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INTERNATIONAL AS PSYCHOLOGY PS01

(9685/PS01) Unit 1 Introductory Topics in Psychology

Mark scheme

January 2021

Version: 1.0 Final Mark Scheme



2 1 1 X P S 0 1 / M S

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 oxfordaqaexams.org.uk

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example 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: Memory

Total for this section: 30 marks

Question	Marking Guidance	Total Marks
<p>01</p>	<p>Name and briefly outline three types of long-term memory.</p> <p>Award marks as follows: Award 1 mark for each correctly named type of LTM – semantic, procedural, episodic. Credit other types of long-term memory, eg autobiographical.</p> <p>Plus</p> <p>1 mark for a brief outline of each that demonstrates understanding of that type of memory:</p> <ul style="list-style-type: none"> • Episodic – memory/knowledge of events and experiences (in your life). • Procedural – motor memory/memory of motor skills/memory for an action (accept ‘skill’ on its own where clarified with a valid example). • Semantic – memory/knowledge of facts/information about the world. <p>Just providing examples of the types of memories without some form of explanation (eg semantic – what the capital city of France is), can only receive the 1 mark for naming that type of memory.</p>	<p>6</p> <p>AO1 = 6</p>

Question	Marking Guidance	Total Marks
<p>02</p>	<p>Explain one difference between the coding of the phonological loop and the coding of the visuo-spatial sketchpad in the working memory model.</p> <p>Award marks as follows: 2 marks for a clear and coherent explanation 1 mark for a limited, vague or muddled explanation.</p> <p>Content: The phonological loop (inner ear) processes auditory/sound-based information, eg what we hear, whereas the visuo-spatial sketchpad (inner eye) processes visual information, eg what we see.</p> <p>No credit awarded for reference to iconic or echoic as not pertinent to working memory model.</p>	<p>2</p> <p>AO3 = 2</p>

Question	Marking Guidance	Total Marks												
03	<p>Briefly discuss one strength of the working memory model.</p> <p>Possible content:</p> <ul style="list-style-type: none"> • Supported by research using dual-task studies. Highlights different memory tasks that STM can deal with by identifying separate components which multi-store memory cannot explain. • Has been influential in changing the understanding of short-term memory with many now preferring to use the term ‘working memory’ rather than STM. More plausible than the multi-store model as it acknowledges temporary storage and active processing within short-term memory. • Explains how cognitive processes interact, seeing memory as an active rather than passive system. • Provides an explanation and possible treatments for processing deficits. • Counterargument. <p>Credit other relevant strengths.</p> <table border="1" data-bbox="284 925 1294 1205"> <thead> <tr> <th>Level</th> <th>Description</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>Discussion of one strength is detailed and appropriate. The answer is clear with appropriate use of terminology.</td> <td>3–4</td> </tr> <tr> <td>1</td> <td>Discussion of one strength is limited, vague or muddled. The answer lacks clarity. Use of terminology is either absent or inappropriate.</td> <td>1–2</td> </tr> <tr> <td>0</td> <td>No creditable content.</td> <td>0</td> </tr> </tbody> </table>	Level	Description	Marks	2	Discussion of one strength is detailed and appropriate. The answer is clear with appropriate use of terminology.	3–4	1	Discussion of one strength is limited, vague or muddled. The answer lacks clarity. Use of terminology is either absent or inappropriate.	1–2	0	No creditable content.	0	<p>4</p> <p>AO3 = 4</p>
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Question	Marking Guidance	Total Marks															
04	<p>Mia witnesses a car accident on her walk to work. During the day, Mia’s friends at work ask her leading questions about the accident. When Mia finishes work, she goes to the local police station to give an eyewitness testimony about the accident.</p> <p>Explain how Mia’s eyewitness testimony might be affected by leading questions asked by her friends at work during the day. Give one example of a leading question that Mia’s friends might have asked.</p> <p>Possible application:</p> <ul style="list-style-type: none"> • Mia’s testimony would be likely to be less reliable/accurate because her schemas will be distorted and she will confabulate the information. • Asking leading questions about the accident, such as about the car and the driver, may cause Mia to misremember information or store events that did not happen. • If Mia’s colleagues asked questions using the word ‘the’, Mia would be more likely to incorporate this information into her memory even if it is inaccurate. (Loftus). • The questions Mia’s work colleagues asked may change her memory and make it less accurate when she comes to give her report to the police after work. Bartlett’s research showed how people make “effort after meaning”. • Examples of leading questions that Mia may have been asked by her colleagues, eg did you see the car upside down?, was the car speeding? etc. <p>Credit other relevant information.</p> <table border="1" data-bbox="284 1263 1294 1809"> <thead> <tr> <th data-bbox="284 1263 438 1301">Level</th> <th data-bbox="438 1263 1158 1301">Description</th> <th data-bbox="1158 1263 1294 1301">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="284 1301 438 1467">3</td> <td data-bbox="438 1301 1158 1467">Application of knowledge into leading questions is detailed and appropriate. The answer is clear and organised. There is some effective use of specialist terminology. For 6 marks, must include a valid example of a leading question.</td> <td data-bbox="1158 1301 1294 1467">5–6</td> </tr> <tr> <td data-bbox="284 1467 438 1635">2</td> <td data-bbox="438 1467 1158 1635">Application of knowledge into leading questions is evident but there are occasional inaccuracies/ omissions. The answer lacks clarity and organisation in places. There is some appropriate use of specialist terminology.</td> <td data-bbox="1158 1467 1294 1635">3–4</td> </tr> <tr> <td data-bbox="284 1635 438 1774">1</td> <td data-bbox="438 1635 1158 1774">Application of knowledge into leading questions is limited. The answer lacks clarity and is poorly organised. Specialist terminology is either absent or inappropriately used.</td> <td data-bbox="1158 1635 1294 1774">1–2</td> </tr> <tr> <td data-bbox="284 1774 438 1809">0</td> <td data-bbox="438 1774 1158 1809">No creditable content.</td> <td data-bbox="1158 1774 1294 1809">0</td> </tr> </tbody> </table>	Level	Description	Marks	3	Application of knowledge into leading questions is detailed and appropriate. The answer is clear and organised. There is some effective use of specialist terminology. For 6 marks, must include a valid example of a leading question.	5–6	2	Application of knowledge into leading questions is evident but there are occasional inaccuracies/ omissions. The answer lacks clarity and organisation in places. There is some appropriate use of specialist terminology.	3–4	1	Application of knowledge into leading questions is limited. The answer lacks clarity and is poorly organised. Specialist terminology is either absent or inappropriately used.	1–2	0	No creditable content.	0	<p>6</p> <p>AO2 = 6</p>
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Question	Marking Guidance	Total Marks												
<p>05</p>	<p>Describe and evaluate the multi-store model of memory.</p> <p>Possible description:</p> <ul style="list-style-type: none"> • Model is divided into separate (unitary) stores of sensory, short-term and long-term memory. • Information passes from store to store in a linear way. • Attention is needed to pass information from the sensory register to STM. • Rehearsal is needed to pass information from STM to LTM or to keep information in STM. • Each store has its' own characteristics in terms of encoding, capacity and duration. <p>Credit other relevant content.</p> <p>Candidates who only draw a diagram of the multi-store model without sufficient explanation, are only showing limited knowledge of the multi-store model.</p> <p>Possible evaluation:</p> <ul style="list-style-type: none"> • Research to support the existence of different stores, eg Jacobs, Bahrick, Peterson & Peterson, Baddeley, Glanzer and Cunitz. • Much of the research into the model lacks ecological validity so may not provide valid evidence for the model. • Supported by studies of people with amnesia such as HM and Clive Wearing. • Gives a good understanding of the structure and process of memory and has been the basis of future models of memory. • Considered oversimplified in suggesting that the stores are unitary and operate in a single, uniform way, eg there are different types of LTM each processed in different parts of the brain. • Evidence against processing information in a linear way, eg flashbulb memories. • Working memory model suggest STM is much more complex and consists of multiple parts. <p>Credit other relevant evaluation points.</p> <table border="1" data-bbox="284 1541 1294 2078"> <thead> <tr> <th data-bbox="284 1541 437 1574">Level</th> <th data-bbox="437 1541 1158 1574">Description</th> <th data-bbox="1158 1541 1294 1574">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="284 1574 437 1778">4</td> <td data-bbox="437 1574 1158 1778">Knowledge of the multi-store model of memory is mostly accurate and generally well detailed. Evaluation is mostly effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear and focused. Specialist terminology is mostly used effectively.</td> <td data-bbox="1158 1574 1294 1778">10–12</td> </tr> <tr> <td data-bbox="284 1778 437 1982">3</td> <td data-bbox="437 1778 1158 1982">Knowledge of the multi-store model of memory is evident but there are occasional inaccuracies/ omissions. There is some effective evaluation. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is mostly used appropriately.</td> <td data-bbox="1158 1778 1294 1982">7–9</td> </tr> <tr> <td data-bbox="284 1982 437 2078">2</td> <td data-bbox="437 1982 1158 2078">Limited knowledge of the multi-store model of memory is present. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy</td> <td data-bbox="1158 1982 1294 2078">4–6</td> </tr> </tbody> </table>	Level	Description	Marks	4	Knowledge of the multi-store model of memory is mostly accurate and generally well detailed. Evaluation is mostly effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear and focused. Specialist terminology is mostly used effectively.	10–12	3	Knowledge of the multi-store model of memory is evident but there are occasional inaccuracies/ omissions. There is some effective evaluation. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is mostly used appropriately.	7–9	2	Limited knowledge of the multi-store model of memory is present. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy	4–6	<p>12</p> <p>AO1 = 6 AO3 = 6</p>
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		and organisation in places. Specialist terminology is occasionally used appropriately.		
	1	Knowledge of the multi-store model of memory is very limited. Evaluation 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.	1–3	
	0	No creditable content.	0	

Section B: Social Psychology

Total for this section: 30 marks

Question	Marking Guidance	Total Marks
06	<p>Name and outline one explanation of conformity.</p> <p>Award marks as follows: 1 mark for naming an explanation of conformity – normative or informational influence</p> <p>Plus</p> <p>1 mark for some demonstration of understanding for that explanation of conformity:</p> <ul style="list-style-type: none"> • Normative – conforming to be liked/fit in. • Informational – conforming to be right/correct/in the absence of a clear correct answer or where you think others know more than you. <p>Plus</p> <p>1 mark for some elaboration such as providing further details and/or the inclusion of an accurate example.</p> <p>NOTE: if a candidate names an explanation but gives an accurate outline of the other explanation, a maximum of 2 marks should be awarded.</p>	<p>3</p> <p>AO1 = 3</p>

Question	Marking Guidance	Total Marks															
<p>07</p>	<p><i>Jessica and Ayesha are talking with friends at work about the need to recycle more. Jessica publicly agrees that it is a good idea but continues with her usual behaviour of not recycling. However, Ayesha strongly agrees that more recycling is needed, and she sets up an area at work for recycling.</i></p> <p><i>Explain the types of conformity shown by Jessica and Ayesha.</i></p> <p>Possible application:</p> <ul style="list-style-type: none"> • Jessica shows compliance as she agrees openly but may disagree privately. • Jessica is showing a superficial level of conformity. • Jessica does not take any action and continues her day as usual suggesting she may not actually agree. • Ayesha shows internalisation as she passionately agrees both publicly and privately. • Ayesha is showing a deeper level of conformity (conversion of views/beliefs). • Ayesha has adopted the views on recycling and has created a recycling area. <p>Credit other relevant information.</p> <table border="1" data-bbox="284 1081 1294 1592"> <thead> <tr> <th data-bbox="284 1081 437 1115">Level</th> <th data-bbox="437 1081 1161 1115">Description</th> <th data-bbox="1161 1081 1294 1115">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="284 1115 437 1249">3</td> <td data-bbox="437 1115 1161 1249">Application of knowledge to types of conformity is mostly thorough and effective. The answer is clear and organised. There is some effective use of specialist terminology.</td> <td data-bbox="1161 1115 1294 1249">5–6</td> </tr> <tr> <td data-bbox="284 1249 437 1420">2</td> <td data-bbox="437 1249 1161 1420">Application of knowledge to types of conformity is evident but lacks effectiveness in places. The answer lacks clarity and organisation in places. There is some appropriate use of specialist terminology.</td> <td data-bbox="1161 1249 1294 1420">3–4</td> </tr> <tr> <td data-bbox="284 1420 437 1554">1</td> <td data-bbox="437 1420 1161 1554">Application of knowledge to types of conformity is limited. The answer lacks clarity and is poorly organised. Specialist terminology is either absent or inappropriately used.</td> <td data-bbox="1161 1420 1294 1554">1–2</td> </tr> <tr> <td data-bbox="284 1554 437 1592">0</td> <td data-bbox="437 1554 1161 1592">No creditable content.</td> <td data-bbox="1161 1554 1294 1592">0</td> </tr> </tbody> </table>	Level	Description	Marks	3	Application of knowledge to types of conformity is mostly thorough and effective. The answer is clear and organised. There is some effective use of specialist terminology.	5–6	2	Application of knowledge to types of conformity is evident but lacks effectiveness in places. The answer lacks clarity and organisation in places. There is some appropriate use of specialist terminology.	3–4	1	Application of knowledge to types of conformity is limited. The answer lacks clarity and is poorly organised. Specialist terminology is either absent or inappropriately used.	1–2	0	No creditable content.	0	<p>6</p> <p>AO2 = 6</p>
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Question	Marking Guidance	Total Marks
<p>08</p>	<p>Which of the following is not a variable affecting conformity as investigated by Asch? Shade one box only.</p> <p>A. group size B. location C. task difficulty D. unanimity</p> <p>Answer = B (location)</p>	<p>1</p> <p>AO1 = 1</p>

Question	Marking Guidance	Total Marks									
<p>09</p>	<p>Discuss Milgram’s research into situational variables affecting obedience.</p> <p>Possible content:</p> <ul style="list-style-type: none"> • Proximity – learner brought into the same room as the teacher, whereby obedience rates reduced (40%). • Proximity - teacher had to physically place/force the learner’s hand onto a shock plate, obedience rates reduced (30%). • Proximity – experimenter left the room and gave instructions via telephone/ speaker, obedience rates reduced (20.5%). • Location - changed the setting/location from Yale university to a run-down office block (in Bridgeport), obedience rates reduced (47.5%). • Uniform - initially experimenter wore a (grey) lab coat, high obedience rate (65%), compared to the experimenter being replaced by an assistant/member of the public not wearing a lab coat, obedience rate decreased (20%). • Some credit can be given for details of Milgram’s original study (all studies into situational variables followed this procedure). <p>Credit other relevant content.</p> <p>Possible discussion:</p> <ul style="list-style-type: none"> • Supporting evidence from research, eg Bickman, Hofling. • Milgram’s research lacks (population) validity as he only tested American males, research into obedience in other countries and/or females have often shown different results (cultural and gender bias). • Research has high (internal) validity as it was conducted in controlled laboratory environments using standardised procedures. • Methodological issues of Milgram’s research, eg possibility of demand characteristics, lacking ecological validity. • Ethical issues of Milgram’s research, eg deception, protection from harm, informed consent. • Discussion of the reasons why rates of obedience change in different situations, eg agentic/autonomous state and legitimacy of authority. • Discussions of the implications of the research for real life eg in the workplace. <p>Credit other relevant evaluation points.</p> <table border="1" data-bbox="284 1697 1294 2069"> <thead> <tr> <th data-bbox="284 1697 437 1733">Level</th> <th data-bbox="437 1697 1161 1733">Description</th> <th data-bbox="1161 1697 1294 1733">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="284 1733 437 1973">4</td> <td data-bbox="437 1733 1161 1973">Knowledge of Milgram’s research into situational variables affecting obedience is mostly accurate and generally well detailed. Discussion is mostly effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear and focused. Specialist terminology is mostly used effectively.</td> <td data-bbox="1161 1733 1294 1973">16–20</td> </tr> <tr> <td data-bbox="284 1973 437 2069">3</td> <td data-bbox="437 1973 1161 2069">Knowledge of Milgram’s research into situational variables affecting obedience is evident but there are occasional inaccuracies/omissions. There is some</td> <td data-bbox="1161 1973 1294 2069">11–15</td> </tr> </tbody> </table>	Level	Description	Marks	4	Knowledge of Milgram’s research into situational variables affecting obedience is mostly accurate and generally well detailed. Discussion is mostly effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear and focused. Specialist terminology is mostly used effectively.	16–20	3	Knowledge of Milgram’s research into situational variables affecting obedience is evident but there are occasional inaccuracies/omissions. There is some	11–15	<p>20</p> <p>AO1 = 8 AO3 = 12</p>
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		effective discussion. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is mostly used appropriately.		
	2	Limited knowledge of Milgram’s research into situational variables affecting obedience is present. Any discussion is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is occasionally used appropriately.	6–10	
	1	Knowledge of Milgram’s research into situational variables affecting obedience 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.	1–5	
	0	No creditable content.	0	

Section C: Psychopathology

Total for this section: 30 marks

Question	Marking Guidance	Total Marks
10	<p><i>Rebecca has recently stopped leaving her house. She no longer goes to work and has stopped spending time with her friends and family. Rebecca is also not eating or sleeping as much as she used to do, and has stopped showering.</i></p> <p>Briefly explain how Rebecca’s behaviour may be seen as abnormal using the failure to function adequately definition of abnormality.</p> <p>Award marks as follows: 2 marks for a clear and accurate explanation with some elaboration eg one or more examples of Rebecca’s behaviour such as not going to work. 1 mark for a limited/muddled explanation.</p> <p>Possible content: Rebecca is not carrying out everyday activities/coping with the demands of day-to-day life.</p>	<p>2</p> <p>AO2 = 2</p>

Question	Marking Guidance	Total Marks															
11.1	<p>Describe the two-process model as an explanation of phobias.</p> <p>Possible content:</p> <ul style="list-style-type: none"> • Phobias are learnt through classical conditioning and maintained through operant conditioning. • The classical conditioning element suggests that the phobic object starts as a neutral stimulus which is associated with an unconditioned stimulus (eg shock) resulting in an unconditioned response of fear/anxiety. • The neutral stimulus then becomes a conditioned stimulus resulting in a conditioned response of fear/anxiety. • The operant conditioning element suggests that the person actively avoids or escapes the phobic stimulus resulting in negative reinforcement (rewarding/pleasurable) so the phobia is maintained. <p>Credit any other relevant content.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Description</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>Description of the two-process model is detailed and appropriate. The answer is clear with appropriate use of terminology.</td> <td>5–6</td> </tr> <tr> <td>2</td> <td>Description of the two-process model is relevant but detail is lacking. The answer lacks clarity in places. There is some appropriate use of specialist terminology.</td> <td>3–4</td> </tr> <tr> <td>1</td> <td>Description of the two-process model is very limited. The answer is vague/muddled. Specialist terminology is either absent or inappropriately used.</td> <td>1–2</td> </tr> <tr> <td>0</td> <td>No creditable content.</td> <td>0</td> </tr> </tbody> </table>	Level	Description	Marks	3	Description of the two-process model is detailed and appropriate. The answer is clear with appropriate use of terminology.	5–6	2	Description of the two-process model is relevant but detail is lacking. The answer lacks clarity in places. There is some appropriate use of specialist terminology.	3–4	1	Description of the two-process model is very limited. The answer is vague/muddled. Specialist terminology is either absent or inappropriately used.	1–2	0	No creditable content.	0	<p>6</p> <p>AO1 = 6</p>
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Question	Marking Guidance	Total Marks									
11.2	<p>Explain one strength of the two-process model of phobias.</p> <p>Possible strengths:</p> <ul style="list-style-type: none"> • Evidence to support the two-process model, eg Watson & Rayner’s study of Little Albert, Bandura & Rosenthal. • Two-process model has proved useful as it has led to the development of behavioural treatments, eg systematic desensitisation and flooding. • Has a strong scientific basis in conditioning theory. <p>Credit other relevant strengths</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Description</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>Explanation of a strength of the two-process model is detailed and appropriate. The answer is clear with appropriate use of terminology.</td> <td>3</td> </tr> <tr> <td>2</td> <td>Explanation of a strength of the two-process model is relevant but detail is lacking. The answer lacks</td> <td>2</td> </tr> </tbody> </table>	Level	Description	Marks	3	Explanation of a strength of the two-process model is detailed and appropriate. The answer is clear with appropriate use of terminology.	3	2	Explanation of a strength of the two-process model is relevant but detail is lacking. The answer lacks	2	<p>3</p> <p>AO3 = 3</p>
Level	Description	Marks									
3	Explanation of a strength of the two-process model is detailed and appropriate. The answer is clear with appropriate use of terminology.	3									
2	Explanation of a strength of the two-process model is relevant but detail is lacking. The answer lacks	2									

		clarity in places. There is some appropriate use of specialist terminology.		
	1	Explanation of a strength of the two-process model is very limited. The answer is vague/muddled. Specialist terminology is either absent or inappropriately used.	1	
	0	No creditable content.	0	

Question	Marking Guidance	Total Marks												
12	<p><i>Jamil has a phobia of water. Jamil's fear stops him taking his children to the local swimming pool.</i></p> <p>Explain how Jamil's phobia could be treated using systematic desensitisation.</p> <p>Possible content:</p> <ul style="list-style-type: none"> • Jamil must be taught relaxation techniques, eg meditation prior to exposure to water. • An anxiety hierarchy must be created; candidates should give relevant examples, such as hearing the word 'water', seeing a picture of water, standing by water/side of a swimming pool. • Jamil must work gradually through the water hierarchy starting with exposure at the lowest/ bottom level, becoming relaxed at each stage. • Treatment ends when Jamil can remain relaxed in the most feared situation eg standing in water. <table border="1"> <thead> <tr> <th>Level</th> <th>Description</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>Explanation of how Jamil's phobia of water can be treated using systematic desensitisation is appropriate and has some detail. The answer is clear with appropriate use of terminology.</td> <td>3-4</td> </tr> <tr> <td>1</td> <td>Explanation of how Jamil's phobia of water can be treated using systematic desensitisation is limited, vague or muddled. Specialist terminology is either absent or inappropriately used.</td> <td>1-2</td> </tr> <tr> <td>0</td> <td>No creditable content.</td> <td>0</td> </tr> </tbody> </table>	Level	Description	Marks	2	Explanation of how Jamil's phobia of water can be treated using systematic desensitisation is appropriate and has some detail. The answer is clear with appropriate use of terminology.	3-4	1	Explanation of how Jamil's phobia of water can be treated using systematic desensitisation is limited, vague or muddled. Specialist terminology is either absent or inappropriately used.	1-2	0	No creditable content.	0	<p>4</p> <p>AO2 = 4</p>
Level	Description	Marks												
2	Explanation of how Jamil's phobia of water can be treated using systematic desensitisation is appropriate and has some detail. The answer is clear with appropriate use of terminology.	3-4												
1	Explanation of how Jamil's phobia of water can be treated using systematic desensitisation is limited, vague or muddled. Specialist terminology is either absent or inappropriately used.	1-2												
0	No creditable content.	0												

Question	Marking Guidance	Total Marks
<p>13</p>	<p>Name and briefly outline two defining characteristics of depression.</p> <p>Award marks as follows: 1 mark for the name of each characteristic of depression.</p> <p>Plus</p> <p>1 mark for an accurate outline for each chosen characteristic.</p> <p>Possible content:</p> <ul style="list-style-type: none"> • Low mood – feeling sad/unhappy/a sense of worthlessness. • Anger – may be directed at themselves or others. • Reduced activity – person may speak/move less, eg stay in bed. • Disturbances to sleep/eating – may result in either increased or decreased sleeping/eating. • Negative thoughts – focus on the negative aspects of a situation/constantly think negatively about themselves/others/future. • Feelings of helplessness – feel as if they cannot do anything to change the situation. • Poor concentration – unable to focus on tasks such as work or school. <p>Credit other relevant content.</p> <p>If more than two characteristics are presented, credit the best two.</p>	<p>4</p> <p>AO1 = 4</p>

Question	Marking Guidance	Total Marks
<p>14</p>	<p>Figure 1 shows Beck’s negative triad.</p> <p>Complete (i) and (ii) in Figure 1 below.</p> <p>1 mark for negative view of the self 1 mark for negative view of the future</p>	<p>2</p> <p>AO1 = 2</p>

Question	Marking Guidance	Total Marks															
<p>15</p>	<p>Evaluate the cognitive explanation of depression.</p> <p>Possible content:</p> <ul style="list-style-type: none"> • Use of research evidence to support the cognitive explanation, eg Beck at al, Lloyd & Lishman, Hammen & Krantz. • It has important practical uses as it led to the development of CBT as a way of treating depression through changing thought processes. • It does not distinguish between cause and effect factors. • It does not acknowledge/account for evidence showing biological links to depression, eg low serotonin in depressed patients and drug therapies that raise serotonin which alleviate symptoms. • It does not account for the manic phases seen in patients with bipolar depression. <p>Credit other relevant evaluation points</p> <table border="1" data-bbox="284 909 1294 1424"> <thead> <tr> <th data-bbox="284 909 437 949">Level</th> <th data-bbox="437 909 1160 949">Description</th> <th data-bbox="1160 909 1294 949">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="284 949 437 1081">3</td> <td data-bbox="437 949 1160 1081">Evaluation of the cognitive explanation of depression is mostly thorough and effective. The answer is clear and organised. There is some effective use of specialist terminology.</td> <td data-bbox="1160 949 1294 1081">7-9</td> </tr> <tr> <td data-bbox="284 1081 437 1252">2</td> <td data-bbox="437 1081 1160 1252">Evaluation of the cognitive explanation of depression is evident but lacks effectiveness in places. The answer lacks clarity and organisation in places. There is some appropriate use of specialist terminology.</td> <td data-bbox="1160 1081 1294 1252">4-6</td> </tr> <tr> <td data-bbox="284 1252 437 1384">1</td> <td data-bbox="437 1252 1160 1384">Evaluation of the cognitive explanation of depression is limited. The answer lacks clarity and is poorly organised. Specialist terminology is either absent or inappropriately used.</td> <td data-bbox="1160 1252 1294 1384">1-3</td> </tr> <tr> <td data-bbox="284 1384 437 1424">0</td> <td data-bbox="437 1384 1160 1424">No creditable content.</td> <td data-bbox="1160 1384 1294 1424">0</td> </tr> </tbody> </table>	Level	Description	Marks	3	Evaluation of the cognitive explanation of depression is mostly thorough and effective. The answer is clear and organised. There is some effective use of specialist terminology.	7-9	2	Evaluation of the cognitive explanation of depression is evident but lacks effectiveness in places. The answer lacks clarity and organisation in places. There is some appropriate use of specialist terminology.	4-6	1	Evaluation of the cognitive explanation of depression is limited. The answer lacks clarity and is poorly organised. Specialist terminology is either absent or inappropriately used.	1-3	0	No creditable content.	0	<p>9</p> <p>AO3 = 9</p>
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0	No creditable content.	0															

PS01 grid

	AO1	AO2	AO3	Total
Section A				
01	6			6
02			2	2
03			4	4
04		6		6
05	6		6	12
Section B				
06	3			3
07		6		6
08	1			1
09	8		12	20
Section C				
10		2		2
11.1	6			6
11.2			3	3
12		4		4
13	4			4
14	2			2
15			9	9
Unit total	36	18	36	90