INTERNATIONAL AS

PSYCHOLOGY

PS01

Unit 1: Introductory Topics in Psychology

Mark scheme

January 2022

221XPS01/MS

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

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
01.1	Briefly outline what is meant by coding. • **1 mark** for a brief outline of coding – changing the form/format of information in order for storage to occur.	**1** **AO1 = 1**
01.2	Identify the type of coding mainly used by: Long-term memory Short-term memory Sensory register **1 mark** for each correct answer. • Long-term memory = Semantic • Short-term = Acoustic/auditory/phonological • Sensory register = Modality specific/separate modes for each sense For the sensory register, a list of the separate modes used is acceptable, eg iconic, echoic, haptic, etc.	**3** **AO1 = 3**
02	Nada is revising from her psychology book when she receives a text message. Nada texts back but then realises that she cannot remember what she had just read in the book. Use your knowledge of rehearsal in the multi-store model of memory to explain why Nada could not remember what she had just read. <table><tr><th>Level</th><th>Description</th><th>Marks</th></tr><tr><td>3</td><td>The explanation is a clear and coherent application for why Nada cannot remember the information in relation to the MSM.</td><td>3</td></tr><tr><td>2</td><td>The explanation is a less detailed application for why Nada cannot remember the information in relation to the MSM.</td><td>2</td></tr><tr><td>1</td><td>A limited/vague/muddled application for why Nada cannot remember the information in relation to the MSM.</td><td>1</td></tr><tr><td>0</td><td>No creditable content</td><td></td></tr></table> **Possible content:** • Information from the book was paid attention to and was therefore in Nada's STM. • Text message distracted/prevented her from rehearsing (through maintenance or elaborative rehearsal) the book information. • This prevented the information from the book moving into LTM and therefore the information was lost/forgotten.	**3** **AO2 = 3**

03	Briefly describe the role of the central executive within the working memory model. **1 mark** for a brief description of the role of the central executive, eg the central executive co-ordinates (is the master of) the other stores/systems (slaves). **PLUS** **1 mark** for accurate elaboration about its role/function eg has a limited capacity/codes information in any format/sends auditory information to the phonological loop/visual information to the visuo-spatial sketchpad for processing.	**2** **AO1 = 2**
04	Briefly explain **one** limitation of the working memory model. **1 mark** for brief explanation of a limitation of the working memory model. **PLUS** **1 mark** for some elaboration of the limitation. **Possible limitations:** • Role of the central executive is not well explained. • Little research has been done into the episodic buffer. Credit other relevant limitations.	**2** **AO3 = 2**
05	Select **one** of the terms below to complete the statement about types of long-term memory. Shade **one** box. Memory about events in your life refers to: **A** episodic memory. **B** procedural memory. **C** semantic memory. **D** sensory memory. **Answer** = **A** (Episodic memory)	**1** **AO1 = 1**

06	Evaluate research into **one or more** factors affecting the accuracy of eyewitness testimony.	6 AO3 = 6

Possible content:
- Leading question research, eg use of videos therefore not realistic.
- Research lacks ecological validity and does not reflect real-life experiences of EWT.
- Research causing anxiety may be considered unethical.
- Research has important implications for dealing with witnesses of incidents, eg police realise importance of preventing witnesses from discussing the event.

Credit other relevant evaluation points.

NOTE: Do not credit description of research into EWT, answer must focus on evaluation of the research itself.

Level	Description	Marks
3	Evaluation of research into factor(s) affecting the accuracy of EWT is mostly thorough and effective. The answer is clear and organised. There is some effective use of specialist terminology.	5–6
2	Evaluation of research into factor(s) affecting the accuracy of EWT 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	Evaluation of research into factor(s) affecting the accuracy of EWT is limited. The answer lacks clarity and is poorly organised. Specialist terminology is either absent or inappropriately used.	1–2
0	No creditable content	

07	Kamal was walking home with his friends when he saw two men fighting. Kamal was later interviewed at the police station. An officer trained in using the cognitive interview asked him about what he had seen. Outline and evaluate the cognitive interview as a way of enhancing the accuracy of eyewitness testimony. In your answer, refer to **two or more** cognitive interview techniques that the police officer might use with Kamal.	12 AO1 = 6 AO2 = 2 AO3 = 4

Possible content:
- Context reinstatement – witnesses are asked to imagine themselves back at the scene and recall details such as the weather, sounds, emotions, etc.
- Recall everything – witnesses are encouraged to recall everything they can remember, even things that might seem trivial or irrelevant.
- Change perspective – witnesses are asked to imagine what another person may have seen from their viewpoint.
- Change order – witnesses are asked to recall the event in different orders, eg from the end back to the start.
- Enhanced cognitive interview – witnesses are encouraged to relax, take their time during recall, etc.

Possible application:
- Context reinstatement – the police officer would ask Kamal to try and remember information about the environment at the time of the fight such as how he was feeling, what the weather was like, etc.
- Recall everything – the police officer would ask Kamal to recall everything he could about the fight including any details that might seem unimportant or minor.
- Change perspective – Kamal may be asked to imagine what one of his friends may have seen from their viewpoint.
- Change order – Kamal may have been asked to start his recall with the man running off and then working backwards to the beginning of the fight.

Possible evaluation:
- Research evidence (eg Kohnken et al's meta analysis of 50 studies) has shown that cognitive interviews consistently provide more correct information than standard interviews.
- All techniques are useful, eg Milne and Bull found that each, by itself, produced more information than a standard interview.
- Cognitive interview is a time-consuming process. The standard interview methods are often more favoured due to their speed.
- Police have to be specially trained in how to successfully use the cognitive interview. This training requires funding and takes police off the streets in order to be trained. Many police forces do not offer more than an hour of training, resulting in a less effective cognitive interview process.
- Although the amount of correctly recalled information increases there is also an increase in incorrectly recalled information as well (Kohnken et al).

Credit other relevant information.

Level	Description	Marks
4	Knowledge of the cognitive interview is accurate and generally well detailed. Application and evaluation is 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 cognitive interview is evident but there are occasional inaccuracies/omissions. Application and evaluation is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is mostly used appropriately.	7–9
2	Limited knowledge of the cognitive interview is present. Any application and evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is occasionally used appropriately.	4–6
1	Knowledge of the cognitive interview is very limited. Application and 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	

Section B: Social Psychology   **Total for this section: 30 marks**

Question	Marking Guidance	Total Marks
08	Explain **one** strength and **one** limitation of Asch's research into conformity.	**6**
	Possible strengths:	**AO3 = 6**

- Asch's study was a laboratory experiment so had high control over extraneous variables (eg environmental distractions), therefore more confident in establishing cause and effect.
- Asch's results have been replicated many times so the results can be considered to be reliable.
- Results of Asch's experiments (particularly the post-experiment interviews) clearly showed that the participants conformed (to an obviously wrong answer) due to normative and/or informational social influence.

Credit other relevant strengths.

Level	Description	Marks
3	An appropriate strength of Asch's research is explained with accuracy and clarity.	3
2	A strength is explained with some accuracy and some clarity.	2
1	A possible strength is explained, although answer is muddled or vague.	1
0	No creditable content	

Possible limitations:
- Asch's findings may not be relevant today (child of its time/historically biased/lacks temporal validity) as the results may be influenced by attitudes of the 1950s where post-war attitudes and McCarthyism era meant people were generally more conformist anyway.
- Asch used an artificial task (judging line lengths), therefore not an ecologically valid measure of real-life conformity.
- Limited sample of participants as Asch only used males (gender bias) therefore it may not reflect female behaviour.
- Asch's research may be unethical as he deceived his participants (believed they were taking part in a test of perception) and failed to protect them from harm (they were put in a stressful and embarrassing situation).

Credit other relevant limitations.

Level	Description	Marks
3	An appropriate limitation of Asch's research is explained with accuracy and clarity.	3
2	A limitation is explained with some accuracy and some clarity.	2
1	A possible limitation is explained, although answer is muddled or vague.	1
0	No creditable content	

09	Nina is looking at paintings in an art gallery with her friends. All of her friends, who study art, agree that a particular painting is excellent. However Nina, who does not study art, cannot decide if she likes it. Nina's friends ask her whether she likes the painting. Explain how informational influence might affect Nina's answer. **Possible content:** • Nina is likely to show conformity with the group as she wants to be right. • As Nina knows very little about art she will look to her friends for guidance. • Nina will believe that they know more about art than she does (because they study art and she doesn't). • All her friends agree that they think the painting is excellent, so Nina will believe this is the correct response and conform.	**4** **AO2 = 4**

Level	Description	Marks
2	Explanation of how informational influence will affect Nina's answer is accurate and detailed.	3–4
1	Explanation of how informational influence will affect Nina's answer is vague/muddled.	1–2
0	No creditable content	

10	Describe and evaluate **one or more** explanations of resistance to social influence. **Possible content:** Locus of control • Those with an internal locus of control are more likely to resist the pressure to conform. • They are less likely to obey and/or conform than those with an external locus of control. • They believe they control their own lives and are less concerned with social approval. • Those with an external locus of control have the opposite traits to those above. • Candidates could describe how locus of control is measured through the use of questionnaires such as Rotter's LOC questionnaire. Social support • Non-conformity/disobedience is more likely if people see others resisting social influence, eg seeing others disobey and/or not conforming gives them the confidence to also do so. • Candidates could describe forms of social support such as disobedient role models and having an ally. • Candidates could explain why these produce resistance, eg it breaks the unanimity of group in conformity situations and/or challenges the legitimacy of authority figure. Credit other relevant content, eg gender, other aspects of personality.	**20** **AO1 = 8** **AO3 = 12**

Possible evaluation:

- Use of evidence to support the influence of the explanations chosen. This could include use of specific studies of non-conformity/disobedience such as variations of Asch's and/or Milgram's basic experiments that demonstrated increased resistance.
- Problems of using questionnaires to assess personality traits like locus of control as participants may give socially desirable answers that result in invalid measures of their personality.
- Use of real-world examples to illustrate the explanations given.
- Comparison of the relative power/relevance of the explanations.
- Recent research suggests people have become more external but are actually more likely to resist social influence.
- Discussion/analysis of different forms of resistance, eg independent behaviour vs anti-conformity.

Credit other relevant evaluation points.

Level	Description	Marks
4	Knowledge of explanation(s) of resistance to social influence 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.	16–20
3	Knowledge of explanation(s) of resistance to social influence 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.	11–15
2	Limited knowledge of explanation(s) of resistance to social influence is present. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is occasionally used appropriately.	6–10
1	Knowledge of explanation(s) of resistance to social influence 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.	1–5
0	No creditable content	

Section C: Psychopathology   **Total for this section: 30 marks**

Question	Marking Guidance	Total Marks
11	Helen is always late for school. Despite getting up early, she spends hours completing certain behaviours before she feels calm enough to leave the house. These behaviours include carefully checking her clothes are not creased, brushing her teeth three times with three different toothbrushes and turning each light in the house on and off five times. Use your knowledge of any **two** definitions of abnormality to explain how Helen's behaviour might be considered abnormal. **Possible application:** • Helen's behaviours are causing her to be late for school and therefore she could be deemed as abnormal as she is failing to successfully complete normal day-to-day activities like being on time to school. (Failure to function adequately). • Helen is failing to meet some of the criteria for mental health such as self-actualisation as she is risking her education by always being late; not showing a resistance to stress as she doesn't feel calm until she has completed the behaviours. (Deviation from ideal mental health). • Helen has to turn each light on and off five times in the house, this behaviour breaks (implicit) social norms as people would not expect others to turn lights on and off multiple times. This would therefore be considered abnormal behaviour. (Deviation from social norms). • It would be considered statistically rare behaviour to brush your teeth three times in a morning with three different toothbrushes as the majority of people brush their teeth just once in a morning with one toothbrush. (Statistical infrequency). • Credit appropriate use of Helen's behaviours in the stem for more than one definition.	**6** **AO2 = 6**

Level	Description	Marks
3	Explanation of how two definitions of abnormality would identify Helen's behaviour as abnormal is detailed and appropriate. The answer is clear with appropriate use of terminology.	5–6
2	Explanation of how two definitions of abnormality would identify Helen's behaviour as abnormal is relevant but detail/application is lacking. The answer lacks clarity in places. Or just one definition at Level 3.	3–4
1	Explanation of how two definitions of abnormality would identify Helen's behaviour as abnormal is very limited. The answer is vague/muddled. Or just one definition at Level 2.	1–2
0	No creditable content	

12	Describe Ellis's ABC model as a cognitive explanation for depression.	6
		AO1 = 6
	Possible content:	

Possible content:
- Ellis believed that good mental health is due to rational thinking but depression is a result of irrational thinking.
- Ellis developed the model to explain how people react differently to situations.
- The ABC model provides a sequence to explain how irrational thoughts could lead to depression.
- A is the activating event to which there is a reaction (eg failing a test)
- B is the belief a person has about that situation which can be rational or irrational. For depression, a person thinks irrationally (eg they must always succeed at everything they do).
- C is the consequence which relates to changes in feelings and behaviours. In depression, negative feelings and inappropriate behaviours are caused by the irrational beliefs (eg become unhappy and withdraw from others due to thoughts of failure).
- Overall the way a person thinks about events that occur is the cause for the unhappiness being experienced.

Credit other relevant information including use of an example.

Level	Description	Marks
3	Description of Ellis's ABC model is clear and generally well detailed. The answer is clear with appropriate use of terminology.	5–6
2	Description of Ellis's ABC model is relevant but detail is lacking. The answer lacks clarity in places	3–4
1	Description of Ellis's ABC model is very limited. The answer is vague/muddled.	1–2
0	No creditable content	

13	Ismail has a phobia of flying insects. Whenever he sees one he becomes very worried. His breathing and heart rate quicken, he starts shaking and thinks it is going to sting or bite him. Ismail also screams and runs away when he sees one. Recently Ismail has stopped going outside during the day in order to keep away from flying insects. Outline **three** defining characteristics of phobias. Refer to Ismail's behaviour in your answer. For any three of the following, award marks as follows: **1 mark** for outlining a defining characteristic. **1 mark** for identifying the appropriate behaviour shown by Ismail. **Possible content:** • Ismail shows panic by running away from any insects when he sees them. • Ismail shows avoidance as he has stopped going outside during the day. • Ismail shows extreme anxiety/fear whenever he sees an insect. • Ismail shows irrational beliefs as he thinks any insect will sting or bite him. • Ismail shows physical characteristics of fight or flight as his breathing/heart rate quicken. • Accept other relevant characteristics and application of Ishmail's behaviour.	**6** **AO1 = 3** **AO2 = 3**
14.1	Describe flooding as a treatment for phobias. **Possible content:** • Based on classical conditioning (extinction i.e. breaking CS-CR bond). • Involves being bombarded with the feared stimulus. • No ability to escape (prevention of avoidance). • Causes a patient's anxiety levels to raise but will eventually reduce/subside as anxiety cannot remain high indefinitely. • When anxiety levels drop the association between the stimulus and anxiety is broken (ie becomes extinct). • Can be done in vivo/in vitro. Credit other relevant information such as the use of examples.	**6** **AO1 = 6**

Level	Description	Marks
3	Description of flooding as a treatment for phobias is clear and generally well detailed. The answer is clear with appropriate use of terminology.	5–6
2	Description of flooding as a treatment for phobias is relevant but detail is lacking. The answer lacks clarity in places	3–4
1	Description of flooding as a treatment for phobias is very limited. The answer is vague/muddled.	1–2
0	No creditable content	

14.2	Evaluate flooding as a treatment for phobias.	6
	Possible content:	**AO3 = 6**
	• Discussion of issues related to suitability and effectiveness for different types of phobia, eg flooding works well for specific phobias such as heights but less useful for other types of phobias such as a fear of water or social phobias.	
	• Discussion of success outside the clinical situation and long-term effectiveness.	
	• Discussion of ethical problems when using flooding, ie putting patient under an immense level of stress and anxiety.	
	• Discussion of how flooding is not appropriate for all types of patients, ie should not be used with children or elderly due to the extreme levels of anxiety experienced.	
	• Candidates may make comparisons with alternative treatments such as systematic desensitisation or CBT (eg these are less unethical and more appropriate for a wider range of patients, flooding is also a much quicker treatment).	
	• Use of research evidence to support or refute use of treatment, eg Shipley et al found that only 0.2% of patients experienced side effects such as panic attacks suggesting it is an appropriate treatment for most people.	
	Credit other relevant evaluation points, any reference to timing or costs must be made appropriate.	

Level	Description	Marks
3	Evaluation of flooding is mostly thorough and effective. The answer is clear and organised. There is some effective use of specialist terminology.	5–6
2	Evaluation of flooding 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	Evaluation of flooding is limited. The answer lacks clarity and is poorly organised. Specialist terminology is either absent or inappropriately used.	1–2
0	No creditable content	

PS01 grid

	AO1	AO2	AO3	Total
Section A				
01.1	1			**1**
01.2	3			**3**
02		3		**3**
03	2			**2**
04			2	**2**
05	1			**1**
06			6	**6**
07	6	2	4	**12**
Section B				
08			6	**6**
09		4		**4**
10	8		12	**20**
Section C				
11		6		**6**
12	6			**6**
13	3	3		**6**
14.1	6			**6**
14.2			6	**6**
Unit total	**36**	**18**	**36**	**90**