</b> functions of attitudes.
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**[4 marks]**

### **[AO1 = 4]**

Up to 4 marks for identifying and outlining two functions of attitudes (2 per function).

For each function: 1 mark for naming/identifying the function, 1 mark for description/elaboration. Do not credit examples of functions unless these provide an outline.

Likely answers:

Knowledge function (1) of attitudes help us make sense of the world by making it predictable (1).

Adaptive function (1) of attitudes help us gain social approval/acceptance/goals/avoid punishment when we display generally-accepted attitudes (1).

Ego/self-expressive function (1) of attitudes help us to establish identity when we express our own values and opinions (1).

Ego-defensive function (1) of attitudes protects the individual from recognising personal deficiencies or inferiority (1).

Accept other valid functions e.g. social adjustment function.

**06** Bernard spent many hours preparing for an interview, but he failed to get the job. He did not notice that one of the interviewers tried to shake his hand when he walked in. He was in such a rush in the morning that he had forgotten to clean his shoes and tuck in his shirt. When asked to describe his 'biggest weakness' Bernard replied that he was sometimes 'cold and unfriendly'.

Outline **two** factors that affect impression formation. Refer to Bernard's interview in your answer.

**[4 marks]**

**[AO1 = 2, AO2 = 2]**

**AO1** 1 mark for each factor outlined. Factors must be outlined rather than just stated/identified.

Likely factors: primacy effect – information presented first has the strongest influence on the impression formed; central traits – personality characteristics that have a strong/disproportionate influence on the impression formed; stereotypes – belief that all members of a social group share certain characteristics. Accept other valid factors e.g. types of social schema.

**AO2** 1 mark each for application of selected factors to the stem.  
Possible answer: primacy effect – Bernard did not shake the interviewer's hand as he walked in which will have left a negative first impression.  
Central trait – Bernard described himself as 'cold' which would suggest he is unsociable, cannot work with others, etc.  
Stereotype – Bernard may be judged to be disorganised because of his appearance.

**07** Choose **one** of the factors from your answer to question 06. Outline how this factor was investigated in a research study

**[2 marks]**

**[AO1 = 2]**

Up to 2 marks for detail of the procedure/method of a study that investigated one of the factors identified above.

Award 1 mark for a brief/partial/muddled outline and 2 marks for a clear and coherent description.

Likely studies: Asch 1946, Luchins 1957, Jones 1968, Kelly 1950, Broverman et al 1972  
Possible answer: in a study of the primacy effect, two groups of participants were given the same list of traits describing an imaginary person, but the list was reversed so for one group it started positively and for the other it started negatively (1). They then had to pick out other traits they thought would describe the person (1).

No marks for a study that does not relate to either of the factors outlined in the answer to question 6.

**08** Discuss **two** attributional biases. Refer to evidence in your answer.

**[10 marks]**

**Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very good (9-10 marks), Good (6-8 marks), Average to weak (3-5 marks) or Poor (1-2 marks). Examiners should be guided by the band judgement when annotating the script.**

**AO1** Up to 5 marks for description of two attributional biases. Likely biases include: the fundamental attribution error (the tendency to judge the causes of the behaviour of others as dispositional rather than situational), the actor-observer effect (when the person judges the causes of his own behaviour situationally and that of others dispositionally), and the self-serving bias (explaining one's successes dispositionally and one's failures situationally). Credit description of why the biases operate eg SSB- to protect self-esteem; FAE-less effort to make dispositional attributions; actor/observer-we know more about our own situation.

1 mark for simply naming two biases in the absence of any elaboration.

Credit description of relevant evidence up to 2 marks.

Likely studies: Jones and Harris 1967, Ross et al 1977, Storms 1973, Nisbett et al 1972, Johnson 1964, Ross et al 1974, Morris and Peng 1994.

**AO2** Up to 5 marks for discussion which might include cultural difference in the attribution process; exceptions to the predictions of biases, especially in the self-serving bias such as the effects of public praise; the reversal of the self-serving bias in women and people with depression. Credit use of examples, maximum 1 mark per bias.

Credit use of relevant evidence.

Only credit evaluation of the methodology used in studies when made relevant to discussion of biases.

**Max 6 marks if only one attributional bias**  
**Max 6 marks if no evidence**

### **Mark bands**

#### **9 – 10 marks Very good answers**

There is accurate, well-organised and detailed description of two attributional biases. The discussion/analysis is clear and coherent and detailed. There is appropriate reference to evidence. The answer is well-focused with little or no misunderstanding.

The answer is well-structured with effective use of paragraphs, sentences and psychological terminology. There are few errors of spelling and punctuation.

#### **6 – 8 marks Good answers**

There is reasonably accurate and organised description of at least one attributional bias although some detail may be lacking. Discussion/analysis is present but may be limited in either depth or breadth. There is some reference to evidence. The answer is well-focused with little or no misunderstanding. Maximum 6 marks if only one bias is given and/or there is no reference to evidence.

The answer has some structure with appropriate use of paragraphs, sentences and psychological terminology. There are some errors of spelling and punctuation.

#### **3 – 5 marks Average to weak answers**

There is some knowledge of attributional bias(es) and/or basic/limited discussion/analysis. There may be exceptional description for 5 marks with no discussion of the biases described. The answer may lack focus. There may be inaccuracy and/or irrelevance.

Some basic ideas are expressed adequately though the answer may lack structure. Psychological terminology may be missing or used inappropriately. There may be intrusive errors of grammar, spelling and punctuation.

#### **1 – 2 marks Poor answers**

There is very limited knowledge/discussion of attributional biases, but there must be some relevance. Basic ideas are poorly expressed. There is little evidence of structure, ideas may be listed rather than expanded. There may be significant errors in grammar, spelling and punctuation.

#### **0 marks No relevant content.**



**Topic: Remembering and Forgetting**

**09** Identify the type of long-term memory involved in performing **Task A** in the investigation above.

**[1 mark]**

**[AO2 = 1]**

Episodic/autobiographical

**10** Identify the type of long-term memory involved in performing **Task B** in the investigation above.

**[1 mark]**

**[AO2 = 1]**

Semantic

**11** Apart from the finding that such memories are located in different areas of the brain, outline **one other** difference between the types of long-term memory you have identified in your answers to questions 09 and 10 above.

**[2 marks]**

**Question 11**

**[AO1 = 2]**

Up to 2 marks for one difference between episodic/autobiographical and semantic memory. 1 mark for a brief/partial/muddled outline of a difference, 2 marks for a clear and coherent explanation of a difference.

Likely answer: episodic/autobiographical memories are encoded/stored with some reference to time and place; such contextual information is not a feature of semantic memories.

Both marks may be awarded for a definition of the two types of memory presented as a difference.

Note that if the answer to question 9 and/or 10 is/are incorrect, students can still gain both marks if the difference is relevant to the types of long term memory given.

**12** Explain **one** strength of a laboratory experiment. Refer to the investigation above in your answer.

**[3 marks]**

**[AO3 = 3]**

Award 1 mark for a statement of a strength of a laboratory experiment, 1 mark for elaboration and 1 mark for application to the investigation described in the stem.

Likely strengths: high degree of control compared to other methods; precise operationalisation of variables; replication of procedure is possible; participants are aware they are taking part so more ethical.

Possible answer: There is a high degree of control in lab studies (1) so that cause and effect can be established (1). We can be confident that the change of task caused the change in brain activity on the scan (1).

**13** Explain **one** limitation of a laboratory experiment. Refer to the investigation above in your answer.

**[3 marks]**

**[AO3 = 3]**

Award 1 mark for a statement of a limitation of a laboratory experiment, 1 mark for elaboration and 1 mark for application to the investigation described in the stem.

Likely limitations: artificiality nature of task/setting; possibility of demand characteristics.

Possible answer: The artificial nature of experimental tasks (1) means that behaviour is being tested in a way it would not normally occur (1). We are not normally asked to think about our holidays within a controlled environment (1).

**14** Describe and evaluate the levels of processing explanation of memory. Refer to evidence in your answer.

**[10 marks]**

**Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very good (9-10 marks), Good (6-8 marks), Average to weak (3-5 marks) or Poor (1-2 marks). Examiners should be guided by the band judgement when annotating the script.**

**AO1** Up to 5 marks for description of the explanation/levels – structural/orthographic/shallow/visual; acoustic/phonetic/intermediate/phonological; semantic/deep; the idea that deep processing leads to better recall; recall is a by-product of processing; Recognition that levels of processing is based on elaborative (rather than maintenance) rehearsal. Maximum of 1 mark if the three levels are merely named.

Credit description of evidence up to 2 marks.

Likely studies: Craik and Tulving (1975), Morris (1977)

**AO2** Up to 5 marks for evaluation of LOP which might refer to the problem of/tautology involved in measuring depth of processing; the model works best for learning word lists – which is unlikely to be appropriate for all types of learning; use of incidental learning in some studies tends to be more representative of real-life memory; difficulty/impossibility of separating levels of processing for the purpose of studies; model is descriptive rather than explanatory; phonetic processing often results in superior recall; credit reference to factors included in updates/revisions of the model e.g. distinctiveness.

Credit critical comparison with alternatives e.g. the Multi-store model.

Only credit evaluation of the methodology used in studies when made relevant to evaluation of the theory.

Credit use of evidence.

**Maximum of 6 marks – no evidence**

**Mark bands**

**9 – 10 marks Very good answers**

There is accurate, well-organised and detailed description of the levels of processing explanation of memory. The evaluation is clear and coherent. There is appropriate reference to evidence. The answer is well-focused with little or no misunderstanding.

The answer is well-structured with effective use of paragraphs, sentences and psychological terminology. There are few errors of spelling and punctuation.

**6 – 8 marks Good answers**

There is reasonably accurate and organised description of levels of processing though some detail may be lacking. Evaluation is present but may be limited in either depth or breadth. There is some reference to evidence.

The answer has some structure with appropriate use of paragraphs, sentences and psychological terminology. There are some errors of spelling and punctuation.

**3 – 5 marks Average to weak answers**

There is some knowledge of levels of processing and/or basic/limited evaluation. The answer may lack focus. There may be substantial inaccuracy and/or irrelevance.

Some basic ideas are expressed adequately though the answer may lack structure. Psychological terminology may be missing or used inappropriately. There may be intrusive errors of grammar, spelling and punctuation.

**1 – 2 marks Poor answers**

There is extremely limited knowledge/evaluation of levels of processing, but there must be some relevance. Basic ideas are poorly expressed. There is little evidence of structure. There may be significant errors in grammar, spelling and punctuation.

**0 marks No relevant content.**

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**Section B: Cognitive Psychology****Topic: Perceptual Processes**

**15** Explain how the finding from the investigation above supports Gregory's theory of perception.

**[2 marks]**

**[AO2 = 2]**

Two marks for an explanation of how the finding from the investigation above supports Gregory's theory. 1 mark for a brief/partial explanation; 2 marks for a full explanation.

Possible answer: the Bantu children have not seen many pictures and appear to lack the ability to 'perceive' 3D cues in a picture / perceive depth cues / apply size constancy (1), this supports Gregory's suggestion that perception is due to past experience/not innate (1).

Credit answers based on the 'carpentered world hypothesis' if appropriately linked to Gregory's theory.

**16** Name **two other** monocular depth cues.

**[2 marks]**

**[AO1 = 2]**

Two marks for naming two monocular depth cues apart from relative size.

Likely answers: height in plane; overlap/superimposition/occlusion; linear perspective; texture gradient.

**17** What is a 'quasi-experiment'? Explain why this investigation is an example of a quasi-experiment.

**[3 marks]**

**[AO3 = 3]**

1 mark for each bullet point:

- There is no manipulation/control of the IV / the IV is naturally occurring / pre-existing
- No random allocation of participants to conditions
- Relevant link to the investigation

**18** Identify the experimental design used in this investigation and explain **one** strength of this experimental design.

**[3 marks]**

**[AO3 = 3]**

1 mark for naming independent groups/independent measures/unrelated design.  
2 marks for a clear and coherent strength. 1 mark if the strength is vague/brief/muddled.

Possible strengths:

No order effects; use of same stimulus material; participants are naïve.

Credit link to the study as part of the strength but not essential for full marks.

Accept matched pairs even though matching is not described within the stem.

**19** Describe and evaluate Gibson's theory of perception. Refer to evidence in your answer.

**[10 marks]**

**Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very good (9-10 marks), Good (6-8 marks), Average to weak (3-5 marks) or Poor (1-2 marks). Examiners should be guided by the band judgement when annotating the script.**

**AO1** Up to 5 marks for a description of Gibson's theory of visual perception. Likely points include: direct perception/bottom-up/data driven not concept driven process; ecological process, cues from the environment are important; there is no need for past experience; the importance of texture gradient; affordances; the optic flow and movement.

Credit description of evidence up to 2 marks.

Likely studies:

Lee and Lishman (1975) Bower (1971) Lieberman (1963) Deregowski (1972), Bruner and Postman (1949), McGinnies (1949), Bruner and Minturn (1951).

**AO2**

Up to 5 marks for evaluation which will probably focus on strengths and weaknesses of the theory. Ecological relevance including the shift from laboratory based research to real tests such as optic flow patterns in long-jumping/flying or explaining face recognition over time with reference to invariants. Demonstrating the innateness of some perceptual abilities – depth perception. The difficulty the theory has dealing with the effects of illusions/mistaken perceptions. The idea that affordances must change over time due to past experiences. The theory fails to distinguish between sensation and perception. Does not adequately account for cultural differences in perception.

Comparison with alternative explanations – Gregory, Neisser compromise.

Only credit evaluation of the methodology used in studies when made relevant to discussion of the theory.

Credit use of evidence.

**Max 6 marks if no evidence**

**Mark bands**

**9 – 10 marks Very good answers**

There is accurate, well-organised and detailed description of Gibson's theory. The evaluation is clear and coherent. There is appropriate reference to evidence. The answer is well-focused with little or no misunderstanding.

The answer is well-structured with effective use of paragraphs, sentences and psychological terminology. There are few errors of spelling and punctuation.

**6 – 8 marks Good answers**

There is reasonably accurate and organised description of Gibson's theory although some detail may be lacking. Evaluation is present but may be limited in either depth or breadth. There is some reference to evidence. Maximum 6 marks if there is no reference to evidence.

The answer has some structure with appropriate use of paragraphs, sentences and psychological terminology. There are some errors of spelling and punctuation.

**3 – 5 marks Average to weak answers**

There is some knowledge of Gibson's theory and/or basic/limited evaluation. There may be exceptional description for 5 marks with no evaluation of the theory described. The answer may lack focus. There may be inaccuracy and/or irrelevance.

Some basic ideas are expressed adequately though the answer may lack structure. Psychological terminology may be missing or used inappropriately. There may be intrusive errors of grammar, spelling and punctuation.

**1 – 2 marks      Poor answers**

There is very limited knowledge/evaluation of Gibson’s theory, but there must be some relevance.

Basic ideas are poorly expressed. There is little evidence of structure, ideas may be listed rather than expanded. There may be significant errors in grammar, spelling and punctuation.

**0 marks      No relevant content**

**Topic: Anxiety Disorders**

**20**      In the context of obsessive-compulsive disorder, what is meant by an `obsession` and what is meant by a `compulsion`? Refer to the example of Rob in your answer. **[3 marks]**

**[AO1 = 2; AO2 = 1]**

**AO1**      Award one mark for a definition of `obsessions` - persistent/recurrent/unwanted/intrusive thoughts; and one mark for a definition of `compulsions` - repetitive/ritualistic behaviour.

**AO2**      One mark for an example of BOTH an obsession and a compulsion from the stem.

Examples of obsessions – lays awake worrying about germs; increased concern about hygiene around the home.

Examples of compulsions – cleaning his bathroom up to fifty times a day.

**21** How might a cognitive psychologist explain Rob`s behaviour?

**[2 marks]**

**[AO2 = 2]**

Award one mark for a relevant thinking error plus one further mark for applying this error to Rob/obsession with germs.

Cannot award application mark without identification of the thinking error.

Possible answers:

- behaviour may be explained by catastrophic misinterpretation of the danger presented (1)  
Rob may over-exaggerate the danger of germs (1);
- increased awareness/attention caused by hyper-vigilance (1) Rob may scan new environments for evidence of germs (1);
- repetitive behaviour due to poor recall of actions just carried out (1), Rob may not remember the last time he cleaned the bathroom (1).

Accept answers based on faulty thinking.

**22** Apart from cognitive explanations, outline **one other** possible explanation for Rob`s behaviour.

**[2 marks]**

**[AO1 = 1, AO2 = 1]**

**AO1** Award 1 mark for knowledge/understanding of an alternative explanation of Rob`s behaviour. Most likely explanations will be biological but can also accept other plausible explanations e.g. social learning.

Biological – inherited predisposition/vulnerability (genetic); hyperactivity in the basal ganglia (neurophysiological); low serotonin (neurochemical).

Social learning – modelling of a parent/role model.

**AO2** Award 1 mark for link/application to Rob`s behaviour. Application will depend on explanation chosen.

Possible applications:

Biological – Rob may have inherited a predisposition to OCD/general anxiety towards germs from his mother; brain abnormality may cause him to repeatedly clean the bathroom; low serotonin may be linked to his general anxiety/obsession with germs.

Social learning – Rob may have observed his mother`s obsessive cleaning habits and imitated them.

<b>23</b>	Briefly evaluate the explanation you have outlined in your answer to question 22 above. <b>[3 marks]</b>
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**[AO2 = 3]**

Content will depend on the explanation outlined in 22.

Three marks may be gained through: detailed explanation of one issue (strength or limitation); two issues where one is developed/elaborated; three points briefly stated.

Two marks may be awarded for one issue that is developed/elaborated or two points briefly stated.

One mark for a relevant issue briefly stated.

Credit use of evidence to support/refute the explanation.

Note – evaluation does not have to be linked to Rob`s behaviour, just to explaining OCD in general.

<b>24</b>	Describe and evaluate <b>two</b> treatments for phobias. Refer to evidence in your answer. <b>[10 marks]</b>
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**Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very good (9-10 marks), Good (6-8 marks), Average to weak (3-5 marks) or Poor (1-2 marks). Examiners should be guided by the band judgement when annotating the script.**

**AO1** Up to five marks for description of two treatments for phobias with a maximum of 3 marks for any one treatment. Students can achieve full credit for two treatments from the same approach eg 2 behaviourist treatments. Alternatively the overall approach eg behaviourist may be presented by the student as one treatment and credited as such.

The most likely treatments are: systematic desensitisation and psychodynamic therapy, but any other relevant treatments are acceptable. Do not credit simple naming of treatments.

Systematic desensitisation - based on idea that two competing emotions cannot coexist (reciprocal inhibition); getting people to learn to relax; a stepped approach involving exposure to the feared object/situation; anxiety hierarchy, example of procedure leading to facing fear; virtual reality exposure therapy (VRET).

Psychodynamic treatment aims to provide client with insight into the unconscious cause of the symptom; use of free association to encourage verbalisation so that the ego eventually cannot censor the content; dream analysis in which manifest content is interpreted to uncover latent content.

Flooding/ exposure therapy in which the person's senses are overwhelmed with exposure to the feared object/situation; there is no opportunity for avoidance/escape; when anxiety response subsides person recognises the response as irrational when no harm occurred; distinction between implosion (imagined) and in vivo (real exposure).

Cognitive therapy is a treatment where the therapist aims to get the client to replace the irrational thinking with more realistic thinking; cognitive restructuring and/or cognitive rehearsal; client mentally practises appropriate behaviours in the feared situation (CBT).

Drug therapy generally involves attempting to change the level of implicated neurotransmitters in the brain, these are usually anti-depressant; they do not attempt to change the behaviours exhibited by phobics, but to reduce the anxiety experienced.

Credit description of evidence up to 2 marks.

**AO2**

Up to 5 marks for evaluation of these treatments which might include strengths and limitations of the chosen therapies in relation to:

- type of phobia - for instance systematic desensitisation tends not to work well with `free-floating` phobias for which there is no obvious target behaviour;
- the type of client – for instance, psychodynamic therapy has been criticised for favouring articulate, motivated patients;
- duration of success outside clinical situation, effectiveness in real world setting – for SD and psychodynamic therapy, the gains made in therapy may not extend into real-world settings;

Comparison with alternative treatments; ethical implications.

Any evaluation based on time or cost must be well reasoned, that is, if a therapy is described as being `time-consuming` or `expensive` this must be in the context of informed comparison with an alternative that is `quicker` or `cheaper`.

Credit use of evidence.

Likely studies:

Graziano and Mooney (1980), Marks (1987), Lang and Lazovik (1963)

Only credit evaluation of the methodology used in studies when made relevant to evaluation of treatments.

**Maximum 6 marks – only one treatment**

**Maximum 6 marks – no evidence**

**Mark Bands**

**9 – 10 marks Very good answers**

There is accurate and well-organised description of some of the features/the main features of the two treatments used for phobias. There is clear, coherent evaluation of some aspects of these treatments. The answer is well-focused with little or no misunderstanding.

The answer is well-structured with effective use of paragraphs, sentences and psychological terminology. There are few errors of spelling and punctuation.

**6 – 8 marks Good answers**

There is reasonably accurate and organised description of two treatments used for phobias though some detail may be lacking. Evaluation/analysis is present but may be limited in either depth or breadth.

The answer has some structure with appropriate use of paragraphs, sentences and psychological terminology. There are some errors of spelling and punctuation.

**3 – 5 marks Average to weak answers**

There is some knowledge of one or more treatment(s) used for phobias and/or basic/limited evaluation/analysis. The answer may lack focus. There may be substantial inaccuracy and/or irrelevance.

Some basic ideas are expressed adequately though the answer may lack structure. Psychological terminology may be missing or used inappropriately. There may be intrusive errors of grammar, spelling and punctuation.

**1 – 2 marks Poor answers**

There is extremely limited knowledge/evaluation/analysis of treatment(s) used for phobias, but there must be some relevance.

Basic ideas are poorly expressed. There is little evidence of structure. There may be significant errors in grammar, spelling and punctuation.

**0 marks No relevant content.**

**Topic: Autism**

<b>25</b>	Outline what is meant by the `triad of impairments` in autism. Refer to the description of Jack in your answer.	<b>[4 marks]</b>
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**[AO1 = 3, AO2 = 1]**

**AO1** Three marks for knowledge/identification of the three symptoms of the triad.

Likely answer: deficit in/lack of communication (1); deficit in/lack of social interaction (1); repetitive/stereotypical behaviour / deficit in/lack of symbolic play (1)

**AO2** One mark for matching at least two symptoms with the appropriate example from the stem:

Lack of communication - `he rarely spoke to the other children...`

Lack of social interaction - `he hardly ever made eye contact...`

Repetitive behaviour - `preferring to play all day with one toy car...`



**26** Explain how behaviour modification could be used to treat **one** of the behaviours Jack showed at the nursery.

**[3 marks]**

**[AO2 = 3]**

Marks may be awarded for any of the following:

- target behaviour is identified (Jack rarely speaks to anyone..);
- broken down into small steps/increments (for instance, eye contact, then a sound..);
- appropriate reinforcer is established (that would appeal to a 3-year-old e.g. sweets);
- reinforcement is given upon achievement of each step/successive approximation/behaviour shaping (praise/a sweet for each completed step)

Accept other relevant features.

No credit for aversion therapy.

Maximum of two marks for any generic description of behaviour modification with no application. For full marks there must be a link to one behaviour featured in the stem.

**27** Briefly evaluate behaviour modification as a treatment for autism.

**[3 marks]**

**[AO2 = 3]**

Up to 3 marks for briefly evaluating behaviour modification as a treatment for autism.

Three marks may be gained through: detailed explanation of one issue (strength or limitation); two issues where one is developed/elaborated; three points briefly stated.

Two marks may be awarded for one issue that is developed/elaborated or two points briefly stated.

One mark for a relevant issue briefly stated.

Note – evaluation does not have to be linked to the behaviour described in 26, just to the therapy in general.

Likely points: ethical issues – manipulation; often requires parental involvement to be truly effective; puts strain on other family members; effectiveness depends on consistency of treatment; issues about generalisation; success may depend upon pre-treatment variables eg being a rapid learner.

Evaluation points based on time/cost must be reasoned and/or based on comparison with alternative

Credit use of evidence as part of the discussion e.g. Lovaas.

**28** Describe and evaluate **two** cognitive explanations for autism. Refer to evidence in your answer.

**[10 marks]**

### Question 28

**Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very good (9-10 marks), Good (6-8 marks), Average to weak (3-5 marks) or Poor (1-2 marks). Examiners should be guided by the band judgement when annotating the script.**

- AO1** Up to 5 marks for description of 2 cognitive explanations for autism. Maximum of 3 marks for any one explanation.
- (Lack of) theory of mind: suggestion that people with autism do not understand the world from the point of view of others; ‘mind-blindness’; failure to grasp false belief; Theory of mind mechanism.
  - Executive functioning deficit: inability to switch attention and initiate new behaviours; perseverative errors.
  - Central coherence deficit: inability to process information in general; attempt to explain both the deficits and exceptional skills seen in people with autism; elaboration of ‘coherence’ or wholeness; examples of coherent/deficit behaviours (maximum 1 mark).

Credit description of evidence up to 2 marks.

Theory of mind evidence: Baron-Cohen (1985; 1986) Perner (1989).

Central coherence deficit: Shah and Frith (1993).

Failure of executive functioning: Turner (1999) the Wisconsin card sorting task.

- AO2** Up to 5 marks available for discussion of the explanations chosen: many studies support the TOM explanation; the theory does not account for the ‘islets of ability’; some people with autism do not fail the false belief tasks; however, it is the case that they struggle with second order tasks.

Weak central coherence might account for the ‘savant abilities’; the failure seen on embedded figures tasks might be better explained by difficulty in generalising.

Failure of executive functioning does explain repetitive and stereotyped behaviours and is supported by some research; it fits well with the working memory model as it may be the central executive component that may be impaired; it fits with biological evidence.

General points: cognitive explanations do not really provide causal information, but provide further detail about the cognitive differences between people with and without autism; it seems likely that an explanation that attempts to fit biological information with cognitive information might be the way forward.

Credit reference to alternative explanations when used to highlight limitations or strengths of the chosen cognitive explanations.

Only credit evaluation of the methodology used in studies when made relevant to the discussion of the explanation(s).

Credit use of evidence.

**Maximum 6 marks – only one explanation**

**Maximum 6 marks – no evidence**

### **Mark bands**

#### **9 – 10 marks Very good answers**

There is accurate and well-organised description of two cognitive explanations of autism. The evaluation is clear and coherent. There is appropriate reference to evidence. The answer is well-focused with little or no misunderstanding.

The answer is well-structured with effective use of paragraphs, sentences and psychological terminology. There are few errors of spelling and punctuation.

#### **6 – 8 marks Good answers**

There is reasonably accurate and organised description of two cognitive explanations for more than 6 marks though some detail may be lacking. Evaluation is present but may be limited in either depth or breadth. There is some reference to evidence. Maximum 6 marks if only one explanation is given and/or there is no reference to evidence.

The answer has some structure with appropriate use of paragraphs, sentences and psychological terminology. There are some errors of spelling and punctuation.

#### **3 – 5 marks Average to weak answers**

There is some knowledge of cognitive explanation(s) and/or basic/limited evaluation. There may be exceptional description for 5 marks with no evaluation of the explanations described. The answer may lack focus. There may be substantial inaccuracy and/or irrelevance.

Some basic ideas are expressed adequately though the answer may lack structure. Psychological terminology may be missing or used inappropriately. There may be intrusive errors of grammar, spelling and punctuation.

#### **1 – 2 marks Poor answers**

There is extremely limited knowledge/ evaluation of cognitive explanation(s), but there must be some relevance. Basic ideas are poorly expressed. There is little evidence of structure. There may be significant errors in grammar, spelling and punctuation.

#### **0 marks**

**No relevant content.**

**ASSESSMENT OBJECTIVES GRID**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Social Influence</b>			
1	4		
2	2		
3	2	2	
4	5	5	
<b>Total</b>	<b>13</b>	<b>7</b>	
<b>Social Cognition</b>			
5	4		
6	2	2	
7	2		
8	5	5	
<b>Total</b>	<b>13</b>	<b>7</b>	
<b>Remembering and forgetting</b>			
9		1	
10		1	
11	2		
12			3
13			3
14	5	5	
<b>Total</b>	<b>7</b>	<b>7</b>	<b>6</b>
<b>Perceptual Process</b>			
15		2	
16	2		
17			3
18			3
19	5	5	
<b>Total</b>	<b>7</b>	<b>7</b>	<b>6</b>
<b>Anxiety Disorders</b>			
20	2	1	
21		2	
22	1	1	
23		3	
24	5	5	
<b>Total</b>	<b>8</b>	<b>12</b>	
<b>Autism</b>			
25	3	1	
26		3	
27		3	
28	5	5	
<b>Total</b>	<b>8</b>	<b>12</b>	
<b>Total</b>	<b>28</b>	<b>26</b>	<b>6</b>