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PS01

Unit 1 Introductory Topics in Psychology

Mark scheme

January 2023

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2 3 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
01	<p>Features of the multi-store model of memory include capacity and coding. What is meant by these terms?</p> <p>Capacity Coding</p> <p>1 mark for each accurate definition:</p> <ul style="list-style-type: none"> • Capacity refers to how much information the memory store can hold. • Coding refers to the way in which information is stored/held/put into/processed into memory. 	<p>2</p> <p>AO1 = 2</p>

Question	Marking Guidance	Total Marks															
02.1	<p>Describe the working memory model.</p> <p>Possible content:</p> <ul style="list-style-type: none"> • Considers the STM to be an active processing system rather than a unitary system (as suggested by the MSM). • Central executive controls/oversees the whole system and designates tasks to the sub-systems. • Phonological loop processes auditory information. Split into phonological store (inner ear) and articulatory control process (inner voice). • Visuo-spatial sketchpad processes visual and spatial information (inner eye). • Episodic buffer serves as a temporary storage system to inter-connect information from each system and provides the main link to LTM. • Each part of the WMM has a limited capacity. <p>Credit 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 working memory model is detailed and appropriate. The answer is clear with appropriate use of specialist terminology.</td> <td>5–6</td> </tr> <tr> <td>2</td> <td>Description of the working memory 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 working memory 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></td> </tr> </tbody> </table>	Level	Description	Marks	3	Description of the working memory model is detailed and appropriate. The answer is clear with appropriate use of specialist terminology.	5–6	2	Description of the working memory 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 working memory model is very limited. The answer is vague/muddled. Specialist terminology is either absent or inappropriately used.	1–2	0	No creditable content.		<p>6</p> <p>AO1 = 6</p>
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Question	Marking Guidance	Total Marks															
<p>02.2</p>	<p>Explain one strength of the working memory model.</p> <p>Possible strengths:</p> <ul style="list-style-type: none"> • Comparisons with MSM as to why WMM could be a better explanation for STM. • Research support to demonstrate the existence of the different components of STM, eg Baddeley’s dual-task experiments, physiological evidence from brain scans, use of case study evidence such as KF. • Discussion of practical applications of knowledge gained from WMM, eg developing reading skills and functioning of working memory as a learning/revision aid. <p>Credit other relevant strengths.</p> <table border="1" data-bbox="284 801 1294 1151"> <thead> <tr> <th>Level</th> <th>Description</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>Strength of the working memory model is detailed and appropriate. The answer is clear with appropriate use of specialist terminology.</td> <td>3</td> </tr> <tr> <td>2</td> <td>Strength of the working memory model is relevant but detail/application is lacking. The answer lacks clarity in places.</td> <td>2</td> </tr> <tr> <td>1</td> <td>Strength of the working memory model is very limited. The answer is vague/muddled.</td> <td>1</td> </tr> <tr> <td>0</td> <td>No creditable content.</td> <td></td> </tr> </tbody> </table>	Level	Description	Marks	3	Strength of the working memory model is detailed and appropriate. The answer is clear with appropriate use of specialist terminology.	3	2	Strength of the working memory model is relevant but detail/application is lacking. The answer lacks clarity in places.	2	1	Strength of the working memory model is very limited. The answer is vague/muddled.	1	0	No creditable content.		<p>3</p> <p>AO3 = 3</p>
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Question	Marking Guidance	Total Marks									
<p>02.3</p>	<p>Explain one limitation of the working memory model.</p> <p>Possible limitations:</p> <ul style="list-style-type: none"> • Vague information about some components, particularly the central executive. • Model does not account for some types of memory such as musical memory since individuals can listen to instrumental music without it impacting acoustic tasks. • Some evidence, eg brain scans suggests the central executive is not unitary. • NOTE: using the limitation that the model does not explain LTM is not creditworthy, but highlighting that the link between WMM and LTM is not well explained can receive credit. <p>Credit other relevant limitations.</p> <table border="1" data-bbox="284 1832 1294 2072"> <thead> <tr> <th>Level</th> <th>Description</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>Limitation of the working memory model is detailed and appropriate. The answer is clear with appropriate use of specialist terminology.</td> <td>3</td> </tr> <tr> <td>2</td> <td>Limitation of the working memory model is relevant but detail/application is lacking. The answer lacks clarity in places.</td> <td>2</td> </tr> </tbody> </table>	Level	Description	Marks	3	Limitation of the working memory model is detailed and appropriate. The answer is clear with appropriate use of specialist terminology.	3	2	Limitation of the working memory model is relevant but detail/application is lacking. The answer lacks clarity in places.	2	<p>3</p> <p>AO3 = 3</p>
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	1	Limitation of the working memory model is very limited. The answer is vague/muddled.	1	
	0	No creditable content.		

Question	Marking Guidance	Total Marks
03	<p>Chan was in a computer shop. She witnessed a person take a laptop and run out of the shop without paying. Chan immediately went to the local police station to report what she had seen.</p> <p>Explain how a police officer could use two components of the cognitive interview to improve the accuracy of Chan’s eyewitness testimony.</p> <p>For each suggested cognitive interview technique:</p> <p>1 mark for identification of an accurate cognitive interview technique that the police officer could use.</p> <p>PLUS</p> <p>1 mark for an explanation of how that technique could be used with Chan to enhance her recall of the crime.</p> <p>Possible content:</p> <ul style="list-style-type: none"> • Chan could be asked to remember everything she possibly can from the crime, even if the details might seem unimportant or even if she is not confident (report everything). • Chan could be asked to picture herself back at the scene of the crime and try to recall the environment such as the weather outside the shop, how she felt, etc (context reinstatement). • Chan could be asked to start at the end of the crime, when the person left the shop without paying for the item and recall the events backwards – from the end of the crime to the start (reverse the order). • Chan could be asked to imagine witnessing the crime from someone else’s point of view in the shop, such as the shopkeeper, another customer or even the perpetrator themselves (change perspective). <p>Credit reference to the enhanced cognitive interview (Fisher et al. 1987) eg <u>interviewer</u>: minimise distractions/tailor language/avoid judgemental comments; <u>interviewee</u>: relax/speak slowly etc.</p>	<p>4</p> <p>AO2 = 4</p>

Question	Marking Guidance	Total Marks															
<p>04</p>	<p>Discuss types of long-term memory.</p> <p>Possible content:</p> <ul style="list-style-type: none"> • Episodic – memory for events that have occurred in our lives, often likened to a diary, eg what happened yesterday. These are complex types of memories and ‘time-stamped’. You usually have to make a conscious effort to recall them. • Semantic – memory for facts and knowledge about the world, eg what the capital city of China is. These are less personal forms of memories and are not ‘time-stamped’. You usually have to make a conscious effort to recall them. • Procedural – memory for motor actions and skills, eg the act of physically driving a car. We often find it difficult to explain these types of memories to others and you can recall them without conscious effort/awareness. <p>Possible discussion:</p> <ul style="list-style-type: none"> • Research support, eg Tulving (1994) brain scan studies showing different parts of the brain activating for different types of memories. • Case study evidence of amnesia, eg HM and Clive Wearing, showing difficulties with just one type of LTM. • Real-life applications of research, eg improving memories in older people with mild cognitive impairments. • Criticism of the use of evidence based on case studies, eg lack of control, difficulty to generalise, uncertainty of memory abilities before damage. • Some researchers suggest only two types of LTM, believing that episodic and semantic are stored together as ‘declarative memory’. <p>Credit other relevant material.</p> <table border="1" data-bbox="284 1319 1294 2063"> <thead> <tr> <th data-bbox="284 1319 437 1352">Level</th> <th data-bbox="437 1319 1160 1352">Description</th> <th data-bbox="1160 1319 1294 1352">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="284 1352 437 1559">4</td> <td data-bbox="437 1352 1160 1559">Knowledge of the types of LTM is accurate and generally well detailed. Discussion is 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="1160 1352 1294 1559">10–12</td> </tr> <tr> <td data-bbox="284 1559 437 1727">3</td> <td data-bbox="437 1559 1160 1727">Knowledge of the types of LTM is evident but there are occasional inaccuracies/omissions. Discussion is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is mostly used appropriately.</td> <td data-bbox="1160 1559 1294 1727">7–9</td> </tr> <tr> <td data-bbox="284 1727 437 1897">2</td> <td data-bbox="437 1727 1160 1897">Limited knowledge of the types of LTM is present. Discussion is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is occasionally used appropriately.</td> <td data-bbox="1160 1727 1294 1897">4–6</td> </tr> <tr> <td data-bbox="284 1897 437 2063">1</td> <td data-bbox="437 1897 1160 2063">Knowledge of the types of LTM 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.</td> <td data-bbox="1160 1897 1294 2063">1–3</td> </tr> </tbody> </table>	Level	Description	Marks	4	Knowledge of the types of LTM is accurate and generally well detailed. Discussion 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 types of LTM is evident but there are occasional inaccuracies/omissions. Discussion is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is mostly used appropriately.	7–9	2	Limited knowledge of the types of LTM is present. Discussion 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 types of LTM 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.	1–3	<p>12</p> <p>AO1 = 6 AO3 = 6</p>
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	0	No creditable content.		
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Section B: Social Psychology

Total for this section: 30 marks

Question	Marking Guidance	Total Marks												
05	<p>Describe social support as an explanation of resistance to social influence.</p> <p>Possible content:</p> <ul style="list-style-type: none"> • Resistance to social influence, eg defiance/non-conformity is more likely if others are seen to disobey/not conform. • If we see others disobey/not conform then it gives us the confidence to do so, particularly when we don't want to obey/conform ourselves. • Credit examples of forms of social support such as a disobedient role model (obedience) or an ally (conformity). • Credit explanations of why having social support relates to resisting social influence, eg breaking the unanimity of the group. <p>Credit other relevant content.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Level</th> <th style="width: 60%;">Description</th> <th style="width: 25%;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2</td> <td>Description of social support as an explanation of resistance to social influence is accurate and detailed. The answer is clear with appropriate use of specialist terminology.</td> <td style="text-align: center;">3–4</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Description of social support as an explanation of resistance to social influence is vague/muddled. Specialist terminology is either absent or inappropriately used.</td> <td style="text-align: center;">1–2</td> </tr> <tr> <td style="text-align: center;">0</td> <td>No creditable content.</td> <td></td> </tr> </tbody> </table>	Level	Description	Marks	2	Description of social support as an explanation of resistance to social influence is accurate and detailed. The answer is clear with appropriate use of specialist terminology.	3–4	1	Description of social support as an explanation of resistance to social influence is vague/muddled. Specialist terminology is either absent or inappropriately used.	1–2	0	No creditable content.		<p>4</p> <p>AO1 = 4</p>
Level	Description	Marks												
2	Description of social support as an explanation of resistance to social influence is accurate and detailed. The answer is clear with appropriate use of specialist terminology.	3–4												
1	Description of social support as an explanation of resistance to social influence is vague/muddled. Specialist terminology is either absent or inappropriately used.	1–2												
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Question	Marking Guidance	Total Marks
06.1	<p>Lucy and Sarah are in the same class in school. Lucy believes that what happens to her in her life is simply down to luck, whereas Sarah believes she is firmly in control of her life.</p> <p>Identify the type of locus of control shown by Lucy. Identify the type of locus of control shown by Sarah.</p> <p>1 mark for correctly identifying:</p> <ul style="list-style-type: none"> • Lucy = external (locus of control). • Sarah = internal (locus of control). 	<p>2</p> <p>AO2 = 2</p>

Question	Marking Guidance	Total Marks
06.2	<p>Lucy’s and Sarah’s friends are taking part in the school talent contest. The friends try to persuade Lucy and Sarah to join in the contest, but neither of them wants to take part.</p> <p>Use your knowledge of locus of control to identify which of the two girls is more likely to resist the pressure to conform. Briefly explain your answer.</p> <p>1 mark for correctly identifying that Sarah is more likely to resist the pressure to conform.</p> <p>PLUS</p> <p>1 mark for some explanation of why Sarah is less likely to conform, eg she believes that she is in control of her life and therefore will be less likely to be persuaded by her friends to take part in the talent contest.</p>	<p>2</p> <p>AO2 = 2</p>

Question	Marking Guidance	Total Marks												
06.3	<p>Evaluate locus of control as an explanation of resistance to social influence.</p> <p>Possible evaluation:</p> <ul style="list-style-type: none"> • Evidence from research, eg Holland – 37% of internals did not continue to the highest shock level in Milgram’s experiment but only 23% of externals did not continue. • Not all research supports the link between locus of control and resistance, eg Twenge (2004) showed that people (in USA) have become more independent but also more external. • Role of LOC in resisting social influence may be exaggerated as it’s only important in new situations; it has little influence in familiar situations where previous experience is more important. • Credit relevant contrast between LOC and other explanations of resistance to social influence. <p>Credit other relevant evaluations.</p> <table border="1" data-bbox="284 1653 1294 2058"> <thead> <tr> <th data-bbox="284 1653 437 1686">Level</th> <th data-bbox="437 1653 1158 1686">Description</th> <th data-bbox="1158 1653 1294 1686">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="284 1686 437 1792">3</td> <td data-bbox="437 1686 1158 1792">Evaluation of locus of control is accurate and effective. The answer is clear and organised. There is some effective use of specialist terminology.</td> <td data-bbox="1158 1686 1294 1792">5–6</td> </tr> <tr> <td data-bbox="284 1792 437 1928">2</td> <td data-bbox="437 1792 1158 1928">Evaluation of locus of control 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 1792 1294 1928">3–4</td> </tr> <tr> <td data-bbox="284 1928 437 2058">1</td> <td data-bbox="437 1928 1158 2058">Evaluation of locus of control is either limited or very limited. The answer lacks clarity and is poorly organised. Specialist terminology is either absent or inappropriately used.</td> <td data-bbox="1158 1928 1294 2058">1–2</td> </tr> </tbody> </table>	Level	Description	Marks	3	Evaluation of locus of control is accurate and effective. The answer is clear and organised. There is some effective use of specialist terminology.	5–6	2	Evaluation of locus of control 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	Evaluation of locus of control is either limited or very limited. The answer lacks clarity and is poorly organised. Specialist terminology is either absent or inappropriately used.	1–2	<p>6</p> <p>AO3 = 6</p>
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3	Evaluation of locus of control is accurate and effective. The answer is clear and organised. There is some effective use of specialist terminology.	5–6												
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Question	Marking Guidance	Total Marks												
07	<p>Jane is in a psychology lesson. Her teacher tells her to complete an essay under timed conditions and Jane obeys.</p> <p>Explain how two situational variables could have influenced Jane to obey her teacher.</p> <p>Possible content:</p> <ul style="list-style-type: none"> • Location – Jane is likely to obey in a lesson as the location is official (ie a situation where obedience is expected) and reinforces the teacher’s position as an authority figure. • Proximity – Jane is in the direct presence of/close proximity to her teacher and is therefore more likely to obey as she might fear the immediate consequences of not obeying. <p>Credit other relevant content related to the stem.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Level</th> <th style="width: 60%;">Description</th> <th style="width: 30%;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2</td> <td>Explanation of how two situational variables influence Jane to obey her teacher is accurate and detailed. The answer is clear with appropriate use of specialist terminology.</td> <td style="text-align: center;">3–4</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Explanation of how two situational variables influence Jane to obey her teacher is vague/muddled. Specialist terminology is either absent or inappropriately used. NOTE: Maximum of one mark for naming one or both situational variables. OR one variable at Level 1/2.</td> <td style="text-align: center;">1–2</td> </tr> <tr> <td style="text-align: center;">0</td> <td>No creditable content.</td> <td></td> </tr> </tbody> </table>	Level	Description	Marks	2	Explanation of how two situational variables influence Jane to obey her teacher is accurate and detailed. The answer is clear with appropriate use of specialist terminology.	3–4	1	Explanation of how two situational variables influence Jane to obey her teacher is vague/muddled. Specialist terminology is either absent or inappropriately used. NOTE: Maximum of one mark for naming one or both situational variables. OR one variable at Level 1/2.	1–2	0	No creditable content.		<p>4</p> <p>AO2 = 4</p>
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Question	Marking Guidance	Total Marks
08	<p>Describe and evaluate Asch’s research into variables affecting conformity.</p> <p>Possible content:</p> <ul style="list-style-type: none"> • Group size – Asch varied the number of confederates in the study from 1 through to 15, conformity rates were very low with just 1 or 2 confederates but increased to around 32% with 3 confederates. More than 3 confederates made little difference to conformity rates. • Task difficulty – Asch made the task harder by making the 3 comparison lines similar lengths so it became less obvious/more difficult to judge the matching line. Conformity rates rose in this situation. • Unanimity – Asch arranged for one of the confederates (usually seated 3rd) to go against the group and give either the correct answer or a different 	<p>12</p> <p>AO1 = 6 AO3 = 6</p>

	<p>wrong answer to the rest of the majority. Conformity rates fell in both situations but were lowest when this confederate gave the correct answer.</p> <ul style="list-style-type: none"> Some credit can be given for details of Asch’s original study (all studies into variables affecting conformity followed from this procedure). <p>Possible evaluation:</p> <ul style="list-style-type: none"> Asch’s research involved laboratory experiments so had high control over extraneous variables (eg environmental distractions) therefore more confident in establishing cause and effect. Asch’s studies and results have been replicated many times so the results can be considered to be reliable. 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). <p>Credit other relevant material.</p>																			
	<table border="1"> <thead> <tr> <th>Level</th> <th>Description</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>Knowledge of Asch’s research into variables affecting conformity is accurate and generally well detailed. 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.</td> <td>10–12</td> </tr> <tr> <td>3</td> <td>Knowledge of Asch’s research into variables affecting conformity is evident but there are occasional inaccuracies/omissions. Evaluation is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is mostly used appropriately.</td> <td>7–9</td> </tr> <tr> <td>2</td> <td>Limited knowledge of Asch’s research into variables affecting conformity is present. Evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is occasionally used appropriately.</td> <td>4–6</td> </tr> <tr> <td>1</td> <td>Knowledge of Asch’s research into variables affecting conformity 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.</td> <td>1–3</td> </tr> <tr> <td>0</td> <td>No creditable content.</td> <td></td> </tr> </tbody> </table>	Level	Description	Marks	4	Knowledge of Asch’s research into variables affecting conformity is accurate and generally well detailed. 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 Asch’s research into variables affecting conformity is evident but there are occasional inaccuracies/omissions. 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 Asch’s research into variables affecting conformity is present. 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 Asch’s research into variables affecting conformity 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.		
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Section C: Psychopathology

Total for this section: 30 marks

Question	Marking Guidance	Total Marks
09	<p>Which two of the following are characteristics of phobias? Shade two options.</p> <p>1 mark for each accurate answer: B – Avoidance D – Panic</p>	<p>2</p> <p>AO1 = 2</p>

Question	Marking Guidance	Total Marks
10	<p>The technique of challenging irrational thoughts is used in cognitive behavioural therapy.</p> <p>What is meant by challenging irrational thoughts?</p> <p>2 marks for a clear explanation of what is meant by challenging irrational thoughts. 1 mark for a limited/vague/muddled explanation of what is meant by challenging irrational thoughts.</p> <p>Possible content:</p> <ul style="list-style-type: none"> • A patient confronts/faces/tests their beliefs that lack evidence/are not reasonable/illogical/not true. • These beliefs are then substituted/changed to more appropriate/sensible thoughts. • Credit use of an example as elaboration. 	<p>2</p> <p>AO1 = 2</p>

Question	Marking Guidance	Total Marks
11	<p>Nish has been diagnosed with depression. Nish explains to his therapist that he believes he is a failure and cannot do anything right. He thinks his depression started when he failed important school exams. He has now withdrawn his university application.</p> <p>Explain why Nish is depressed using Ellis’s ABC model.</p> <p>Possible content:</p> <ul style="list-style-type: none"> • Nish experienced a negative/triggering event when he failed some important exams in school (Activating event). • Nish is experiencing untrue thoughts that he is a failure and is unable to do anything right (Beliefs). • As a result, Nish has decided to withdraw his university application (Consequence). 	<p>6</p> <p>AO2 = 6</p>

Level	Description	Marks
3	Explanation of why Nish is depressed using Ellis's ABC model is detailed and appropriate. The answer is clear with appropriate use of specialist terminology.	5–6
2	Explanation of why Nish is depressed using Ellis's ABC model is relevant but detail/application is lacking. The answer lacks clarity in places. There is some appropriate use of specialist terminology.	3–4
1	Explanation of why Nish is depressed using Ellis's ABC model is very limited. The answer is vague/muddled. Specialist terminology is either absent or inappropriately used.	1–2
0	No creditable content.	

Question	Marking Guidance	Total Marks
12	<p>Describe and evaluate two behavioural treatments of phobias.</p> <p><u>Systematic desensitisation:</u> Possible content:</p> <ul style="list-style-type: none"> • Based on classical conditioning (counter-conditioning). • An anxiety hierarchy is created related to their phobic object, arranged in order from least through to most frightening situation. • Relaxation techniques (eg mental imagery, meditation) are taught to the patient, as fear and relaxation cannot coexist (reciprocal inhibition). • Patient is gradually exposed to each step of their hierarchy, only moving on to the next level once they can remain calm at that stage. • Aims to reduce anxiety towards phobic object/situation by encouraging a new association to be created (ie one of calmness). • Can be done in vivo/in vitro. <p>Credit other relevant information.</p> <p><u>Flooding:</u> Possible content:</p> <ul style="list-style-type: none"> • Based on classical conditioning (extinction). • Involves being bombarded with the feared stimulus with 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. <p>Credit other relevant information.</p> <p>Possible evaluation:</p> <ul style="list-style-type: none"> • 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 which systematic desensitisation may prove more effective for. 	<p>20</p> <p>AO1 = 8 AO3 = 12</p>

- Success (or lack of) outside the clinical situation and long-term effectiveness, eg Gilroy (2003) found systematic desensitisation was still effective for those treated for a spider phobia 33 months after treatment.
- Ethical problems when using flooding, ie putting patient under an immense level of stress and anxiety compared to the more ethical approach of systematic desensitisation.
- 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; however systematic desensitisation can be used with almost anyone of any age (but often requires more long-term commitment due to more sessions, ie 5–6 compared to just 1–2 for flooding).
- Candidates may make comparisons with alternative treatments such as CBT.
- 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 after flooding such as panic attacks suggesting it is an appropriate treatment for most people.

Credit other relevant evaluations.

Level	Description	Marks
4	Knowledge of behavioural treatments of phobias 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 behavioural treatments of phobias 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 behavioural treatments of phobias is present. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is occasionally used appropriately. Or one treatment at Level 3/4.	6–10
1	Knowledge of behavioural treatments of phobias 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. Or one treatment at Level 1/2.	1–5
0	No creditable content.	

PS01 grid

	AO1	AO2	AO3	Total
Section A				
01	2			2
02.1	6			6
02.2			3	3
02.3			3	3
03		4		4
04	6		6	12
Section B				
05	4			4
06.1		2		2
06.2		2		2
06.3			6	6
07		4		4
08	6		6	12
Section C				
09	2			2
10	2			2
11		6		6
12	8		12	20
Unit total	36	18	36	90