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# Student responses with examiner commentary (based on SAM1)

A-level Psychology 7182/1  
Introductory Topics in Psychology

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[First teaching: September 2015]

[First Examination: Summer 2017]

## Introduction

These resources should be used in conjunction with the Specimen Assessment Material (7182/1) from the AQA website. This document illustrates how examiners intend to apply the mark scheme in live papers. The question papers will be marked using a levels of response mark scheme. These answers and the accompanying commentaries have been produced to help you understand what is required to achieve the different levels and how the mark scheme is to be interpreted. These principles of marking apply across all papers.

While every attempt has been made to show a range of student responses, the following responses, and examiner comments provide teachers with the best opportunity to understand the application of the mark scheme. Responses have not been produced for every question but rather cover a variety of different types of questions and topic areas.

\*Please note that the students' responses have been typed exactly as they were written.

## QUESTION

02 Briefly outline and evaluate the findings of any one study of social influence.

[4 marks]

## MARK SCHEME

Marks for this question: AO1 = 2 and AO3 = 2

Level	Marks	Description
2	3–4	Findings are clear and accurate. Evaluation/analysis is clear and coherent.
1	1–2	Findings are clear but there is no evaluation, or, findings and evaluation are both incomplete/partly accurate. For 1 mark there is some detail of findings but no evaluation.
	0	No relevant content.

### AO1 Content

Outline of findings of any study of social influence, eg Asch, Milgram, Zimbardo but any study of social influence is acceptable. Accept detail of variations as well as original findings.

### AO3 Content

Evaluation of findings, eg analysis of implication of findings; methodological issues such as validity.

### Exemplar Response

Asch found in his simple perception task judging the length of lines in relation to a comparison line that on the 12 critical trials 37% of the responses made by the naïve participants were incorrect in line with the confederate's responses. He found that 75% conformed at least once to an incorrect response and that they conformed on every one of the critical trials.

This was compared to 0.7% error rate in the control group who completed the task alone.

However, as the findings from this study are laboratory based involving a task lacking in mundane realism eg judging the length of lines, they may have little or no relevance to real life conformity and are therefore lacking in ecological validity.

### Examiner commentary

This is a Level 2 response. The findings from the Asch study are detailed (note that the information: '37% were incorrect in line with the confederate's responses' is not technically correct as participants sometimes gave incorrect responses from those of the majority and if these **non-conforming responses** are deducted, the percent of conforming responses = 33%). However, 37% is the figure in a lot of the student textbooks and the 75% conforming at least once is correct. The methodological issue concerning ecological validity is clearly explained.

Mark awarded = 4

## QUESTION

03 Read the item and then answer the question that follows.

Two psychology students were discussing the topic of social influence.

'I find it fascinating how some people are able to resist social influence', said Jack.  
'It must be the result of having a confident personality.'

'I disagree', replied Sarah. 'I think resisting social influence depends much more on the presence of others.'

**Discuss two explanations of resistance to social influence. As part of your discussion, refer to the views expressed by Jack and Sarah in the conversation above.**

[16 marks]

## MARK SCHEME

Marks for this question: AO1 = 6, AO2 = 4 and AO3 = 6

Level	Marks	Description
4	13–16	Knowledge of two explanations is accurate and generally well detailed. Discussion is thorough and effective. Application to the stem is appropriate and links between theory and stem content are explained. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and/or expansion of argument sometimes lacking.
3	9–12	Knowledge of two explanations is evident. Discussion is apparent and mostly effective. There are occasional inaccuracies. Application to the stem is appropriate although links to theory are not always explained. The answer is mostly clear and organised. Specialist terminology mostly used effectively. Lacks focus in places.
2	5–8	Knowledge of two explanations is present but is vague/inaccurate <b>or</b> one explanation only is present. Focus is mainly on description. Any discussion is only partly effective. Application to the stem is partial. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions.
1	1–4	Knowledge of explanation(s) is limited. Discussion is limited, poorly focused or absent. Application is limited or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

### AO1 Content

Knowledge/description of two explanations of resistance to social influence (usually those named on the specification and implied in stem):

- locus of control – people with an internal locus of control more likely to resist pressure to conform and less likely to obey than those with an external locus of control; people with an internal locus of control believe they control own circumstances; less concerned with social approval. Credit measurement of locus of control (Rotter, 1966)

- social support – defiance/non-conformity more likely if others are seen to resist influence; seeing others disobey/not conform gives observer confidence to do so; description of forms of social support – disobedient role models (obedience), having an ally (conformity); explanation of why these produce resistance, eg breaks unanimity of group in conformity situations, challenges legitimacy of authority figure.

Other acceptable explanations of disobedience/defiance and non-conformity, eg:

- being in an autonomous state; previous experience; gender; culture; high level of moral reasoning; reactance/the 'boomerang effect'.

Credit also the inverse of factors usually used to explain conformity and obedience, eg (lack of) uniform; (increased) distance between participant and victim/authority figure; (reduced) group size; (lack of) ambiguity of task.

Credit knowledge of relevant evidence, eg Gamson et al (1982), Schurz (1985), Feldman and Scheibe (1972), Milgram (1963), Asch (1951).

#### **AO2 Possible application:**

- Jack suggests that dispositional factors in resisting social influence are more important
- Sarah indicates that situational factors are more powerful
- 'strong personality' could be read as having an internal locus of control that makes someone better able to resist social influence
- 'what other people are doing at the time' relates to whether 'they' are seen to be conforming/obeying, suggesting social support is influential in resisting social influence.

#### **AO3 Possible discussion points:**

- commentary on two explanations of resistance to social influence
- use of evidence to support/illustrate the influence of the explanations chosen, eg specific studies of defiance/non-conformity and/or variations of Asch's and/or Milgram's basic experiments that demonstrated increased resistance
- use of real-world examples to illustrate the explanations
- other social psychological concepts/processes used to support discussion of the explanations, eg influence of social support may be explained by reduced normative pressure, minority influence
- comparison/analysis of the relative power of the explanations
- discussion/analysis of different forms of resistance, eg independent behaviour vs anti-conformity.

Credit other relevant discussion points.

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

#### **Exemplar Response**

Rotter 'locus of control' high internal resist pressure to conform/obey, confident, self-assured, less need for acceptance, believe have choices not to conform/obey (Jack)

Role of ally or dissenter who allows social support (Sarah).

Two explanations of how individuals resist the pressures to conform and obey focus on an individual's character or personality and the situation an individual finds him or herself in. Rotter proposed a diversion of personality called locus of control which attempts to explain the sense of control a person perceives to have in their life. In other words their location of control. Rotter believed that we can measure an individual's sense of personal control over events in their life using a scale with high internal at one end and high external at the other.

Those with internal locus of control feel they have control over their life are more confident in their decisions, take responsibility for their actions and be more likely to resist the pressures to conform and obey. Jack seems to be suggesting that these personality factors are important in resisting social influence in his comment about strong personality and shows this is linked to resistance. Blass found that those with an external locus resisted pressures to obey especially if they felt coerced or manipulated by the experimenter in a version of Milgram's obedience study. This seems to suggest that personality factors such as locus are important in resisting social influences to obey. Other explanations suggest that situational factors are important especially the presence of an ally or a dissenter who disagrees with the majority. This makes it easier for individuals to resist the pressures to conform and obey.

This represents a form of social support which is a way of resisting negative social pressures. Sarah's comment indicates that she feels these social/situational pressures are more important. Evidence to support this can be seen in variations of Asch and Milgram's experiments where it was found that the presence of an ally reduced conformity from 37% to 10% and reduced obedience levels from 65% to 10% when support was given by another person who refused to obey.

### **Examiner commentary**

This is a Level 3 response. There is good knowledge of two explanations although the Locus of Control is more detailed than resistance to social influence due to social pressure. There is effective discussion in parts and good use of appropriate research to support the two explanations. There is an error on the penultimate paragraph when 'external locus' is used where 'internal locus' is meant to be in the discussion of Blass. Although this is probably just a slip, it does then make the link to personality factors inaccurate. The links to the stem are apparent and with respect to Jack are detailed. It would be even better if Sarah's comment was presented eg "Sarah's comment that resisting social influence depends much more on the presence of others indicates that ....." Overall the answer is mostly clear and organised and a little more discussion would have pushed this into the top level.

**Mark awarded = 11**

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## QUESTION

**04.1** What is the most appropriate measure of central tendency for calculating the average of the scores, from Table 1, in each of the two groups? Justify your answer. [2 marks]

## MARK SCHEME

**Marks for this question: AO2 = 2**

**1 mark** for naming the mean.

### Plus

**1 mark** for justification: the mean is the most sensitive method as it takes all the scores in each data set into account **OR** there are no anomalous results/outliers/freak scores in either set of scores, so the mean will not be distorted.

### Exemplar Response

Mean, as there are no anomalous scores in the recall from group A or B so the mean score will not be distorted.

### Examiner commentary

This answer gains both marks as the justification for the mean is appropriate.

**Mark awarded = 2**

## QUESTION

**04.2** Calculate the measure of central tendency you have identified in your answer to question 04.1 for Group A and Group B. Show your calculations for each group. [4 marks]

## MARK SCHEME

**Marks for this question: AO2 = 4**

Full credit can be awarded for answers based on the mean or the median.

A maximum of **2 marks** can be awarded for answers based on the mode.

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### Using the Mean

- **For 4 marks**, the **mean** is accurately calculated for both conditions (Group A = 5.6, Group B = 12.5) and calculations are included for both groups, ie totals in both conditions divided by 10 (number of scores).
- **For 3 marks**, there are two correct means and one set of calculations or vice versa
- **For 2 marks**, there are two correct means and no calculations, **OR** one correct mean with calculations **OR** two sets of calculations but no correct mean.
- **For 1 mark**, there is one correct mean or one set of calculations.

### Using the Median

- **For 4 marks**, answers for each condition are correct (Group A = 5.5, Group B = 12.5) and for each condition scores are arranged in ascending order with middle values indicated.
- **For 3 marks**, there is one correct median and two sets of scores correctly arranged as calculations, or vice versa.
- **For 2 marks**, there are two correct medians and no calculations, or one correct median and one set of scores correctly arranged as calculations.
- **For 1 mark**, there is one correct median or one set of scores correctly arranged as calculations.

### Using the Mode

- **For 2 marks**, there are correct modes for each group (Group A = 4, Group B = 11 and 14).
- **For 1 mark**, there is one correct mode.

#### Exemplar Response

Group A

$$5 + 6 + 4 + 7 + 8 + 4 + 5 + 4 + 6 + 7 = 56 \div 10 = 5.6$$

Group B

$$11 + 10 + 11 + 13 + 12 + 14 + 15 + 11 + 14 + 14 = 125 \div 10 = 12.5$$

#### Examiner commentary

The answer gains full marks as the mean is accurately calculated for both conditions and calculations are included for both groups.

**Mark awarded = 4**

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## QUESTION

**04.3** In Stage 3 of the experiment, several participants in Group A, the 'similar' condition, recalled words from the Stage 2 list rather than the Stage 1 list.

Use your knowledge of forgetting to explain why this may have occurred.

[2 marks]

## MARK SCHEME

**Marks for this question: AO2 = 2**

**1 mark** for stating that this is due to retroactive interference.

**Plus**

**1 mark** for either of the following explanation/elaboration points:

- because the material is similar in both conditions
- new/recently learnt/acquired information has disrupted/interfered with/affected the recall of old/previously learnt/acquired information
- response competition has occurred.

### Exemplar Response

This has occurred because the newly learned words from stage 2 have interfered with the recall of the first learnt words from stage 1.

### Examiner commentary

The answer does not name 'retroactive interference' but does gain a mark for the explanation.

**Mark awarded = 1**

## QUESTION

5 Describe and evaluate the working memory model of memory.

[16 marks]

## MARK SCHEME

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

Level	Marks	Description
4	13–16	Knowledge of components and functioning of model is accurate and generally well detailed. Evaluation is thorough and effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and/or expansion of argument sometimes lacking.
3	9–12	Knowledge of components of model is evident and there is some reference to function of model. There are occasional inaccuracies. Evaluation is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology mostly used effectively. Lacks focus in places.
2	5–8	Knowledge of some components of model is present. Focus is mainly on description. Any evaluation is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions.
1	1–4	Knowledge of model is limited. Evaluation is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

### AO1 Content:

- version of STM which sees this store as an active processor
- description of central executive and `slave systems` – visuo-spatial scratch/sketch pad; phonological store/loop; articulatory loop/control process; primary acoustic store; episodic buffer (versions vary – not all of slave systems need to be present for full marks)
- information concerning capacity and coding of each store
- allocation of resources/divided attention/dual-task performance.

### AO3 Possible evaluation points:

- strengths include: explains how cognitive processes interact; memory is active rather than passive; provides explanation/treatments for processing deficits; highlights different memory tasks that STM can deal with by identifying separate components; explains results of dual task studies
- limitations include: vague, untestable nature of the central executive; supported by highly controlled lab studies which may undermine the validity of the model
- use of evidence to support or refute the model
- credit other relevant evaluative points.

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

### Exemplar Response

The Working Memory Model is an active short-term memory which has more than one part. First there is the central executive which is a limited capacity system that controls the sub-systems (phonological loop and visuo-spatial scratchpad). It can store information for brief time. One of the subs is the visuo-spatial scratchpad which can store visual and spatial information. When we move around our environment we are using this visuo-spatial store and it is known as an 'inner eye'. Another of the subs is the phonological loop and this has two parts - the phonological store which holds auditory memory and is called the 'inner ear' because it remembers sounds. Finally there is the articulatory loop which has a limited capacity of about 4 items and is known as the 'inner voice' as it repeats words to prevent losing them. There is another part called ... but I can't remember much about that one.

There are some criticisms of this memory model as we don't know much about the main part of the model which is the central executive, it remains a mystery. Also this is only a model of short term memory and most of our memories last a long time.

### Examiner commentary

This is a Level 2 answer. There is accurate knowledge of some components of the model although this is a brief answer and there is little detail regarding capacity/coding etc. The focus is mainly on description. The evaluative points at the end are appropriate but very brief, they need further explanation. Although the answer is reasonably clear, there is some colloquial language, particularly at the end, eg 'remains a mystery'. Occasionally specialist terminology is used inappropriately, eg the use of 'subs' for 'sub-system'.

**Mark awarded = 7**

### QUESTION

**8 Briefly evaluate learning theory as an explanation of attachment.**

**[4 marks]**

### MARK SCHEME

**Marks for this question: AO3 = 4**

Level	Marks	Description
2	3–4	Evaluation is relevant, well explained and focused on attachment, rather than generic criticism of learning theory. The answer is generally coherent with effective use of specialist terminology.
1	1–2	Evaluation is relevant although there is limited explanation and/or limited focus on attachment. Specialist terminology is not always used appropriately. Award one mark for answers consisting of a single point briefly stated or muddled.
	0	No relevant content.

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**Possible evaluation points:**

- strengths: plausible and scientific as founded in established theory, ie likely that association between the provision of needs and the person providing those needs can lead to strong attachments; reinforcers clearly delineated
- limitations: reductionist – the focus on basic processes (S-R links, reinforcement) too simplistic to explain complex attachment behaviours; environmentally deterministic such that early learning determines later attachment behaviours; theory founded in animal research and problems of inferring on the basis of animal studies
- evidence used to support or refute the explanation: Schaffer and Emerson – more than half of infants were not attached to the person primarily involved in their physical care; Harlow – rhesus monkeys attach for contact comfort rather than food; sensitive responsiveness may be more influential in forming attachments (Ainsworth); infants are active seekers of stimulation, not passive responders (Schaffer)
- comparison with alternative explanations, eg Bowlby's theory.

Credit other relevant evaluation points.

Methodological evaluation of evidence must be linked to the explanation to gain credit.

**Exemplar Response**

Learning theory has been critical for being reductionist as it reduces complex human behaviours such as attachment down to simple ideas such as reinforcement. Also, it places too much emphasis on the satisfaction of basic needs such as feeding at the expense of emotional needs. For example Harry Harlow found that infant rhesus monkeys spent longer clinging to the cloth mother, who satisfied their emotional needs, than a wire mother who satisfied their need for food.

**Examiner commentary**

This is a Level 2 answer. The first point is a valid criticism regarding the emphasis on behaviour and reinforcement and although this is not developed, the second point is also a sound evaluative point. The emphasis on feeding rather than emotional needs is also appropriately illustrated with the Harlow research example. The answer is focused on 'attachment' and uses specialist terminology effectively eg reinforcement, emotional needs etc.

**Mark awarded = 4**

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## QUESTION

9 Read the item and then answer the question that follows.

A group of researchers used 'event sampling' to observe children's friendships over a period of three weeks at break times and lunchtimes during the school day.

Explain what is meant by 'event sampling'.

[2 marks]

## MARK SCHEME

Marks for this question: AO1 = 2

1 mark each for any two of the following points:

- observers/researchers decide on a specific event relevant to the investigation
- relevant event is recorded every time it happens
- in this investigation this may be every time a child in the playground is approached by/talks to/plays with another.

Students may refer to the investigation described in their answer, though this is not required by the question.

### Exemplar Response

This is when the researchers record an event every time it is observed. Eg Sharp and Hoy

### Examiner commentary

The response makes an appropriate point regarding the recording of an event each time it occurs but does not give any further expansion. The study is named but if used as an illustration it would need to be briefly outlined with respect to event sampling. Alternatively, the answer could have made the initial point on the mark scheme concerning researchers initially deciding on a specific event relevant to the investigation.

Mark awarded = 1

## QUESTION

10 The investigation in question 09 is an example of a 'naturalistic observation'.

Briefly discuss how observational research might be improved by conducting observations in a controlled environment.

[4 marks]

## MARK SCHEME

Marks for this question: AO3 = 4

Level	Marks	Description
2	3–4	Discussion is relevant, well developed and well explained, with focus on improvements to be had by using controlled observation. The answer is generally coherent with effective use of specialist terminology.
1	1–2	Discussion is relevant although there is limited explanation/development and/or limited focus on the issue of improvement. Specialist terminology is not always used appropriately. Award one mark for answers consisting of a single point briefly stated or muddled.
	0	No relevant content.

### Possible content:

- controlled environment affords the opportunity for control of extraneous variables
- examples of extraneous variables that might be controlled and how/why they could affect the outcome of a study if not controlled
- exclusion of extraneous variables allows for greater inference about cause and effect
- exclusion of extraneous variables means researcher can replicate the observation to check for reliability of the effect.

Credit other relevant discussion points.

### Exemplar Response

The investigation into children's friendship patterns in free time at school will have a hypothesis to test. The hope is that a cause/effect relationship can be identified between an independent variable and some aspect of friendship behaviour, perhaps the way that different sexes behave. Naturalistic observations take place in their normal setting, in this case, the school. Features of this environment cannot be controlled, for example whether it is raining or fine at break times. The consequence of this is that there are other extraneous and potentially confounding variables that may affect the children's behaviour. This makes it more difficult to establish reliable cause/effect relationships. However, using a more controlled environment, for example, just studying the children on 'fine Mondays' may limit what is observed. An advantage of a naturalistic observation is that the children presumably do not know they are being studied and are in their normal setting so their behaviour is likely to be 'real-life', giving the observations more validity.

### Examiner commentary

This is a Level 1 response. It is a long answer but does not seem to be focusing on the specific question as there is limited focus on the issue of improvement. There is a discussion of how extraneous variables cannot be controlled in natural observations, which is not then related to how this can be improved in a more controlled environment. Rather the focus then moves to limitations of a controlled environment. Although some of the material can be 'made to fit' the question, there is no real development of an answer to this specific question.

**Mark awarded = 2**

### QUESTION 11

**11 Discuss research into the influence of early attachment on adult relationships.**

**[8 marks]**

### MARK SCHEME

**Marks for this question: AO1 = 4 and AO3 = 4**

Level	Marks	Description
4	7–8	Knowledge of research is accurate and generally well detailed. Discussion is effective. The answer is clear, coherent and focused on influence of early attachment on adult relationships. Specialist terminology is used effectively. Minor detail and/or expansion of argument sometimes lacking.
3	5–6	Knowledge of research is evident and there is some reference to influence of early attachment on adult relationships. There are occasional inaccuracies. There is some effective discussion. The answer is mostly clear and organised. Specialist terminology mostly used effectively.
2	3–4	Knowledge of research is present although links to adult relationships are limited. Focus is mainly on description. Any discussion is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions.
1	1–2	Knowledge of research is limited. Discussion is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

The term 'research' may include theories/explanations and/or studies.

### AO1 Content:

- Bowlby's internal working model – early attachment provides blueprint/prototype for later (adult) attachment; formation of mental representation/schema of first attachment relationship; affects later relationships and own success as a parent
- adult attachment interview (Main et al) continuity between early attachment type and adult classification/behaviours – credit knowledge of procedure and coding system (insecure-dismissing, autonomous-secure, insecure-preoccupied, unresolved)
- knowledge of studies that support or refute the relationship, eg Hazan and Schaffer; Quinton; Harlow; Freud and Dann; Koluchova.

Credit other relevant research.

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Note that the emphasis must be on adult relationships, ie with partners and/or own children.

**AO3 Possible discussion points:**

- discussion of theory, eg Bowlby's IWM and issue of determinism; negative implications of assumption that the relationship is cause and effect
- discussion of underpinning evidence re measuring adult attachment type and/or methodological evaluation of studies that demonstrate a relationship and how this affects the conclusions to be drawn, eg difficulty of establishing cause and effect between early attachment history and adult relationships
- counter-evidence, eg to suggest that children can recover from deprivation/privation and form effective adult relationships
- ethical issues, eg associated with use of adult attachment interview
- use of evidence to support or refute the relationship.

Credit other relevant discussion points.

**Exemplar Response**

Bowlby claimed that the first or primary attachment is qualitatively different from other relationships and produces infants with an internal working model or prototype to all relationships. He claimed that the early attachments we form determine our later relationships in adulthood. He therefore claimed that infant patterns of attachment are related to adults – that there is a continuity or link between early and later attachments. Therefore infants who experience a secure attachment in childhood will be able to, according to this hypothesis, experience this type of relationship in their adult relationships including romantic relationships, friendships and relationships with work colleagues. There is evidence to support Bowlby's claims about the influence early attachments have on adult relationships. Hazen and Shaver in their love quiz study found that individuals who were securely attached as infants tended to have happy and lasting relationships as adults. In contrast, secure types were more likely to repeat this pattern in their adult relationships, were more likely to divorce and were more likely to doubt the true emotions of love. These findings demonstrate the continuity between early attachment style and later styles of loving/attachments. However, there is research to suggest that early attachment style does not necessarily equate to adult relationships.

**Examiner commentary**

This is a Level 3 response. Knowledge of research is evident and there is a clear link to the influence of early attachment on adult relationships. The discussion is evident with the use of Hazen and Shaver to demonstrate continuity but there is no discussion of the final point regarding discontinuity between early attachment and later relationships, or any research to support the point. There is a slight inaccuracy and/or misunderstanding when considering the conclusions of the Hazen and Shaver study – (line 11) when instead of 'secure' the word 'insecure' should have been used. It should read: "In contrast, insecure types were more likely to repeat this pattern ...". The answer is mostly clear and specialist terminology is used effectively.

**Mark awarded = 6**

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## QUESTION

13 Read the item and then answer the question that follows.

The following article appeared in a magazine:

### Hoarding disorder – A ‘new’ mental illness

Most of us are able to throw away the things we don’t need on a daily basis. Approximately 1 in 1000 people, however, suffer from hoarding disorder, defined as ‘a difficulty parting with items and possessions, which leads to severe anxiety and extreme clutter that affects living or work spaces’.

**Apart from ‘deviation from ideal mental health’, outline three definitions of abnormality. Refer to the article above in your answer.**

**[6 marks]**

## MARK SCHEME

**Marks for this question: AO1 = 3 and AO2 = 3**

**1 mark** for each correct outline, plus **1 mark** for linking each outline appropriately to the stem.

Definitions must be outlined rather than simply stated/identified for credit.

### AO1 Outline:

- statistical infrequency/deviation from statistical norms – abnormal behaviour is that which is rare/uncommon/anomalous
- deviation from social norms – abnormal behaviour is that which goes against/contravenes unwritten rules/expectations (in a given society/culture)
- failure to function adequately – abnormal behaviour is that which causes personal distress/anguish **OR** inability to cope with everyday life/maladaptiveness.

### AO2 Application to stem:

- statistical infrequency – ‘approximately 1 in 1000 people...’
- deviation from social norms – ‘most of us are able to throw away the things we don’t need on a daily basis...’
- failure to function adequately – ‘difficulty parting with items and possessions...leads to severe anxiety’ **OR** ‘affects living or work spaces’.

### Exemplar Response

One explanation is statistical infrequency which claims that behaviour that is statistically rare or uncommon is abnormal. As only 1 in 1000 people suffer from a hoarding disorder this deviates from statistical norms and is therefore considered abnormal.

Another definition is deviation from social norms which is when behaviour violates expected ways of behaving in society or is socially deviant in some way. As most of us are able to throw things away on a daily basis the behaviour of a hoarder violates the expected way of behaviour. The third definition of abnormality is a failure to function adequately which suggests that the individual cannot cope on a daily basis. The inability to throw things away on a daily basis, what we don't need, suggests difficulty in coping which may lead to anxiety and depression.

### Examiner commentary

This is an exemplary answer. The definitions are clearly outlined and the link to the stem is appropriate for each definition.

**Mark awarded = 6**

### QUESTION 14

**14 Read the item and then answer the question that follows.**

Kirsty is in her twenties and has had a phobia of balloons since one burst near her face when she was a little girl. Loud noises such as 'banging' and 'popping' cause Kirsty extreme anxiety, and she avoids situations such as birthday parties and weddings, where there might be balloons.

**Suggest how the behavioural approach might be used to explain Kirsty's phobia of balloons.**

**[4 marks]**

### MARK SCHEME

**Marks for this question: AO2 = 4**

Level	Marks	Description
2	3–4	Knowledge of relevant aspects of the behavioural approach is clear and mostly accurate. The material is used appropriately to explain Kirsty's phobia of balloons. The answer is generally coherent with effective use of behaviourist terminology.
1	1–2	Knowledge of aspects of the behavioural approach is evident although not always explicitly related to the acquisition of phobias. Links to Kirsty's phobia are not always effective. The answer lacks accuracy and detail. Use of behaviourist terminology is either absent or inappropriate.
	0	No relevant content.

Credit features of classical and/or operant conditioning (the 'two process model') applied to Kirsty's phobia of balloons.

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**Possible content:**

- Kirsty's phobia has developed through classical conditioning – she has formed an association between the neutral stimulus (balloon) and the response of fear
- the conditioned response is triggered every time she sees a balloon (or hears similar noises)
- her phobia has generalised to situations where balloons might be present, such as parties and weddings, and to similar noises, 'banging' and 'popping'
- her phobia is maintained through operant conditioning – the relief she feels when avoiding balloons becomes reinforcing.

Credit other relevant features of conditioning applied to Kirsty's phobia.

**Exemplar Response**

The behaviourist approach could explain Kirsty's phobia of balloons through classical conditioning. It would claim that she has learned an association between the balloon (NS) and loud noise of one bursting near her face which causes fear and anxiety. Kirsty has generalised this fear to situations eg birthday parties where she might come into contact with balloons.

**Examiner commentary**

This is a Level 2 response. There is an appropriate link to classical conditioning and an attempt to use appropriate terminology although this is not fully explained. For example, the answer does not state what NS means, and also doesn't then go on to use other classical conditioning terms (UCS, CS, CR etc). The point about generalisations is appropriate and linked to the stem.

**Mark awarded = 3**

**QUESTION**

**15.1 Outline the type of relationship shown in Figure 1 above and suggest why it would not be appropriate for the researchers to conclude that better sleep improves mood. [2 marks]**

**MARK SCHEME**

**Marks for this question: AO3 = 2**

Award **1 mark** for outline of a positive correlation/as one variable increases, so does the other.

**and**

**1 mark** – It would not be appropriate because correlation only shows a relationship between the two variables, not cause.

**Exemplar Response**

This chart shows a positive correlation, i.e. as the higher the 'mood rating' the higher the 'sleep' rating. However, positive correlations do not necessarily show a cause/effect relationship, e.g. that 'better sleep improves mood', it may be that 'better mood improves sleep' or that there is a 'third cause' that accounts for both ratings e.g. a more positive person gives higher ratings while a less positive one gives lower ones for both variables.

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**Examiner commentary**

This response gains both marks as it clearly states 'positive correlation' and then explains the inability to establish a causal relationship from a correlation.

**Mark awarded = 2**

**QUESTION**

**15.2 Outline one way in which the researchers should have dealt with ethical issues in this study.**

**[2 marks]**

**MARK SCHEME**

**Marks for this question: AO3 = 2**

**2 marks** for a clear, coherent outline of an appropriate way of dealing with a relevant ethical issue.

**1 mark** for a vague/muddled or incomplete outline of an appropriate way of dealing with a relevant ethical issue.

**0 marks** if the ethical issue is irrelevant or the way is inappropriate.

Relevant issues would include:

- asking for consent
- preferably written and on more than one occasion
- offering the right to withdraw from the study
- maintaining confidentiality
- treating with respect.

**Exemplar Response**

Participants in a study need, according to BPS guidelines, to give their informed consent to be a part of it. So, potential participants should be fully briefed about the conduct and purpose of the study, and asked to give their consent to take part. At the end they should be fully debriefed, told the outcome to the study, thanked for their participation, assured of the confidentiality of their results and given a final opportunity to withdraw them if desired.

**Examiner commentary**

The response covers an important ethical issue (informed consent) and explains that this would occur during the briefing when the 'conduct and purpose of the study' would be explained and they would be asked for their "consent". It was also added that the consent could be withdrawn at the end. This is sufficient for both marks.

**Mark awarded = 2**

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## QUESTION

**15.3 The sleep questionnaire used by the researchers had not been checked to see whether or not it was reliable measure of sleep quality.**

**Explain how this study could be modified by checking the sleep questionnaire for test-retest ability.**

**[4 marks]**

## MARK SCHEME

**Marks for this question: AO3 = 4**

Award **one mark** for each of the relevant points below:

- the same participants would complete the sleep questionnaire on more than one occasion
- each participants' scores from the first occasion should be correlated with his/her results from the later occasion to be shown on a scattergraph to describe the correlation, with scores from the first test plotted on one axis and the scores from the second test plotted on the other axis
- the strength of the correlation should then be assessed using either a Spearman's rho test (or a Pearson's r test)
- the degree of reliability is then determined by comparing the correlation with the statistical table to determine the extent of correlation – there should be a (strong) positive correlation between the two sets of scores.

### Exemplar Response

Ideally test-retest reliability would be checked by asking the same participants to re-do the sleep questionnaire after an interval of time, e.g. at least two weeks. This allows the participants to some extent to forget how they answered on the first occasion. A positive correlation between the ratings given on the two different occasions would show that the sleep questionnaire had high test-retest reliability. This would make it a more useful instrument to use in similar research in the future. A problem here, though, is that the questionnaire was originally used just after treatment and it is possible that ratings would change later on when the effects of the treatment may have worn off. The study would be improved as the researchers would be more certain that the sleep questionnaire was a consistent measure of 'quality of sleep'.

### Examiner commentary

This is a detailed answer but doesn't really explain the process of test-retest reliability. It does make the relevant point that the same participants would complete the questionnaire on a separate occasion, which would gain a mark. It does not explain how the scores would then be plotted, nor does it suggest the use of a statistical test and checking on the statistical table. It is not sufficient to gain a mark simply to state the expectation of a positive correlation. The correlation could be positive but still not be significant and therefore the questionnaire may not have test-retest reliability. There is some irrelevant discussion evident.

**Mark awarded = 1**

## QUESTION

16 Outline cognitive behaviour therapy as a treatment for depression.

[4 marks]

## MARK SCHEME

Marks for this question: AO1 = 4

Level	Marks	Description
2	3–4	Outline of cognitive behaviour therapy is clear and mostly accurate. Aspects of the therapy are appropriately linked to the treatment of depression. The answer is generally coherent with effective use of specialist terminology.
1	1–2	Outline of cognitive behaviour therapy is evident although not always explicitly or effectively linked to treatment of depression. The answer lacks accuracy and detail. Use of specialist terminology is either absent or inappropriate.
	0	No relevant content.

### AO1 Possible Content:

- general rationale of therapy – to challenge negative thought/negative triad
- identification of negative thoughts – ‘thought catching’
- hypothesis testing; patient as ‘scientist’
- data gathering through ‘homework’, eg diary keeping
- reinforcement of positive thoughts; cognitive restructuring
- rational confrontation as in Ellis’s REBT.

Credit other relevant aspects of cognitive behaviour therapy.

### Exemplar Response

This therapy focuses on dysfunctional patterns of thinking. This might involve some of these aspects, challenging negative thoughts with counter-statement, ‘thought-catching’, i.e. spotting automatic negative thought patterns and replacing them with more realistic ones, dealing with obstacles to taking part in previously enjoyable activities and graded ‘homework’ tasks involving increasingly demanding activities.

### Examiner commentary

This is a Level 1 response. The answer outlines relevant aspects of cognitive behaviour therapy (CBT) and there is some use of specialist terminology. However, these named aspects of cognitive behaviour therapy are not linked to depression and read more like a list of general terms used with respect to CBT. This limits the level that can be awarded.

**Mark awarded = 2**