

INTERNATIONAL AS PSYCHOLOGY PS01

Unit 1 Introductory Topics in Psychology

Mark scheme

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Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A: Memory

Total for this section: 30 marks

Question	Marking Guidance	Total Marks
01	<p>According to the multi-store model of memory, the sensory register, short-term and long-term memory all differ in relation to their capacity, coding and duration.</p> <p>State the capacity, coding and duration of the sensory register.</p> <p>Award marks as follows: Award 1 mark for each of the following</p> <ul style="list-style-type: none"> • (Capacity) Unlimited/infinite • (Coding) Modality-specific/store for every sense • (Duration) Milliseconds/fraction of a second <p>Note: Accept alternative wording, eg an echoic memory has a duration of 3 to 4 seconds.</p>	<p>3</p> <p>AO1 = 3</p>

Question	Marking Guidance	Total Marks
02	<p>Outline the working memory model.</p> <p>Award marks as follows: 3 marks: the outline of the working memory model is detailed. The answer is clear with appropriate use of specialist terminology. 2 marks: the outline of the working memory model lacks detail. The answer lacks clarity in places. 1 mark: the outline of the working memory model is briefly presented. The answer is very limited, vague and/or muddled.</p> <p>Possible content</p> <ul style="list-style-type: none"> • The main component is the central executive which processes all information and is in control of the subsystems. • There are 3 subsystems, the phonological loop, visuo-spatial sketchpad and episodic buffer. • Phonological loop processes verbal and acoustic information. • Visuo-spatial sketchpad processes visual and spatial information. • Episodic buffer processes all information and keeps events and other similar information in sequence. It also links to long-term memory. <p>Credit other relevant material.</p>	<p>3</p> <p>AO1 = 3</p>

Question	Marking Guidance	Total Marks
03	<p>Amir is completing an essay for his biology homework. His mother asks him a question. Amir stops completing his biology homework and asks his mother to repeat what she said. Later that day, Amir is able to paint a picture while having a conversation with his mother at the same time.</p> <p>Use your knowledge of the working memory model to explain Amir's experiences.</p> <p>Award marks as follows: 3 marks: the application of knowledge of the working memory model to Amir's experiences is detailed. The answer is clear with appropriate use of specialist terminology. 2 marks: the application of knowledge of the working memory model to Amir's experiences lacks detail. The answer lacks clarity in places. 1 mark: the application of knowledge of the working memory model to Amir's experiences is briefly presented. The answer is very limited, vague and/or muddled.</p> <p>Possible application</p> <ul style="list-style-type: none"> • Amir is unable to complete his biology homework and talk to his mother as both are using the same subsystem, the phonological loop. • Due to the limited capacity of the phonological loop, Amir does not hear what his mother says and has to ask her to repeat herself as his biology homework is being processed instead. • When Amir is painting he is using his visuo-spatial sketchpad. • Amir is able to have a conversation with his mother while painting, as talking uses the phonological loop and painting uses the visuo-spatial sketchpad. • As Amir is using different subsystems, he is able to complete two tasks at once. <p>Credit other relevant material.</p>	<p>3</p> <p>AO2 = 3</p>

Question	Marking Guidance	Total Marks															
04	<p>Evaluate the working memory model.</p> <p>Possible evaluation</p> <ul style="list-style-type: none"> Supporting evidence for existence of the different subsystems, eg case studies such as ‘KF’ Shallice and Warrington (1974), dual-task performance studies, Baddeley and Hitch (1974), Klauer & Zhao (2004), Todd & Marios (2004), Baddeley & Wilson (2002). Lack of clarity over the central executive due to difficulties in studying it. Lack of clarity on the connection between working memory and long-term memory. Does not account for other types of memory, eg musical memory, the model cannot explain why some people can listen to music while completing other acoustic/verbal tasks (Bercowitz, 1960). More thorough explanation of short-term memory than multi-store model (MSM) as it suggests how memory functions with different components working together on different tasks, as opposed to simply describing the structure of short-term memory as a single unitary store as in the MSM. Can account for individual differences in memory processing, eg Turner & Engle (1989). Practical application, eg assessment for dyslexia, developing reading skills and functioning of working memory as a learning/revision aid. <p>Credit other relevant material.</p> <table border="1"> <thead> <tr> <th>Level</th><th>Description</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>3</td><td>Evaluation of the working memory model is effective. The answer is clear with appropriate use of specialist terminology.</td><td>5–6</td></tr> <tr> <td>2</td><td>Evaluation of the working memory model is relevant but effectiveness is lacking. The answer lacks clarity in places. Specialist terminology is occasionally used appropriately.</td><td>3–4</td></tr> <tr> <td>1</td><td>Evaluation of the working memory model is very limited. The answer is vague and/or muddled. Specialist terminology is either absent or inappropriately used.</td><td>1–2</td></tr> <tr> <td>0</td><td>No creditable content.</td><td>0</td></tr> </tbody> </table>	Level	Description	Marks	3	Evaluation of the working memory model is effective. The answer is clear with appropriate use of specialist terminology.	5–6	2	Evaluation of the working memory model is relevant but effectiveness is lacking. The answer lacks clarity in places. Specialist terminology is occasionally used appropriately.	3–4	1	Evaluation of the working memory model is very limited. The answer is vague and/or muddled. Specialist terminology is either absent or inappropriately used.	1–2	0	No creditable content.	0	<p>6</p> <p>AO3 = 6</p>
Level	Description	Marks															
3	Evaluation of the working memory model is effective. The answer is clear with appropriate use of specialist terminology.	5–6															
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Question	Marking Guidance	Total Marks
05	<p>Outline one research study into the effects of leading questions on eyewitness testimony.</p> <p>Award marks as follows: 3 marks: the outline of the research study into leading questions is detailed. The answer is clear with appropriate use of specialist terminology. 2 marks: the outline of the research study into leading questions lacks detail. The answer lacks clarity in places. 1 mark: the outline of the research study into leading questions is briefly presented. The answer is very limited, vague and/or muddled.</p> <p>Possible content: Students are likely to outline Loftus and Palmer (1974). <ul style="list-style-type: none"> • Participants were shown a video clip of a car accident. • Participants were given a questionnaire containing one key question which was “how fast were the cars going when they” • The final word changed depending on what condition the participants were in, to “smashed”, “collided”, “bumped”, “hit”, “contacted”. • It was found that those who had the word “smashed” gave a higher average speed of the cars than those who had the word “contacted”. Accept alternative research studies, eg Loftus and Palmer (1974) follow up study relating to seeing broken glass a week after a leading question related to the speed the cars “hit” or “smashed”; Loftus and Zanni (1975) use of “a” compared to “the” in a question.</p>	<p>3</p> <p>AO1 = 3</p>

Question	Marking Guidance	Total Marks									
06	<p>Research has suggested that there are different types of long-term memory.</p> <p>Discuss types of long-term memory.</p> <p>Possible content</p> <ul style="list-style-type: none"> • Episodic: memory for events that have occurred in our lives, often likened to a diary, eg what happened yesterday. These are complex types of memories and ‘time-stamped’. You usually have to make a conscious effort to recall them. • Semantic: memory for facts and knowledge about the world, eg what the capital city of China is. These are less personal forms of memories and are not ‘time-stamped’. You usually have to make a conscious effort to recall them. • Procedural: memory for motor actions and skills, eg the act of physically driving a car. We often find it difficult to explain these types of memories to others and you can recall them without conscious effort/awareness. • Description of research into types of long-term memory (LTM), eg Tulving (1994). <p>Possible discussion</p> <ul style="list-style-type: none"> • Use of research support, eg Tulving (1994) brain scan studies showing different parts of the brain activating for different types of memories. • Case study evidence of amnesia, eg HM and Clive Wearing, showing difficulties with just one type of LTM. • Real-life applications of research, eg improving memories in older people with mild cognitive impairments. • Criticism of the use of evidence based on case studies, eg lack of control, difficulty to generalise, uncertainty of memory abilities before damage. • Some researchers suggest only two types of LTM, believing that episodic and semantic are stored together as ‘declarative memory’. <p>Credit other relevant material.</p> <table border="1"> <thead> <tr> <th>Level</th><th>Description</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>4</td><td>Knowledge of the types of LTM is accurate and generally well detailed. Discussion is effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear and focused. Specialist terminology is used effectively.</td><td>10-12</td></tr> <tr> <td>3</td><td>Knowledge of the types of LTM is evident but there are occasional inaccuracies and/or omissions. There is some effective discussion. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.</td><td>7-9</td></tr> </tbody> </table>	Level	Description	Marks	4	Knowledge of the types of LTM is accurate and generally well detailed. Discussion is effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear and focused. Specialist terminology is used effectively.	10-12	3	Knowledge of the types of LTM is evident but there are occasional inaccuracies and/or omissions. There is some effective discussion. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.	7-9	<p>12</p> <p>AO1 = 6 AO3 = 6</p>
Level	Description	Marks									
4	Knowledge of the types of LTM is accurate and generally well detailed. Discussion is effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear and focused. Specialist terminology is used effectively.	10-12									
3	Knowledge of the types of LTM is evident but there are occasional inaccuracies and/or omissions. There is some effective discussion. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.	7-9									

	2	Limited knowledge of the types of LTM is present. Any discussion is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is occasionally used appropriately.	4–6	
	1	Knowledge of types of LTM is very limited. Discussion is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.	1–3	
	0	No creditable content.	0	

Section B: Social Psychology

Total for this section: 30 marks

Question	Marking Guidance	Total Marks												
07	<p>Shah has recently joined his local swimming club. The club members wear red swimming caps but Shah's cap is blue. He has now purchased a red swimming cap, even though he does not like red.</p> <p>Shah notices that the more experienced club members use a different swimming technique from him. Shah tries this different swimming technique and finds it much easier so continues to swim in this way.</p> <p>Using your knowledge of types and explanations for conformity, explain Shah's behaviour.</p> <p>Possible application</p> <ul style="list-style-type: none"> Shah is displaying normative influence, he wants to fit in with the members of the swimming club so buys a new cap that is red rather than wearing his blue one. Shah is displaying compliance, he changes his public behaviour by wearing a red cap to be part of the swimming club. Shah's public behaviours have changed as he wears red but his private beliefs have not changed. Shah is displaying informational influence, he uses the same technique as the more experienced club members because he perceives that they know more than him. Shah is displaying internalisation, he changes his public behaviour and private beliefs as he tries the different technique and he believes that it is better so continues to use it. <p>Credit other relevant material.</p> <table border="1"> <thead> <tr> <th>Level</th><th>Description</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>3</td><td>Application of knowledge of types and explanations for conformity to Shah is detailed and appropriate. The answer is clear with appropriate use of specialist terminology.</td><td>5–6</td></tr> <tr> <td>2</td><td>Application of knowledge of types and explanations for conformity to Shah is relevant but effectiveness is lacking. The answer lacks clarity in places. Specialist terminology is occasionally used appropriately. OR knowledge of either types or explanations at level 3.</td><td>3–4</td></tr> <tr> <td>1</td><td>Application of knowledge of types and explanations for conformity to Shah is very limited. The answer is vague and/or muddled. Specialist terminology is either absent or inappropriately used. OR knowledge of either types or explanations at level 2 or 1.</td><td>1–2</td></tr> </tbody> </table>	Level	Description	Marks	3	Application of knowledge of types and explanations for conformity to Shah is detailed and appropriate. The answer is clear with appropriate use of specialist terminology.	5–6	2	Application of knowledge of types and explanations for conformity to Shah is relevant but effectiveness is lacking. The answer lacks clarity in places. Specialist terminology is occasionally used appropriately. OR knowledge of either types or explanations at level 3.	3–4	1	Application of knowledge of types and explanations for conformity to Shah is very limited. The answer is vague and/or muddled. Specialist terminology is either absent or inappropriately used. OR knowledge of either types or explanations at level 2 or 1.	1–2	<p>6</p> <p>AO2 = 6</p>
Level	Description	Marks												
3	Application of knowledge of types and explanations for conformity to Shah is detailed and appropriate. The answer is clear with appropriate use of specialist terminology.	5–6												
2	Application of knowledge of types and explanations for conformity to Shah is relevant but effectiveness is lacking. The answer lacks clarity in places. Specialist terminology is occasionally used appropriately. OR knowledge of either types or explanations at level 3.	3–4												
1	Application of knowledge of types and explanations for conformity to Shah is very limited. The answer is vague and/or muddled. Specialist terminology is either absent or inappropriately used. OR knowledge of either types or explanations at level 2 or 1.	1–2												

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Question	Marking Guidance	Total Marks												
08	<p>Describe social support as an explanation of resistance to social influence.</p> <p>Possible content</p> <ul style="list-style-type: none"> • Social support is having the presence of other people (allies) who are defying the pressure to conform or obey (dissenting) making resistance to social influence more likely. • Having support for your point of view can remove an individual's fear of being ridiculed, so avoiding effects of normative influence. • It can increase an individual's confidence that their position is correct allowing them to remain independent. • The dissenter does not need to give the correct answer, or the same one as the individual/participant for the effect to be observed. • The dissenter acts as a model for the behaviour of resistance that can be imitated by the individual/participant. • Social support breaks the unanimity of the group and therefore weakens the influence of the majority. • Disobedient behaviour stands out less than if the individual acted alone, making disobedience more likely. • Description of relevant studies, eg variations of Asch and Milgram's investigations. <p>Credit other relevant material.</p> <table> <tr> <th>Level</th><th>Description</th><th>Marks</th></tr> <tr> <td>2</td><td>Knowledge of social support as an explanation of resistance to social influence is accurate with some detail. The answer is clear with appropriate use of specialist terminology.</td><td>3–4</td></tr> <tr> <td>1</td><td>Knowledge of social support as an explanation of resistance to social influence is limited, vague or muddled. Specialist terminology is either absent or inappropriately used.</td><td>1–2</td></tr> <tr> <td>0</td><td>No creditable content.</td><td>0</td></tr> </table>	Level	Description	Marks	2	Knowledge of social support as an explanation of resistance to social influence is accurate with some detail. The answer is clear with appropriate use of specialist terminology.	3–4	1	Knowledge of social support as an explanation of resistance to social influence is limited, vague or muddled. Specialist terminology is either absent or inappropriately used.	1–2	0	No creditable content.	0	<p>4</p> <p>AO1 = 4</p>
Level	Description	Marks												
2	Knowledge of social support as an explanation of resistance to social influence is accurate with some detail. The answer is clear with appropriate use of specialist terminology.	3–4												
1	Knowledge of social support as an explanation of resistance to social influence is limited, vague or muddled. Specialist terminology is either absent or inappropriately used.	1–2												
0	No creditable content.	0												

Question	Marking Guidance	Total Marks
09	<p>Describe and evaluate research into situational variables affecting obedience.</p> <p>Possible content</p> <ul style="list-style-type: none"> • Proximity (Milgram variation): learner brought into the same room as the teacher, whereby obedience rates reduced (40%). • Proximity (Milgram variation): teacher had to physically place/force the learner's hand onto a shock plate, obedience rates reduced (30%). • Proximity (Milgram variation): experimenter left the room and gave instructions via telephone/speaker, obedience rates reduced (20.5%). • Location (Milgram variation): changed the setting/location from Yale university to a run-down office block (in Bridgeport), obedience rates reduced (47.5%). • Uniform (Bickman, 1974): the confederate in the guard's uniform was obeyed more (on 76% of occasions) than the milkman (47%) and the pedestrian (30%). • Details of the methodology of Milgram's original baseline study used in subsequent variations. <p>Possible discussion:</p> <ul style="list-style-type: none"> • Research lacks (population) validity, eg Milgram only tested American males, research into obedience in other countries and/or females have often shown different results (cultural and gender bias). • Research has high (internal) validity, eg Milgram's investigation was conducted in a controlled laboratory environment using standardised procedures. • Some research has good (ecological) validity, eg Bickman's study uses a real world scenario that reflects the way obedience can be apparent in everyday life, but other research has poor (ecological) validity, eg Milgram's use of shocks is not something people are asked to do in real-life. • Methodological issues, eg participants in Milgram's investigation appeared to show doubt about whether the shocks were real introducing the possibility of demand characteristics, reducing the ecological validity. • Ethical issues such as deception, obedience research has to make use of deception in order to test the concept. Milgram's research has raised questions about whether he provided adequate protection from harm for his participants. • Discussion of the reasons why rates of obedience change in different situations, eg agentic/autonomous state and legitimacy of authority. • Discussion of the implications of the research for real life, eg in the workplace. <p>Credit other relevant material.</p>	<p>20</p> <p>AO1 = 8 AO3 = 12</p>

	Level	Description	Marks	
	4	Description of research into situational variables affecting obedience is accurate and generally well detailed. Evaluation is effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear and focused. Specialist terminology is used effectively.	16–20	
	3	Description of research into situational variables affecting obedience is evident but there are occasional inaccuracies and or omissions. There is some effective evaluation. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.	11–15	
	2	Limited description of research into situational variables affecting obedience is present. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is occasionally used appropriately.	6–10	
	1	Description of research into situational variables affecting obedience is very limited. Evaluation is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.	1–5	
	0	No creditable content.	0	

Section C: Psychopathology

Total for this section: 30 marks

Question	Marking Guidance	Total Marks
10	<p>Briefly outline failure to function adequately as a definition of abnormality.</p> <p>Award marks as follows: 2 marks: for a clear outline of failure to function adequately as a definition of abnormality. 1 mark: for a muddled or vague outline of failure to function adequately as a definition of abnormality.</p> <p>Possible content</p> <ul style="list-style-type: none"> • Focuses on the individual and changes to their behaviour. • When an individual is unable to carry out their daily routine they are classed as abnormal. • There are seven criteria, unpredictability, maladaptive behaviour, personal distress, irrationality, observer discomfort, violation of moral standards and unconventionality. • Can be assessed using the Global Assessment of Functioning (GAF) scale. <p>Credit other relevant material, eg use of an example.</p>	<p>2</p> <p>AO1 = 2</p>

Question	Marking Guidance	Total Marks
11	<p>Briefly evaluate failure to function adequately as a definition of abnormality.</p> <p>Award marks as follows: 3 marks: the evaluation of failure to function adequately is detailed. The answer is clear with appropriate use of specialist terminology. 2 marks: the evaluation of failure to function adequately lacks detail. The answer lacks clarity in places. 1 mark: the evaluation of failure to function adequately is briefly presented. The answer is very limited, vague and/or muddled.</p> <p>Possible evaluation</p> <ul style="list-style-type: none"> • It puts the individual at the centre and focuses on how they feel they are coping, meaning only those who feel like they are struggling will be deemed abnormal, minimising unhelpful labelling. • It can be easier to identify abnormality using this definition as failure to function is observable by others. This also means that others can intervene to help when individuals may be incapable of helping themselves. • It can be difficult to apply in situations where behaviour is abnormal but there may not be personal distress, eg psychopathy. • It can be difficult to apply to some individuals as coping mechanisms may allow someone to (appear to) continue to function despite living with a psychological abnormality that would benefit from treatment. <p>Credit other relevant material.</p>	<p>3</p> <p>AO3 = 3</p>

Question	Marking Guidance	Total Marks
12	<p>Matilda has been diagnosed with depression and her doctor has recommended cognitive behavioural therapy (CBT) as a treatment.</p> <p>Briefly outline cognitive behavioural therapy as a treatment for depression. Suggest how cognitive behavioural therapy could be used to treat Matilda.</p> <p>Award marks as follows: 3 marks: the outline of CBT as a treatment for depression is detailed. The answer is clear with appropriate use of specialist terminology. 2 marks: the outline of CBT as a treatment for depression lacks detail. The answer lacks clarity in places. 1 mark: the outline of CBT as a treatment for depression is briefly presented. The answer is very limited, vague and/or muddled.</p> <p>Possible content</p> <ul style="list-style-type: none"> • CBT focuses on the cause of depression being related to irrational thought processes/negative schemas and therefore works by trying to change these into more rational ones. • CBT involves identifying irrational thoughts (thought-catching). • During CBT a therapist will challenge irrational thoughts by asking the person to gather/present evidence which can be discussed in relation to its validity. • The therapist will help the person to change these irrational thoughts to more rational ones (cognitive restructuring). • Person is often set 'homework', eg asked to keep a diary and record events and situations where negative thinking occurred which are then discussed at the next therapy session, participate in enjoyable activities (behavioural activation). • Credit information about the treatment sessions, eg CBT involves several (usually around six or more) weekly sessions which often last around 1 hour. <p>Credit other relevant material, eg reference to use of REBT.</p> <p>AND</p> <p>Award marks as follows: 3 marks: the suggestion for how CBT could be used to treat Matilda is detailed. The answer is clear with appropriate use of specialist terminology. 2 marks: the suggestion for how CBT could be used to treat Matilda lacks detail. The answer lacks clarity in places. 1 mark: the suggestion for how CBT could be used to treat Matilda is briefly presented. The answer is very limited, vague and/or muddled.</p> <p>Possible application</p> <ul style="list-style-type: none"> • The therapist could help Matilda identify examples of irrational thoughts, eg that she is a failure. • The therapist could help Matilda restructure her irrational thought processes, by thinking more constructively about problems. 	<p>6</p> <p>AO1 = 3 AO2 = 3</p>

	<ul style="list-style-type: none"> • The therapist could ask Matilda to keep a diary between sessions, allowing Matilda to try out new ways of thinking. • The therapist could ask Matilda to identify activities that she enjoys and encourage her to do more of these. • The therapist could ask Matilda to think about when she has been successful, showing her she is not a failure. <p>Credit other relevant material, eg reference to use of REBT.</p>	
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Question	Marking Guidance	Total Marks
13	<p>Which one of the following is not a characteristic of phobias.</p> <p>Shade one box only.</p> <p>Answer key:</p> <p>D – Lacking motivation</p>	<p>1</p> <p>AO1 = 1</p>

Question	Marking Guidance	Total Marks
14	<p>Outline flooding as a behavioural treatment for phobias.</p> <p>Award marks as follows:</p> <p>3 marks: the outline of flooding as a behavioural treatment for phobias is detailed. The answer is clear with appropriate use of specialist terminology.</p> <p>2 marks: the outline of flooding as a behavioural treatment for phobias lacks detail. The answer lacks clarity in places.</p> <p>1 mark: the outline of flooding as a behavioural treatment for phobias is briefly presented. The answer is very limited, vague and/or muddled.</p> <p>Possible content</p> <ul style="list-style-type: none"> • Flooding involves a sudden and full exposure to the phobic situation. • The individual is unable to escape the phobia (prevention of avoidance) which causes a person's anxiety levels to rise but these will eventually reduce/subside as anxiety cannot remain high indefinitely. • When anxiety levels reduce the association between the stimulus and anxiety is broken (becomes extinct), therefore helping to treat the phobia. • Can be done in vivo/in vitro. <p>Credit other relevant material.</p>	<p>3</p> <p>AO1 = 3</p>

Question	Marking Guidance	Total Marks															
15	<p>Sara has a phobia of cats.</p> <p>When she was 5 years old she was bitten by a cat. Sara now runs away when she sees a cat. She avoids going to her friends' houses if they own a cat.</p> <p>Using your knowledge of the two-process model, explain Sara's phobia of cats.</p> <p>Possible application</p> <ul style="list-style-type: none"> • Sara's phobia of cats has developed through classical conditioning. • The cat is the neutral stimulus. • Being bitten/pain is the unconditioned stimulus. • The fear from the pain of being bitten is the unconditioned response. • She has formed an association between the cat and pain. • The conditioned response of fear elicits whenever she sees a cat, which is now the conditioned stimulus. • Her phobia of cats is maintained by operant conditioning/negative reinforcement. • By running away/escaping whenever she sees a cat and avoiding places where she is likely to see a cat such as friends' houses, she is avoiding or escaping unpleasant situations/emotions which makes her feel less fearful/anxious (avoidance learning). <p>Credit other relevant material.</p> <table border="1"> <thead> <tr> <th>Level</th><th>Description</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>3</td><td>Application of the two-process model to Sara is detailed and appropriate. The answer is clear with appropriate use of specialist terminology.</td><td>5–6</td></tr> <tr> <td>2</td><td>Application of the two-process model to Sara is relevant but detail is lacking. The answer lacks clarity in places. Specialist terminology is occasionally used appropriately.</td><td>3–4</td></tr> <tr> <td>1</td><td>Application of the two-process model to Sara is very limited. The answer is vague and/or muddled. Specialist terminology is either absent or inappropriately used.</td><td>1–2</td></tr> <tr> <td>0</td><td>No creditable content.</td><td>0</td></tr> </tbody> </table>	Level	Description	Marks	3	Application of the two-process model to Sara is detailed and appropriate. The answer is clear with appropriate use of specialist terminology.	5–6	2	Application of the two-process model to Sara is relevant but detail is lacking. The answer lacks clarity in places. Specialist terminology is occasionally used appropriately.	3–4	1	Application of the two-process model to Sara is very limited. The answer is vague and/or muddled. Specialist terminology is either absent or inappropriately used.	1–2	0	No creditable content.	0	<p>6</p> <p>AO2 = 6</p>
Level	Description	Marks															
3	Application of the two-process model to Sara is detailed and appropriate. The answer is clear with appropriate use of specialist terminology.	5–6															
2	Application of the two-process model to Sara is relevant but detail is lacking. The answer lacks clarity in places. Specialist terminology is occasionally used appropriately.	3–4															
1	Application of the two-process model to Sara is very limited. The answer is vague and/or muddled. Specialist terminology is either absent or inappropriately used.	1–2															
0	No creditable content.	0															

Question	Marking Guidance	Total Marks															
16	<p>Evaluate behavioural treatments of phobias.</p> <p>Possible evaluation</p> <ul style="list-style-type: none"> • Evidence supporting effectiveness of behavioural treatments for phobias, eg systematic desensitisation, Willis & Edwards (1969); flooding, Wolpe (1970). • Drop out rates can be high for behavioural treatments for phobias. Individuals have to be highly motivated to take part and stay committed to the whole programme (time commitment) for systematic desensitisation to work. Flooding can be very traumatic and cause individuals to leave before extinction has a chance to occur. These issues lower the overall effectiveness of the treatment. • Behavioural treatments for phobias are less effective/appropriate for more complex phobias like agoraphobia and social phobias with a large cognitive element. • Levels of anxiety triggered in the patient are lower in systematic desensitisation than in flooding. This means systematic desensitisation is often considered more acceptable and preferred by patients. • Comparison with other therapies, eg CBT, anxiety medications. <p>Credit other relevant material.</p> <table border="1"> <thead> <tr> <th>Level</th><th>Description</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>3</td><td>Evaluation of behavioural treatments for phobias is effective. The answer is clear with appropriate use of specialist terminology.</td><td>7–9</td></tr> <tr> <td>2</td><td>Evaluation of behavioural treatments for phobias is relevant but effectiveness is lacking. The answer lacks clarity in places. Specialist terminology is occasionally used appropriately.</td><td>4–6</td></tr> <tr> <td>1</td><td>Evaluation of behavioural treatments for phobias is very limited. The answer is vague and/or muddled. Specialist terminology is either absent or inappropriately used.</td><td>1–3</td></tr> <tr> <td>0</td><td>No creditable content.</td><td>0</td></tr> </tbody> </table>	Level	Description	Marks	3	Evaluation of behavioural treatments for phobias is effective. The answer is clear with appropriate use of specialist terminology.	7–9	2	Evaluation of behavioural treatments for phobias is relevant but effectiveness is lacking. The answer lacks clarity in places. Specialist terminology is occasionally used appropriately.	4–6	1	Evaluation of behavioural treatments for phobias is very limited. The answer is vague and/or muddled. Specialist terminology is either absent or inappropriately used.	1–3	0	No creditable content.	0	<p>9</p> <p>AO3 = 9</p>
Level	Description	Marks															
3	Evaluation of behavioural treatments for phobias is effective. The answer is clear with appropriate use of specialist terminology.	7–9															
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0	No creditable content.	0															

PS01 grid

	AO1	AO2	AO3	Total
Section A				
01	3			3
02	3			3
03		3		3
04			6	6
05	3			3
06	6		6	12
Section B				
07		6		6
08	4			4
09	8		12	20
Section C				
10	2			2
11			3	3
12	3	3		6
13	1			1
14	3			3
15		6		6
16			9	9
Unit total	36	18	36	90