



**General Certificate of Education (A-level)
January 2012**

Psychology B

PSYB2

(Specification 2185)

**Unit 2: Individual Differences, Social
Psychology and Cognitive Psychology**

Final

Mark Scheme

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Section A Social Psychology

Topic: Social Influence

Question 01

[AO1 = 2]

- AO1** Award up to 2 marks for a definition of normative social influence.
This is a type of conformity/is where people 'go along with' the behaviour of the group (1) to maintain group harmony/be seen as a member of the group/to avoid rejection/ gain approval from others/to avoid being different from everyone else/likely to lead to compliance/where public behaviour and private opinion do not match/to fit in (1).
0 marks for examples.

Question 02

[AO2 = 2]

- AO2** Award up to 2 marks for an explanation of behaviour related to the situation given.
Normative social influence is likely to mean that Andrea will comply publicly with the smart dress code at work (1). She will want to be seen as like the rest of her colleagues and not as an outsider/to fit in (1).

Question 03

[AO1 = 2, AO2 = 4]

- AO1** Award 2 marks for an outline/identification of two factors, 1 mark per factor. Likely factors include: legitimacy of the system/location, legitimacy of the authority figure/uniform, proximity of the victim, proximity of the authority figure, personality type (authoritarian), social support, culture.
Accept other valid answers.
0 marks for 'proximity' without elaboration.
- AO2** Award 4 marks for a brief discussion of how/why the chosen factor(s) affect obedience to authority. Maximum of 2 marks per factor.
Content will depend on which factor(s) are described. Credit use of evidence/real life examples to support the discussion of the factor(s).
Possible answer: if the authority figure wears a uniform (1) this increases obedience (1) as the authority figure looks more legitimate (1).

Question 04

[AO1 = 5, AO2 = 5]

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very good (9-10 marks), Good (6-8 marks), Average to weak (3-5 marks) or Poor (1-2 marks). Examiners should be guided by the band judgement when annotating the script.

AO1 Up to 5 marks for description of explanations of the possible effects of an audience on performance. Likely effects include: arousal effects such as evaluation apprehension; where the performer becomes aware that others can judge the performance or distraction; where the focus of the performer is divided between the task and the audience. Social facilitation effects, production of dominant responses where the audience presence causes the most practiced response to occur in a situation. Credit description of the Yerkes-Dodson law. 1 mark for simply listing explanations.

Credit description of relevant evidence up to 2 marks.

Likely studies: Triplett 1898, Michaels et al 1982, Bartis et al 1988, Sanders et al 1978, Henchy and Glass 1968.

AO2 Up to 5 marks for discussion of the way the factors operate and affect performance. When a performer is skilled in a particular situation the presence of an audience will improve the performance because the dominant response is to perform well (and the opposite effect.) Discussion of the relationship between arousal effects and dominant responses. Analysis of the effects of arousal on task performance. Discussion of the effects of evaluation apprehension and distraction on performance. Explanation of how distraction accounts for animal studies data. Critical analysis of research related to methodological issues and validity issues such as audience behaviour and task required. Credit application to the stem (maximum 1 mark).

Credit use of task/sport related example to illustrate effects on performance (maximum 1 mark).

Credit use of relevant evidence.

Max 6 marks if only one explanation

Max 6 marks if no evidence

Mark bands

9 – 10 marks Very good answers

There is accurate, well-organised and detailed description of at least two explanations of audience effects on performance. The discussion/analysis is clear, coherent and detailed, providing evidence of thoughtful analysis. There is appropriate reference to evidence. The answer is well-focused with little or no misunderstanding.

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

6 – 8 marks Good answers

There is reasonably accurate and organised description of at least one explanation of audience effects on performance although some detail may be lacking. Discussion/analysis is present but may be limited in either depth or breadth. There is some reference to evidence. The answer is well-focused with little or no misunderstanding. Maximum 6 marks if only one explanation is given and/or there is no reference to evidence.

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

3 – 5 marks Average to weak answers

There is some knowledge of explanation(s) of audience effects on performance and/or basic/limited discussion/analysis. There may be exceptional description for 5 marks with no discussion of the explanations described. The answer may lack focus. There may be inaccuracy and/or irrelevance.

Some basic ideas are expressed adequately though the answer may lack structure. Psychological terminology may be missing or used inappropriately. There may be intrusive errors of grammar, spelling and punctuation.

1 – 2 marks Poor answers

There is very limited knowledge/discussion of explanations of audience effects on performance, but there must be some relevance.

Basic ideas are poorly expressed. There is little evidence of structure, ideas may be listed rather than expanded. There may be significant errors in grammar, spelling and punctuation.

0 marks No relevant content.

Topic: Social Cognition

Question 05

[AO1 = 2]

- AO1** Award up to 2 marks for a definition of the adaptive function of an attitude. This is where an attitude enables an individual to achieve a desired goal/reward/fit in (1) and to reduce/avoid the possibility of failure/punishment/something undesirable (1). May be publicly expressed but not necessarily believed (1), to help manage the impression others have of them (1).
Maximum 1 mark if focus is on behaviour rather than attitude.
0 marks for examples.

Question 06

[AO2 = 2]

- AO2** Award up to 2 marks for an explanation of behaviour related to the situation given. The adaptive function is likely to mean that Michael may try to behave in ways at work that suggest he admires the company and his bosses (1) so that he is seen as a likely candidate for promotion (1). He may only publicly express these attitudes and may not necessarily believe them (1).

Question 07

[AO1 = 2, AO2 = 4]

- AO1** Award two marks for an outline/identification of two factors, one mark per factor. Likely factors include: social schemas, the primacy effect, stereotyping, central traits and the recency effect.
The primacy and recency effects can be treated as two separate factors or as a single factor.
- AO2** Award 4 marks for a brief discussion of how/why the chosen factor(s) affect impression formation. Maximum of 2 marks per factor.
Content will depend on which factor(s) are described. Credit use of evidence/real life example to support the discussion of the factor(s).
Credit comparison of the relative influence of factors as part of the discussion.

Question 08

[AO1 = 5, AO2 = 5]

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very good (9-10 marks), Good (6-8 marks), Average to weak (3-5 marks) or Poor (1-2 marks). Examiners should be guided by the band judgement when annotating the script.

AO1 Up to 5 marks for description of explanations of attributional biases. Likely biases include: the fundamental attribution error (the tendency to judge the causes of the behaviour of others as dispositional rather than situational), the actor-observer effect (when the person judges the causes of his own behaviour situationally and that of others dispositionally), and the self-serving bias (explaining one's successes dispositionally and one's failures situationally). Credit description of dispositional and situational attributions. 1 mark for simply listing biases.
Credit description of relevant evidence up to 2 marks.
Likely studies: Jones and Harris 1967, Ross et al 1977, Storms 1973, Nisbett et al 1972, Johnson 1964, Ross et al 1974.

AO2 Up to 5 marks for discussion of why the biases operate eg SSB-to protect self-esteem, FAE-less effort to make dispositional attributions, actor/observer-we know more about our own situation. Discussion of cultural difference in the attribution process. Exceptions to the predictions of biases, especially in the self-serving bias. Critical analysis of research related to methodological issues and validity issues such as task required. Credit use of examples up to 1 mark for all examples.
Credit use of relevant evidence.

Max 6 marks if only one attributional bias
Max 6 marks if no evidence

Mark bands

9 – 10 marks Very good answers

There is accurate, well-organised and detailed description of at least two attributional biases. The discussion/analysis is clear, coherent and detailed, providing evidence of thoughtful analysis. There is appropriate reference to evidence. The answer is well-focused with little or no misunderstanding. The answer is well-structured with effective use of paragraphs, sentences and psychological terminology. There are few errors of spelling and punctuation.

6 – 8 marks Good answers

There is reasonably accurate and organised description of at least one attributional bias although some detail may be lacking. Discussion/analysis is present but may be limited in either depth or breadth. There is some reference to evidence. The answer is well-focused with little or no misunderstanding. Maximum 6 marks if only one bias is given and/or there is no reference to evidence. The answer has some structure with appropriate use of paragraphs, sentences and psychological terminology. There are some errors of spelling and punctuation.

3 – 5 marks Average to weak answers

There is some knowledge of attributional bias(es) and/or basic/limited discussion/analysis. There may be exceptional description for 5 marks with no discussion of the biases described. The answer may lack focus. There may be inaccuracy and/or irrelevance. Some basic ideas are expressed adequately though the answer may lack structure. Psychological terminology may be missing or used inappropriately. There may be intrusive errors of grammar, spelling and punctuation.

1 – 2 marks Poor answers

There is very limited knowledge/discussion of attributional biases, but there must be some relevance. Basic ideas are poorly expressed. There is little evidence of structure, ideas may be listed rather than expanded. There may be significant errors in grammar, spelling and punctuation.

0 marks No relevant content.

Section B Cognitive Psychology

Topic: Remembering and Forgetting

Question 09

[AO1 = 2, AO2 = 1]

AO1 1 mark each for a descriptive point about procedural and semantic memory.
Procedural memory is a motor/action-based memory or a memory of how to do something.
Semantic memory is memory for facts/ information about the world/knowledge memory/the meaning of words.
No credit for answers based on semantic processing.
Do not credit examples alone.

AO2 1 mark for a distinction point. Likely points: procedural is non-declarative/not easy to express in words and semantic is declarative/knowing how vs knowing that;procedural is more resistant to forgetting; semantic is conscious and procedural less conscious;stored in different parts of the brain.

Allow full credit for one distinction point that is fully elaborated or for more than one point with less detail about each.

Allow full credit for three valid distinction points.

Question 10

[AO1 = 2]

AO1 Up to 2 marks for an outline of two features of the working memory model.
Central executive – oversees the activity of the subsystems, an attentional system, retrieves information from LTM.
Articulatory loop/articulatory control process/articulatory rehearsal process – is a verbal rehearsal system/inner voice.
Primary acoustic store/ phonological store – is a sound-based system/inner ear.
(these may be subsumed under Phonological loop – the sound system)
Visuospatial scratch/sketch pad – where visual and spatial information is imaged and manipulated/inner eye.
Episodic buffer – where information from each subsystem can inter-connect.
Allow broader features of the model including parallel processing, limited capacity, active processing in STM.
Maximum of 1 mark for only naming two components.

Question 11

[AO1 = 2]

AO1 Up to 2 marks for a description of the procedure/method. Typically a full answer will include the two conditions of the study.

Possible answers:

In one study, participants in Condition 1 were asked to memorise a series of letters while participants in Condition 2 were asked to rehearse the sounds of the letters in their heads. All the participants had their blood flow in their brains measured by PET scan while doing the tasks.

In a study, participants in one condition were asked to play a computer game using a joystick while carrying out a visuospatial distracter task. In the other condition participants played the same game but they had to carry out a verbal memory distracter task.

Question 12

[AO1 = 1, AO2 = 2]

AO1 One mark for one strength of the working memory model. Likely points: the model helps to explain how cognitive processes interact/memory is an active rather than passive process/it provides explanation and possible treatment programmes for people with processing deficits/it highlights the different memory tasks that STM can deal with by identifying separate components. Can explain the results of dual task studies.

AO2 Up to 2 marks for an explanation of how/why the issue chosen is a strength. Credit comparison with other models.
Credit use of evidence as part of the explanation.

Question 13

[AO1 = 5, AO2 = 5]

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very good (9-10 marks), Good (6-8 marks), Average to weak (3-5 marks) or Poor (1-2 marks). Examiners should be guided by the band judgement when annotating the script.

AO1 Up to 5 marks for description of displacement and retrieval failure. Displacement is an explanation related to forgetting in STM where the input of recent information 'pushes out'/replaces some of the older information. Description of the capacity of STM – 7+/- 2 items. Retrieval failure is an explanation related to forgetting in LTM where a lack of cues/triggers means information is not accessed. Cues can be state/context/organisation related. Description of tip-of-the-tongue phenomenon.
Credit description of relevant evidence up to 2 marks.
Likely studies: Waugh and Norman 1965, Miller 1956, Murdock 1962 (serial position), Glanzer and Cunitz 1966, Godden and Baddeley 1975, Tulving and Pearlstone 1966, Bower et al 1969.

AO2 Up to 5 marks for discussion of the explanations. Explanation of why memory is affected according to displacement and retrieval theory – lack of availability vs accessibility. Comparison of explanations such as the issue of decay as an alternative to displacement to account for the results of studies using an interference task. Similarly, comparisons with models such as the relationship between retrieval cues and levels of processing. Credit use of examples up to 1 mark.
Only credit evaluation of the methodology used in studies when made relevant to the discussion of the explanation(s).
Credit use of evidence.

Max 6 marks if only one explanation

Max 6 marks if no evidence

Mark bands

9 – 10 marks Very good answers

There is accurate, well-organised and detailed description of both explanations. The discussion is clear, coherent and detailed, providing evidence of thoughtful analysis. There is appropriate reference to evidence.

The answer is well-focused with little or no misunderstanding.

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

6 – 8 marks Good answers

There is reasonably accurate and organised description of at least one explanation although some detail may be lacking. Discussion is present but may be limited in either depth or breadth. There is some reference to evidence. The answer is well-focused with little or no misunderstanding.

Maximum 6 marks if only one explanation is given and/or there is no reference to evidence.

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

3 – 5 marks Average to weak answers

There is some knowledge of the explanation(s) and/or basic/limited discussion. There may be exceptional description for 5 marks with no discussion of the explanations described. The answer may lack focus. There may be inaccuracy and/or irrelevance.

Some basic ideas are expressed adequately though the answer may lack structure. Psychological terminology may be missing or used inappropriately. There may be intrusive errors of grammar, spelling and punctuation.

1 – 2 marks Poor answers

There is very limited knowledge/discussion of displacement and/or retrieval failure, but there must be some relevance.

Basic ideas are poorly expressed. There is little evidence of structure, ideas may be listed rather than expanded. There may be significant errors in grammar, spelling and punctuation.

0 marks No relevant content.

Topic: Perceptual Processes

Question 14

[AO1 = 2, AO2 = 1]

- AO1** 1 mark for defining/knowledge of a distortion illusion: Distortion illusions usually occur when constancy scaling is misapplied/depth cues are assumed to apply/there is a tendency to misperceive size of a stimulus/the length of a line depending on its presumed distance from the observer (1). 1 further mark for identification of a distortion illusion such as: Muller-Lyer, the Ponzo illusion, the moon illusion or Ebbinghaus/Titchener circles. Credit the use of an illustration/diagram of an illusion. Knowledge of distortion illusions may be embedded within description of illusion, eg depth cues.
- AO2** 1 mark for a brief explanation of what distortion illusions can tell us about perception. Likely points: distortion illusions show how the process is an active one; demonstrate how we tend to perceive 2D information as 3D information; that monocular depth cues help us to infer depth and that size constancy scaling is used to determine distance. Supports the idea that perception is indirect (Gregory)/influenced by culture/past experience.

Question 15

[AO1 = 2]

- AO1** Up to 2 marks for an outline of two Gestalt principles. Likely principles:
Proximity – things that are close together are usually seen as belonging together.
Similarity – things that have similar characteristics tend to be grouped together.
Closure – we mentally complete figures that are incomplete.
Wholeness – we tend to perceive the whole figure rather than component parts.
Accept other valid answers related to principles such as: figure-ground, symmetry, continuity/good continuation, common fate, Law of Pragnanz.
Maximum of 1 mark for only naming principles.

Question 16

[AO1 = 2]

- AO1** Up to 2 marks for a description of the procedure/method. Typically a full mark answer will include the two conditions of the study.
Possible answers:
In one study, participants in Condition 1 looked at pictures of both food-related and non-food-related items after they had been deprived of food. They had to rate the brightness of the pictures. In Condition 2 the participants did the same task but they were not deprived of food.
In a study, participants were presented with a set of numbers in one condition and then shown an ambiguous figure 13 and asked to state what the figure was. In the other condition participants were presented with a set of letters before they were shown the same ambiguous figure.

Question 17

[AO1= 1, AO2 = 2]

AO1 One mark for one limitation of studies of perceptual set. Likely points: the research may lack ecological validity/the researchers may use a scale that may not provide accurate measurements of emotion/motivation/the studies often use independent groups or there is interpretation of the results of cross cultural studies.

AO2 Up to 2 marks for an explanation of how/why the issue chosen is a limitation.

Question 18

[AO1 = 5, AO2 = 5]

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very good (9-10 marks), Good (6-8 marks), Average to weak (3-5 marks) or Poor (1-2 marks). Examiners should be guided by the band judgement when annotating the script.

AO1 Up to 5 marks for a description of Gibson's theory of visual perception. Likely points include: direct perception/bottom-up/data driven not concept driven process; ecological process, cues from the environment are important; there is no need for past experience; the importance of texture gradient; affordances; the optic flow and movement.

Credit description of evidence up to 2 marks.

Likely studies:

Lee and Lishman (1975) Bower (1971) Lieberman (1963) Deregowski (1972), Bruner and Postman (1949), McGinnies (1949), Bruner and Minturn (1951).

AO2 Up to 5 marks for evaluation which will probably focus on strengths and weaknesses of the theory. Ecological relevance including the shift from laboratory based research to real tests such as optic flow patterns in long-jumping/flying or explaining face recognition over time with reference to invariants. Demonstrating the innateness of some perceptual abilities – depth perception. The difficulty the theory has dealing with the effects of illusions/mistaken perceptions. The idea that affordances must change over time due to past experiences. The theory fails to distinguish between sensation and perception. Does not adequately account for cultural differences in perception. Comparison with alternative explanations – Gregory, Neisser compromise. Only credit evaluation of the methodology used in studies when made relevant to discussion of the theory. Credit use of evidence.

Max 6 marks if no evidence

Mark bands

9 – 10 marks Very good answers

There is accurate, well-organised and detailed description of Gibson's theory. The evaluation is clear, coherent and detailed, providing evidence of thoughtful analysis. There is appropriate reference to evidence. The answer is well-focused with little or no misunderstanding.

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

6 – 8 marks Good answers

There is reasonably accurate and organised description of Gibson's theory although some detail may be lacking. Evaluation is present but may be limited in either depth or breadth. There is some reference to evidence. The answer is well-focused with little or no misunderstanding. Maximum 6 marks if there is no reference to evidence.

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

3 – 5 marks Average to weak answers

There is some knowledge of Gibson's theory and/or basic/limited evaluation. There may be exceptional description for 5 marks with no discussion of the theory described. The answer may lack focus. There may be inaccuracy and/or irrelevance.

Some basic ideas are expressed adequately though the answer may lack structure. Psychological terminology may be missing or used inappropriately. There may be intrusive errors of grammar, spelling and punctuation.

1 – 2 marks Poor answers

There is very limited knowledge/evaluation of Gibson's theory, but there must be some relevance.

Basic ideas are poorly expressed. There is little evidence of structure, ideas may be listed rather than expanded. There may be significant errors in grammar, spelling and punctuation.

0 marks No relevant content

Section C Individual Differences

Topic: Anxiety Disorders

Question 19

[AO1 = 2]

AO1 Up to 2 marks for description of both obsessions – recurrent/persistent thoughts/ideas/images/impulses and compulsions – repetitive behaviours/ritual acts/behaviour that reduces anxiety.
Accept physiological symptoms of anxiety.

Question 20

[AO3 = 2]

AO3 1 mark for naming repeated measures design.
1 further mark for an elaboration of repeated measures design.
Possible answers:
Repeated measures design means that the same participants are used in both conditions of the study.
If the answer is related to the study described: This means that the children whose anxiety ratings are taken in the before therapy condition are the same children as those who provide the anxiety ratings for the after therapy condition.

Question 21

[AO3 = 2]

AO3 Up to 2 marks for an explanation of one advantage of using repeated measures design.
The advantage of repeated measures design (in this study) is that there will be no participant variables (1) so any differences in performance (the median anxiety ratings before and after therapy) are more likely to be due to the manipulated variables/variables under test (therapy programme) than other variables so the validity of the results is increased.
Answers based on the idea that fewer participants are required than in other designs are relevant.

Note:

If the answer to 20 is incorrect **full credit** can be awarded for 21 if the advantage given matches the experimental design identified in the answer to 20.

Question 22

[AO3 = 2]

AO3 Up to 2 marks for a brief explanation of what the results indicate.
As the median anxiety ratings have decreased (1) since the therapy programme that would seem to indicate the programme was effective in reducing the anxiety (1).
Accept other plausible explanations of the difference in the medians.

Question 23

[AO2 = 2]

- AO2** Up to 2 marks for an outline of the behavioural explanation of phobias. This might include reference to: learning by association of a UCS with a CS producing a CR – a fear is acquired when a previously neutral stimulus (bird) is associated with a frightening event (sudden theft of sandwich) and a fear response results; a description of the two-process theory; reference to avoidance learning; reference to generalisation to all birds. Only award full credit when answer is linked to Sammy/phobia of birds.

Question 24

[AO1 = 5, AO2 = 5]

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very good (9-10 marks), Good (6-8 marks), Average to weak (3-5 marks) or Poor (1-2 marks). Examiners should be guided by the band judgement when annotating the script.

- AO1** Up to 5 marks for a description of the key elements of systematic desensitisation. Likely points: fear and relaxation cannot co-exist, construction of an anxiety hierarchy, description of graduated steps, training in relaxation techniques, gradual exposure to anxiety-provoking stimuli from the hierarchy. Credit reference to virtual reality exposure therapy: in VRET the systematic desensitisation takes place in a virtual world. Credit description of evidence such as Lang and Lazovik (1963) up to 2 marks.
- AO2** Up to 5 marks for an evaluation of systematic desensitisation. Discussion of the strengths of the therapy: usually effective, phobia is removed at completion of the programme, gradual exposure is considered to be less traumatic than other therapies eg flooding, discussion of merits of in vivo (real-life exposure) rather than in vitro (imagined exposure). Discussion of the limitations: difficulty in generalising improvement from the therapeutic situation to real life, expense of VRET equipment, side effects like nausea in VRET situation, therapy may not be suitable for other types of phobia. Credit critical comparison with alternative therapies eg SD does not address the original cause of the phobia unlike, for instance, psychodynamic therapy. Credit application to the stem/Sammy eg examples of possible stages that might form part of an anxiety hierarchy to treat phobia of birds. Credit reasoned discussion of time, cost etc. Only credit evaluation of the methodology used in studies when made relevant to the discussion of the treatment. Credit use of evidence.

Mark bands

9 – 10 marks Very good answers

There is accurate, well-organised and detailed description of the key elements of systematic desensitisation. The evaluation of systematic desensitisation is clear, coherent and detailed, providing evidence of thoughtful analysis. The answer is well-focused with little or no misunderstanding. Answers in this band must include some application to Sammy's phobia.

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

6 – 8 marks Good answers

There is reasonably accurate and organised description of systematic desensitisation although some detail may be lacking. Evaluation is present but may be limited in either depth or breadth. The answer is well-focused with little or no misunderstanding.

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

3 – 5 marks Average to weak answers

There is some knowledge of systematic desensitisation and/or basic/limited evaluation. There may be exceptional description for 5 marks with no discussion of systematic desensitisation present. The answer may lack focus. There may be inaccuracy and/or irrelevance.

Some basic ideas are expressed adequately though the answer may lack structure.

Psychological terminology may be missing or used inappropriately. There may be intrusive errors of grammar, spelling and punctuation.

1 – 2 marks Poor answers

There is very limited knowledge/evaluation of systematic desensitisation, but there may be some relevance.

Basic ideas are poorly expressed. There is little evidence of structure, ideas may be listed rather than expanded. There may be significant errors in grammar, spelling and punctuation.

0 marks No relevant content.

Topic: Autism

Question 25

[AO1 = 2]

- AO1** Up to 2 marks for description of 2 symptoms of autism. Likely points: impairment in social interaction such as not sharing or not gazing or gesturing, restricted repertoire of activities or interests such as hand flapping or head banging, lack of empathy, preference for routine, speaking repetitively, echolalia.
Credit other relevant symptoms such as savant behaviours or obsessional behaviours.
One mark only for a symptom plus an example of that symptom.

Question 26

[AO3 = 2]

- AO3** 1 mark for naming repeated measures design.
1 further mark for an elaboration of repeated measures design.
Possible answers:
Repeated measures design means that the same participants are used in both conditions of the study.
If the answer is related to the study described: This means that the children whose language interaction ratings are taken in the before therapy condition are the same children as those who provide the language interaction ratings for the after therapy condition.

Question 27

[AO3 = 2]

- AO3** Up to 2 marks for a brief discussion of one advantage of using repeated measures design.
The advantage of repeated measures design (in this study) is that there will be no participant variables (1) so any differences in performance (the median verbal interaction ratings before and after therapy) are more likely to be due to the manipulated variables/variables under test (therapy programme) than other variables/so the validity of the results is increased (1).

Answers based on the idea that fewer participants are required than in other designs are relevant.

Note:

If the answer to 26 is incorrect **full credit** can be awarded for 27 if the advantage given matches the experimental design identified in the answer to 26.

Question 28

[AO3 = 2]

A03 Up to 2 marks for a brief explanation of what the results indicate.
As the median verbal interaction ratings have increased (since the therapy programme) (1) that would seem to indicate the programme was effective (1).
Accept other plausible explanations of the difference in the medians.

Question 29

[AO2 = 2]

A02 Up to 2 marks for a brief explanation of why parental involvement is likely to increase the success of a treatment for autism. Credit two separate reasons or one elaborated.

Credit any of the following likely points: as parents are present in many different situations with their children this could help the child to generalise the improved behaviours; parental involvement means that there is consistent application of reinforcement and the child begins to learn the association between the required behaviour and the reward; involving the parents means that they begin to feel that have some control over the process – as they would normally exert control when parenting other children – and this increases their commitment to the therapy. Credit use of evidence to support explanation.

Question 30

[AO1 = 5, AO2 = 5]

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very good (9-10 marks), Good (6-8 marks), Average to weak (3-5 marks) or Poor (1-2 marks). Examiners should be guided by the band judgement when annotating the script.

AO1 Up to 5 marks for description of 2 cognitive explanations for autism. Maximum of 3 marks for any one explanation.

Cognitive explanations:

- Theory of mind: suggestion that people with autism do not understand the world from the point of view of others. The idea of 'mind-blindness.' Failure to grasp false belief. Theory of mind mechanism.
- Description of (failure of) executive functioning as, (lack of) ability to switch attention and initiate new behaviours. Perseverative errors.
- Central coherence, (deficit) as (in)ability to process information in general. These explanations attempt to explain both the deficits and exceptional skills seen in people with autism. Elaboration of 'coherence' or wholeness. Examples of coherent/deficit behaviours (maximum 1 mark).

Credit description of evidence up to 2 marks.

Theory of mind evidence: Baron-Cohen (1985)(1986) Perner (1989).

Central coherence deficit: Shah and Frith (1993).

Failure of executive functioning: Turner (1999) the Wisconsin card sorting task.

AO2 Up to 5 marks available for discussion of the explanations chosen.

Many studies support the TOM explanation. The theory does not account for the 'islets of ability.' Some people with autism do not fail the false belief tasks. However, it is the case that they struggle with second order tasks.

Weak central coherence might account for the 'savant abilities.' The failure seen on embedded figures tasks might be better explained by difficulty in generalising.

Failure of executive functioning does explain repetitive and stereotyped behaviours and is supported by some research. It fits well with the working memory model as it may be the central executive component that may be impaired. It fits with biological evidence.

General points: cognitive explanations do not really provide cause information, but provide further detail about the cognitive differences between people with and without autism. It seems likely that an explanation that attempts to fit biological information with cognitive information might be the way forward.

Credit reference to alternative explanations when used to highlight limitations or strengths of the chosen cognitive explanations.

Only credit evaluation of the methodology used in studies when made relevant to the discussion of the explanation(s).

Credit use of evidence.

Maximum 6 marks – only one explanation

Maximum 6 marks – no evidence

Mark bands

9 – 10 marks Very good answers

There is accurate, well-organised and detailed description of two cognitive explanation of autism. The discussion is clear, coherent and detailed providing evidence of thoughtful analysis. There is appropriate reference to evidence.

The answer is well-focused with little or no misunderstanding.

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

6 – 8 marks Good answers

There is reasonably accurate and organised description of two cognitive explanations for more than 6 marks though some detail may be lacking. Discussion is present but may be limited in either depth or breadth. There is some reference to evidence. The answer is well-focused with little or no misunderstanding. Maximum 6 marks if only one explanation is given and/or there is no reference to evidence.

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

3 – 5 marks Average to weak answers

There is some knowledge of cognitive explanation(s) and/or basic/limited discussion. There may be exceptional description for 5 marks with no discussion of the explanations described. The answer may lack focus. There may be substantial inaccuracy and/or irrelevance.

Some basic ideas are expressed adequately though the answer may lack structure. Psychological terminology may be missing or used inappropriately. There may be intrusive errors of grammar, spelling and punctuation.

1 – 2 marks Poor answers

There is extremely limited knowledge/ discussion of cognitive explanation(s), but there must be some relevance.

Basic ideas are poorly expressed. There is little evidence of structure. There may be significant errors in grammar, spelling and punctuation.

0 marks No relevant content.

Assessment Objectives

Question	AO1	AO2	AO3
Social influence			
1	2		
2		2	
3	2	4	
4	5	5	
Total	9	11	
Social Cognition			
5	2		
6		2	
7	2	4	
8	5	5	
Total	9	11	
Remembering and Forgetting			
9	2	1	
10	2		
11	2		
12	1	2	
13	5	5	
Total	12	8	
Perceptual processes			
14	2	1	
15	2		
16	2		
17	1	2	
18	5	5	
Total	12	8	
Anxiety disorders			
19	2		
20			2
21			2
22			2
23		2	
24	5	5	
Total	7	7	6
Autism			
25	2		
26			2
27			2
28			2
29		2	
30	5	5	
Total	7	7	6
Grid total	28	26	6