General Certificate of Education

Psychology 1186
Specification B

Unit 2 (PSYB2) **Social Psychology,**

Cognitive Psychology and

Individual Differences

Mark Scheme

2009 examination – January series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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.

SECTION A: SOCIAL PSYCHOLOGY

1

(a)   One psychological explanation of arousal is *evaluation apprehension.* Identify which of the following examples illustrate evaluation apprehension.

       (A)   A cricketer in his first match for his club feels nervous and performs badly because he knows the television commentators will be discussing his performance.

       (B)   A researcher finds that participants take longer to solve problems when there is a sleeping person in the same room compared to when they are alone.

       (C)   Male joggers were found to run faster when observed by a female audience.

       (D)   Students sorted cards more accurately when they did this alone rather than when they worked in pairs.

In your answer book, write the **two** letters that are correct from A, B, C and D.

(2 marks)

[AO2 = 2]

A and C.

(b)   Describe **one** study in which social facilitation was investigated. Indicate why the study was conducted, the procedure used, the results obtained and the conclusion drawn.

(4 marks)

[AO1 = 4]

Likely studies include: Triplett (1898), Travis (1925), Allport (1924), Dashiell (1930), Pessin (1933), Zajonc et al (1969), Saunders et al (1978), Michaels et al (1982), Worringham & Messick (1983), MacCracken & Studulis (1985), Schmitt et al (1986), Baris et al (1988).

1 mark – why the study was conducted (must go beyond the stem)
1 mark – information about the method
1 mark – indication of results
1 mark – indication of a conclusion to be drawn

(c)   A group of friends has to decide where to go on a holiday. Susan wants to go on a sightseeing tour but the majority of the group wants to go on a beach holiday.

Asch investigated different factors that might influence whether or not a person conforms with a group norm. Briefly explain how **two** of these factors might affect whether or not Susan conforms with the group.   *(4 marks)*

[AO1 = 2 AO2 = 2]

(AO1) 1 mark for identifying each **factor** by name or description
(AO2) 1 mark **each** for stating the effect it would have on Susan's decision (process or outcome).

Likely answers:

Group size - Susans' conformity would increase as the size of the group increases.
Unanimity of the majority - if they are unanimous, Susan is more likely to conform.
Presence of another dissenter - is likely to decrease Susan's conformity.
Presence of another dissenter who then joins the majority - is likely to increase Susan's conformity.
Task difficulty - if Susan thinks this is a hard task/choice then she is more likely to conform.
Fear of ridicule - if Susan feels embarrassed about her choice this is likely to increase her conformity
Perceived status/competence of group members - Susan is more likely to conform when status or competence is perceived to be high (this may be expressed in terms of self esteem).
Public or private answers

(d)   Discuss Milgram's research into obedience.   *(10 marks)*

[AO1 = 5 AO2 = 5]

AO1   Up to 5 marks for description of Milgram's research: including up to 3 marks for the original study. Up to 3 marks for additional information about obedience from variations identifying factors which affect levels of obedience such as proximity of authority figure, status of location, uniform and direction of change in percentage levels of obedience.

AO2   Up to 5 marks for discussion of the contributions/impact/accuracy of Milgram's research.

Evaluation of Milgram's work including:

Analysis of why factors identified affect obedience.

Comparisons with later research in real life settings such as Hofling/Bickman and the increased levels of obedience found.

Comparisons with similar research in laboratory setting such as Sheridan and King and increased levels of obedience when real shocks were given.

Methodological issues – lack of ecological validity, mundane realism.
Alternative explanations of obedience including personality/authoritarianism.
Discussion of ethical issues – deception, stress, confidentiality, right to withdraw, including counter arguments.
The influence of the work on later research and Milgram's overall contribution.
Credit use of relevant evidence up to 2 marks.

Marks bands

8-10 marks   **Good answers**

There is an accurate, well-organised and detailed description of Milgram's research. There is clear, coherent and detailed evaluation. The answer is well-focused with little or no misunderstanding.

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

4-7 marks   **Average answers**

There is a reasonably accurate and organised description of Milgram's research. There is reasonable evaluation although it may lack clarity and coherence. There might be some irrelevance, inaccuracy or lack of focus.

There is some structure with some appropriate use of paragraphs and sentences. There are some errors of spelling and punctuation.

1-3 marks   **Poor answers**

There is some basic or limited knowledge and/or evaluation of Milgram's research. The response may be inaccurate and/or poorly focused.

There is little evidence of structure in terms of correct use of paragraphs and sentences. There are frequent errors of spelling and punctuation.

0 marks   **No relevant content**

Total AO1 marks for Question 1 = 11
Total AO2 marks for Question 1 = 9
Total marks for Question 1 = 20

2

(a)	Some psychologists have suggested that attitudes have three components: **A**: the *affective* component **B**: the *behavioural* component **C**: the *cognitive* component. Identify which component (**A**, **B** or **C**) is illustrated by **each** of the following statements. (i) Sarah knows that smoking is bad for her. (ii) David is terrified of spiders. *(2 marks)*

[AO2 = 2]

(i)   C
(ii)   A

(b)	Describe one study in which prejudice was investigated. Indicate why the study was conducted, the procedure used, the results obtained and the conclusion drawn. *(4 marks)*

[AO1 = 4]

Likely studies include: Sherif (1961), Tajfel (1970), Weiner and Wright (1973) Aronson and Osherow (1980), Adorno (1950), Davey (1983), Taylor and Jaggi (1974), Razran (1950).

1 mark – why the study was conducted (must go beyond the stem)
1 mark – information about the method
1 mark – indication of results
1 mark – indication of a conclusion to be drawn

(c)	Psychologists have identified biases that affect the attributions made about behaviour. Seema and Jane have just failed their end of term test in psychology (i) Outline how **one** attributional bias might affect the attribution made by Seema about her own failure in the test. *(2 marks)*

(ii)	Outline how **one** attributional bias might affect the attribution made by Seema about Jane's failure in the test. *(2 marks)*

[AO1 = 2 AO2 = 2]

AO1   1 mark each for identifying **each** bias or describing how each bias relates to the situation

AO2   1 mark each for stating the effect it would have on Seema's decisions about herself and Jane

Candidates may use the same bias as in the actor-observer effect and apply this to Seema as the actor for one judgement and the observer for her judgement of Jane. The self-serving bias can be used in a similar way.

Likely answers:

Seema may use a **self-serving bias** (1AO1)to account for her own failure atttibuting the cause to an external factor/not her own fault but something preventing her success/situationally (1AO2). This might be illustrated by example.

Seema may use the **fundamental attribution error** (1AO1) to account for Jane's failure atttibuting the cause to an internal factor/ her own fault/dispositionally (1AO2). This might be illustrated by example.

(d)   Discuss how the primacy effect **and** the recency effect might influence how an interviewer forms an impression of a person attending a job interview. Refer to empirical evidence in your answer. *(10 marks)*

[AO1 = 5 AO2 = 5]

AO1   Up to 5 marks for description with up to 3 marks for definition/description of the effects. The primacy effect (early information has greater impact on impression formed) and the recency effect (later information has greater impact on impression formed). Order of information affects the impression formed.

Credit description of relevant studies up to 2 marks.

AO2   Up to 5 marks for discussion of the effects.
Analysis of conclusions/implications of studies; the use of the results of order studies to explain the dominance of primacy effect. Later information may be discounted/not attended to. The effect is overridden if interviewer warned against it.
Analysis of how the primacy effect works, stereotyping cues schemas which activate the categorisations stored.
Use of evidence to support primacy effect.
Application of primacy and recency effect and other factors such as stereotyping, schemas and central traits to the interview scenario.
Central traits research indicates that order is not the sole factor involved.
Evaluation of studies, eg lack of ecological validity especially in early primacy effect research and stereotyping research. Comment that the primacy effect occurred in the more valid Jones study. Compare research with real life situations and training of interviewers.

Credit use of relevant studies up to 2 marks.

Relevant studies – order of information, Asch 1946, Luchins 1957, Jones 1968: stereotyping, Razran 1950, Hoffman 1986; central traits, Asch 1946, Kelley 1950

Maximum 6 marks – only one effect
Maximum 6 marks – no application to the interview situation.
Maximum 6 marks – no evidence

Marks bands

8-10 marks   Good answers
There is an accurate, well-organised and detailed description of effects and of the evidence used. There is clear, coherent and detailed evaluation. There is good application to the interview situation. The answer is well-focused with little or no misunderstanding.

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

4-7 marks   Average answers
There is a reasonably accurate and organised description of effects, evidence and application to the interview situation at the top of the band. There is reasonable evaluation although it may lack clarity and coherence. There might be some irrelevance, inaccuracy or lack of focus.

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

1-3 marks   Poor answers
There is some basic or limited knowledge and/or evaluation of at least one effect and/or some evidence. The response may be inaccurate and/or poorly focused.

There is little evidence of structure in terms of correct use of paragraphs and sentences. There are frequent errors of spelling and punctuation.

0 marks   No relevant content

Total AO1 marks for Question 2 = 11
Total AO2 marks for Question 2 = 9
Total marks for Question 2 = 20

SECTION B - COGNITIVE PSYCHOLOGY

3

(a)   Outline what is meant by *retrieval failure.* Briefly explain how it might affect a student's ability to recall information in an examination room after learning the information in his bedroom.   *(4 marks)*

[AO1 = 2 AO2 = 2]

(AO1) Up to 2 marks for knowledge of retrieval failure (credit context dependent forgetting).
(AO2) Up to 2 marks for application to the example.

Possible answer:

Information is stored in LTM (1) but not accessible because the cues needed to access it are not present. (1). Therefore in this case, the student learned while in a bedroom but this context does not match his recall environment of the exam room (1). So he will not be able to recall the information (1).
Accept other valid answers such as state cues.

(b)   In a study of the effect of interference on memory, a researcher tested participants in one of two conditions.

In Condition 1 (no interference), a group of 10 participants learned List A, then sat in silence and finally, recalled List A.
In Condition 2 (interference), a different group of 10 participants learned List A, then learned List B and finally, recalled List A.

The results were as follows:

Table 1:   Mean number of words from List A recalled in Condition 1 (no interference) and Condition 2 (interference)

Condition 1 (no interference)	Condition 2 (interference)
16.3	8.5

(i)   Explain whether or not the results in **Table 1** show that interference took place in this experiment.   *(2 marks)*

[AO3 = 2]

1 mark for stating that interference is shown.
1 mark for explanation.

Likely answers:

The results do seem to demonstrate interference, followed by an explanation which might be reference to the difference in the means or by explanation of the term interference.
Accept other answers eg, the difference may have been caused by something other than interference, there is no information about random allocation of participants.

(ii)	Explain **one** advantage and **one** disadvantage of using a different group of participants in Condition 2 of the experiment. *(4 marks)*

[AO3 = 4]

Up to 2 marks for an advantage – likely points include: there will not be any order effects/practice/fatigue, so procedural variables which could affect the performance are better controlled. Answers may focus on the fact that the study would be flawed if the same lists of words were presented to the same participants twice.

Up to 2 marks for a disadvantage – likely points include: there might be participant differences so the differences in the results could be due to these and not interference.
Accept other valid explanations.

(c)	Describe and evaluate the working memory model. Refer to empirical evidence in your answer. *(10 marks)*

[AO1 = 5 AO2 = 5]

AO1 Up to 5 marks for description with up to 3 marks for definition/description of features of the model: a central executive with series of subsystems which are named/described: articulatory loop/articulatory control system/'inner voice'; primary acoustic/phonological store/'inner ear'; visuo-spatial sketchpad/scratchpad/'inner eye'; phonological loop; limited capacity; episodic buffer; limited/short duration/ short term memory. Description of how model works, eg the central executive allocates data to slave systems, or the idea that dual tasks are unimpaired if they rely on different subsystem/slave components.
Credit description of relevant studies up to 2 marks.

Likely studies include: Brooks (1968), Baddeley, Thomson and Buchanan (1975), Hoosain and Salili (1988), Hulme, Thomson, Muir and Lawrence (1984), Levey, Aldaz, Watts and Coyle (1991), Paulesu et al (1993), Baddeley et al (1998).

AO2 Up to 5 marks.
Application of knowledge of the model to examples, eg use of articulatory loop as temporary store for short sequences of words or digits, use of VSS for navigation.
Analysis of the implication of studies.
Evaluation of the model including support from studies and practical application/relevance and comparison with other models eg, the multistore model view of STM.
Credit use of relevant studies up to 2 marks

Maximum 6 marks – no evidence

Marks bands

8-10 marks   **Good answers**

There is an accurate, well-organised and detailed description of Working Memory and of the evidence used. There is clear, coherent and detailed evaluation. The answer is well-focused with little or no misunderstanding.

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

4-7 marks   **Average answers**

There is a reasonably accurate and organised description of Working Memory and evidence used at the top of the band. There is reasonable evaluation although it may lack clarity and coherence. There might be some irrelevance, inaccuracy or lack of focus.

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

1-3 marks   **Poor answers**

There is some basic or limited knowledge and/or evaluation of Working Memory. The response may be inaccurate and/or poorly focused.

There is little evidence of structure in terms of correct use of paragraphs and sentences. There are frequent errors of spelling and punctuation.

0 marks   **No relevant content**

Total AO1 marks for Question 3 = 7
Total AO2 marks for Question 3 = 7
Total AO3 marks for Question 3 = 6
Total marks for Question 3 = 20

4

<table>
<tr><td>(a)</td><td>Outline what is meant by *shape constancy*. Refer to **Figure 1** and **Figure 2** in your answer.</td><td>*(4 marks)*</td></tr>
<tr><td></td><td colspan="2">Drawing of door that is closed   Drawing of door half opened.
        Figure 1   **Figure 2**</td></tr>
</table>

[AO1 = 2 AO2 = 2]

(AO1) Up to 2 marks for knowledge of shape constancy.
(AO2) Up to 2 marks for application to the example.

Possible answer:

Our ability to see an object as the same shape (1) regardless of the angle of view/even if the retinal image is a different shape (1)
From the figures: when the door is closed it looks rectangular, figure 1 and when it is open, Figure 2, it looks trapezoid/different (1) but it is still recognised as/ 'seen as' the same shape as when Figure 1 was viewed (1).

<table>
<tr><td>(b)</td><td>In a study of the effect of expectation on perception a researcher tested participants in one of two conditions.

In Condition 1, a group of 10 participants was presented with a list of 7 words associated with footwear. The last word in the list was an ambiguous word – **clog.**

In Condition 2, a different group of 10 participants was presented with a list of 7 words associated with animals. The last word in this list was the same ambiguous word – **clog.**

The researcher asked each participant to read out the list of words and he noted all the responses to the 7th word.</td></tr>
</table>

Table 2: **Responses to ambiguous word 'clog' in Condition 1 (prior presentation with 'footwear' words) and Condition 2 (prior presentation with 'animal' words)**

	Condition 1 (prior presentation with 'footwear' words)	Condition 2 (prior presentation with 'animal' words)
Response to the 7th word as 'clog'	9	2
Response to the 7th word as 'dog'	1	8

(i)	Explain whether or not the results in **Table 2** show that expectation affects perception.
	(2 marks)

[AO3 = 2]

1 mark for stating that the results show that expectation affects perception.
1 mark for explanation.

Likely answers:

1 mark for stating that the results demonstrate expectation affects perception. 1 mark for explanation – which might be reference to the differences in the response pattern or in terms of explanation of the term expectation.
Accept other valid explanations eg, that the results do not show expectation affects perception as it may have been caused by something other than an association between the variables, there is no information about random allocation of participants. Or, an answer based on sample size.

(ii)	Explain **one** advantage and **one** disadvantage of using a different group of participants in Condition 2 of the experiment.
	(4 marks)

[AO3 = 4]

Up to 2 marks for an advantage – likely points include: there will not be any order effects/practice effect, so procedural variables which could affect the performance are better controlled. Answers may focus on the fact that the study would be flawed if the same ambiguous word was presented to the same participants twice.

Up to 2 marks for a disadvantage – likely points include: there might be participant differences so the differences in the results could be due to these and not any association between the variables.

Accept other valid explanations.

(c)	Describe and evaluate Gibson's bottom-up theory of perception.	*(10 marks)*

[AO1 = 5 AO2 = 5]

AO1   Up to 5 marks for description of features. Likely points include: the theory proposes that all the information needed to perceive the world comes directly from our senses; ecological – stressing the idea that cues from the environment are very important, there is no need for prior knowledge/experience, description of bottom-up – this is a data-driven/direct process not concept-driven, the importance of the texture gradient, theory of affordances, the importance of movement – the optic flow.
Credit description of relevant evidence up to 2 marks

AO2   Up to 5 marks for evaluation of Gibson.
Application of knowledge of the theory to examples – the theory explains skilled tasks in which immediate response is required – some sports eg long jumping.
Analysis of the implication of studies, support from Lee and Lishman 1975 – swaying room, Gibson and Walk visual cliff 1960.
Inability of the theory to explain illusions.
The Neisser compromise.
Limitations of the theory, comparison with Gregory and hypothesis testing.
Not sufficient as a single explanation of human perception.
Credit use of relevant evidence up to 2 marks

Marks bands

8-10 marks   **Good answers**
There is an accurate, well-organised and detailed description of Gibson's theory. There is clear, coherent and detailed evaluation. The answer is well-focused with little or no misunderstanding.

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

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

4-7 marks   **Average answers**
There is a reasonably accurate and organised description of Gibson's theory. There is reasonable evaluation although it may lack clarity and coherence. There might be some irrelevance, inaccuracy or lack of focus.

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

1-3 marks   **Poor answers**
There is some basic or limited knowledge and/or evaluation of Gibson's theory. The response may be inaccurate and/or poorly focused.

There is little evidence of structure in terms of correct use of paragraphs and sentences. There are frequent errors of spelling and punctuation.

0 marks   **No relevant content**

Total AO1 marks for Question 4 = 7
Total AO2 marks for Question 4 = 7
Total AO3 marks for Question 4 = 6
Total marks for Question 4 = 20

SECTION C - INDIVIDUAL DIFFERENCES

5

> (a)   James is experiencing persistent thoughts about germs. These thoughts are very disturbing and make him feel anxious. He has also started to wash his hands over 40 times a day. His doctor thinks James is suffering from obsessive-compulsive disorder.
>
> Explain why the doctor thinks James has obsessive-compulsive disorder. Refer to the description above in your answer.   *(3 marks)*

[AO2 = 3]

James has 'persistent thoughts about germs' – these are obsessions (1), he 'washes his hands over 40 times a day' – this is a compulsive behaviour (1) so he exhibits the symptoms required for a diagnosis of OCD (1).

> (b)   Outline **one** of the biological explanations for obsessive-compulsive disorder.
>   *(3 marks)*

[AO1 = 3]

AO1 – 1 mark for identification of biological explanation
Up to 2 marks for elaboration of the explanation

Likely answers for genetic, biochemical and physiological explanations:

Genetic explanation: some people are genetically predisposed to develop the disorder. Support for the proposal from family studies which indicate that first degree relatives of OCD sufferers are more likely to also exhibit the disorder.
Biochemical explanation: treatment with drugs which increase serotonin levels results in improvement suggesting that low levels of serotonin are a cause of OCD.

Physiological explanation: basal ganglia is an area of the brain responsible for psychomotor functions, some researchers have suggested that OCD sufferers might have hypersensitivity of the basal ganglia which results in repetitive movements.

> (c)   (i)   Briefly outline a cognitive explanation for obsessive-compulsive disorder.
>   *(2 marks)*

[AO1 = 2]

AO1 – Up to 2 marks for description of a cognitive explanation.

Possible answers:

A cognitive explanation suggests that people with OCD have a cognitive bias so they could have a poor memory for their actions/may be hypersensitive to environmental stimuli.
Accept valid answers based on specific researchers such as Cromer' neutralising hypothesis about OCD or Rachman's 4-step sequence of catastrophic misinterpretations made by OCD sufferers.

(ii)   Suggest **one** criticism of the cognitive explanation for obsessive-compulsive disorder.
(2 marks)

[AO2 = 2]

1 mark for criticism, 1 for elaboration of criticism.

Possible answer:
The cognitive approach focuses on internal mental processes as an explanation and ignores other possible causes such as social/biological factors.

(d)   Describe how systematic desensitisation might be used to treat a specific phobia such as a phobia of spiders. Evaluate the use of systematic desensitisation to treat phobias.
(10 marks)

[AO1 = 5 AO2 = 5]

AO1   Up to 5 marks for description of systematic desensitisation. Programme includes relaxation training for patient, description of construction of hierarchy of anxieties with example, gradual exposure from least to most frightening stage with relaxation replacing fear as the response. Pairing of feared object with pleasant stimulus. Can be carried out *in vivo* or imagined.
Credit description of relevant evidence up to 2 marks.

AO2   Up to 5 marks for discussion of the effectiveness of systematic desensitisation.
Application of knowledge of the programme to specific phobia.
Analysis of how programme works – based on premise that fear and relaxation cannot exist together – they are competing emotions.
Evaluation of the programme including support from studies and comparison with the other treatments such as VRET – cheaper, easier and equally effective. Cognitive therapy also effective (Graziano and Mooney 1980). In combination with Cognitive therapy, very effective (Marks 1987 review of 33 studies).
Limitations of the therapy – cannot be applied to generalised social phobia. Works well in therapeutic situation but may not always generalise to everyday life situations.
Credit use of relevant evidence up to 2 marks.

Marks bands

8-10 marks **Good answers**

There is an accurate, well-organised and detailed description of Systematic Desensitisation. There is clear, coherent and detailed evaluation. The answer is well-focused with little or no misunderstanding.

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

4-7 marks **Average answers**

There is a reasonably accurate and organised description of Systematic Desensitisation. There is reasonable evaluation although it may lack clarity and coherence. There might be some irrelevance, inaccuracy or lack of focus.

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

1-3 marks **Poor answers**

There is some basic or limited knowledge and/or evaluation of Systematic Desensitisation. The response may be inaccurate and/or poorly focused.

There is little evidence of structure in terms of correct use of paragraphs and sentences. There are frequent errors of spelling and punctuation.

0 marks **No relevant content**

Total AO1 marks for Question 5 = 10
Total AO2 marks for Question 5 = 10
Total marks for Question 5 = 20

6

(a)	Psychologists have suggested that children with autism can be identified by the triad of impairments. What is meant by *the triad of impairments*? *(3 marks)*

[AO2 = 3]

One mark for describing atypical functioning in the following 3 areas:
Deficits in social interaction
Deficits in language/communication
Deficits in symbolic/imaginative play or repetitive/stereotyped behaviour

Credit alternative answers such as analysis of the meaning of the term in the context of autism.

(b)	Outline the neurological correlates explanation of autism. *(3 marks)*

[AO1 = 3]

1 mark for a very brief outline. Up to 3 marks for elaboration and additional detail.

Possible answer:

This explanation suggests that autistic individuals have abnormal structures/damage in their brains (1). The areas of the brain with these abnormalities match/correlate (1) with the areas where the *triad of impairments* seem to be located (1).
No reference to correlates, maximum 2 marks.

(c)	(i)	An early explanation for autism is *cold-parenting*. Outline what is meant by *cold-parenting*. *(2 marks)*

[AO1 = 2]

Cold parenting focuses on the behaviour or personalities of parents (1) suggesting that parents who are rejecting/cold early interactions from parents led to the development of autism/lack of development of autonomy (1).

(ii)	Suggest **one** criticism of cold-parenting as an explanation for autism. *(2 marks)*

[AO2 = 2]

1 mark for criticism, 1 for elaboration of criticism

Possible answers:

Lack of evidence to support the explanation because the vast majority of the parents are loving and sensitive or the evidence available challenges the explanation.
Or the explanation blames parents when there is no evidence to suggest the parents should have any blame. There is a possible issue of cause and effect in the explanation.
Accept other valid criticisms.

(d)   Describe how behaviour modification might be used as a therapy for autism. Evaluate the use of behaviour modification as a therapy for autism.   *(10 marks)*

[AO1 = 5 AO2 = 5]

AO1   Up to 5 marks for description of:
Analysis of how behaviour modification or programme(s) work.
The general principles which underlie behaviour modification: reference to operant conditioning, reinforcement – positive and negative and primary and/or secondary reinforcers. Based on the idea that behaviour is learned and can be unlearned or removed and replaced with adaptive responses. Removal of privileges prior to modification. Shaping techniques; small increments/successive approximations are modelled, shaped and reinforced.
Description of a programme – eg Discrete Trial Training, DTT, ABA etc. with examples of steps in the programme.

Credit description of relevant evidence up to 2 marks.

AO2   Up to 5 marks for discussion of the effectiveness of behaviour modification.
Application to specific case of how it might shape autistic child's behaviour.
Evaluation of the programme including support from studies such as Lovaas 1987, limitations/criticisms of the research, Sallows and Graupner 2005.
Comparison with alternative therapies for autism.
Limitations of the therapy – Need for parental involvement. Works well in family situation if parents devote time and effort, but may not be as effective in hospital situation or where families fail to put in consistent effort. Not all autistic children are capable of responding to the treatment programme.
Reference to ethical issues.

Credit use of relevant evidence up to 2 marks.

Marks bands

8-10 marks **Good answers**

There is an accurate, well-organised and detailed description of behaviour modification. There is clear, coherent and detailed evaluation. The answer is well-focused with little or no misunderstanding.

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

4-7 marks **Average answers**

There is a reasonably accurate and organised description of behaviour modification. There is reasonable evaluation although it may lack clarity and coherence. There might be some irrelevance, inaccuracy or lack of focus.

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

1-3 marks **Poor answers**

There is some basic or limited knowledge and/or evaluation of behaviour modification. The response may be inaccurate and/or poorly focused.

There is little evidence of structure in terms of correct use of paragraphs and sentences. There are frequent errors of spelling and punctuation.

0 marks **No relevant content**

Total AO1 marks for Question 6 = 10
Total AO2 marks for Question 6 = 10
Total marks for Question 6 = 20

Assesment grid

Question	AO1	AO2	AO3
1a)	0	2	
b)	4	0	
c)	2	2	
d)	5	5	
2a)	0	2	
b)	4	0	
c)(i)	1	1	
c)(ii)	1	1	
d)	5	5	
3a)	2	2	
b)(i)	0	0	2
b)(ii)	0	0	4
c)	5	5	
4a)	2	2	
b)(i)	0	0	2
b)(ii)	0	0	4
c)	5	5	
5a)	0	3	
b)	3	0	
c)(i)	2	0	
c)(ii)	0	2	
d)	5	5	
6a)	0	3	
b)	3	0	
c)(i)	2	0	
c)(ii)	0	2	
d)	5	5	