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AS  
PSYCHOLOGY  
7181/2

PAPER 2

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Mark scheme

Specimen Material Third Set

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Final

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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 Assessment Writer.

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

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

## Level of response marking instructions

Level of response mark schemes are broken down into two, three or four levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are two, three or four 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 does not contain anything of relevance to the question must be awarded no marks.

Examiners are required to assign each of the students' responses to the most appropriate level according to **its overall quality**, then allocate a single mark within the level. When deciding upon a mark in a level examiners should bear in mind the relative weightings of the assessment objectives (included for each question and summarised on page 15) and be careful not to over/under credit a particular skill. This will be exemplified and reinforced as part of examiner training and standardisation.

**Section A****Approaches in Psychology**

<b>01</b>	Which of the psychologists A, B, C or D is best known in relation to the emergence of psychology as a science?	<b>[1 mark]</b>
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**Marks for this question: AO1 = 1**

D

<b>02</b>	Which of the following best describes identification as a feature of social learning?	<b>[1 mark]</b>
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**Marks for this question: AO1 = 1**

A

<b>03</b>	<p>Millie is asked to do a class presentation on introspection. As part of her presentation she said, 'Introspection is thinking about our own thoughts.'</p> <p>After the presentation, her classmates said they had learned very little about introspection.</p> <p>Explain what else Millie could have said about the major features of introspection so that her classmates would be better informed.</p>	<b>[4 marks]</b>
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**Marks for this question: AO2 = 4**

Level	Marks	Description
2	3–4	The explanation of what else could be said is clear and includes other relevant features of introspection. The answer is generally coherent with effective use of appropriate terminology.
1	1–2	The explanation of what else could be said about introspection is partial/limited. The answer lacks coherence and use of appropriate terminology.
	0	No relevant content.

Application could include reference to other features of introspection as follows:

- Focus on being objective
- Reflection on sensations, feelings and images
- Wundt would ask people to focus on an everyday object and look inwards noticing sensations and feelings and images
- Breaking thoughts about an object down into separate elements
- Systematic reporting of an experience of object
- Specific examples eg use of metronome

Credit other relevant application.

<b>04</b>	<p>Jeremy is digging in the garden. He feels the spade hit a rock and stops digging immediately.</p> <p>Explain how sensory, relay and motor neurons would function in this situation.</p> <p style="text-align: right;"><b>[6 marks]</b></p>
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**Marks for this question: AO2 = 6**

Level	Marks	Description
3	5–6	The explanation of how each type of neuron would function in this situation is clear and with effective and generally well-detailed application. The answer is coherent with effective use of terminology.
2	3–4	The explanation of how types of neurons would function in this situation is partial. There is partial appropriate application. The answer is generally coherent with some appropriate use of terminology.
1	1–2	The explanation of how types of neurons would function in this situation is limited. Application is limited. The answer lacks coherence and/or appropriate use of terminology.
	0	No relevant content.

Possible application as follows:

- Sensory neurons send information from the senses to the brain – here receptors in Jeremy’s hand would sense the jolt of the spade hitting the rock and send that information via the peripheral nervous system to his brain/CNS.
- Relay neurons connect with other neurons, mostly found in the brain/CNS - here they would be involved in analysis of the sensation, what it means, deciding about how to respond to it, thus acting between the sensory and motor neurons.
- Motor neurons send messages via long axons from the brain to the muscles or effectors – here the message from the brain instructs Jeremy’s arm muscles to stop working and stop the digging action.

Credit other relevant application.

<b>05</b>	Describe and evaluate the behaviourist approach.	<b>[12 marks]</b>
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**Marks for this question: AO1 = 6, AO3 = 6**

Level	Marks	Description
4	10–12	Knowledge of the behaviourist approach is accurate and generally well detailed. Evaluation is effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and/or expansion is sometimes lacking.
3	7–9	Knowledge of the behaviourist approach is evident. There are occasional inaccuracies. There is some effective evaluation. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately.
2	4–6	Knowledge of the behaviourist approach is present. Focus is mainly on description. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1–3	Knowledge of the behaviourist approach is limited. Evaluation is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

**Possible content:**

- behaviourist theories eg classical conditioning (UCS, CS, UCR, CR), operant conditioning – learning by association between response and consequence
- work of Pavlov – classical conditioning of the salivation response in dogs
- work of Skinner – operant conditioning of bar pressing in rats and pigeons
- concept of reinforcement, types of reinforcement (positive, negative, primary, secondary)

Credit other relevant content eg Thorndike's Law of Effect

**Possible evaluation points**

- enhancing the scientific status of psychology
- use of objective scientific methods – systematic manipulation of variables, focus on the observable behaviour, control, demonstration of cause and effect
- research supports view that animal and humans can learn by CC and OC
- usefulness/ applications eg prediction and modification of behaviour, therapy
- oversimplification of all behaviour in terms of SR links (reductionism)
- ethical issues eg negative aspects of controlling behaviour
- contrast with notion of free will (environmental determinism)

Credit other relevant evaluation points eg comparison with other approaches.

**Section B****Psychopathology**

**06** Bina has been diagnosed with depression. Her doctor says that depression is a common problem but Bina is miserable. She cannot be bothered to get washed in the morning and her manager is unhappy that she is taking a lot of time off work. When she goes to work she is irritable, has temper tantrums and is rude to customers.

Using your knowledge of **three** definitions of abnormality, explain whether or not Bina's behaviour might be considered to be abnormal.

**[6 marks]**

**Marks for this question: AO2 = 6**

Award marks for **each** way of defining abnormality applied to Bina as follows:

**2 marks** for a clear and coherent explanation which directly addresses the question of whether or not Bina's behaviour should be considered abnormal

**1 mark** for a limited explanation which vaguely or partially addresses the question.

Possible applications:

- statistical infrequency - the doctor says depression is quite common therefore Bina's behaviour should not be considered abnormal.
- failure to function adequately – Bina is neglecting personal hygiene she also takes lots of time off work therefore her behaviour could be considered abnormal.
- deviation from ideal mental health - Bina is miserable therefore her behaviour could be considered abnormal.
- deviation from social norms – Bina has temper tantrums/is rude to customers which is not the norm for adults in a work environment therefore her behaviour could be considered to be abnormal.

**07** Outline **one** behavioural and **one** cognitive characteristic of obsessive-compulsive disorder (OCD). **[4 marks]**

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

Level	Marks	Description
2	3–4	There is a clear and detailed outline of a relevant behavioural and cognitive characteristic of obsessive-compulsive disorder (OCD). The answer is generally coherent with effective use of appropriate terminology.
1	1–2	There is a vague /muddled outline of a relevant behavioural and cognitive characteristic of obsessive-compulsive disorder (OCD). The answer lacks coherence and use of appropriate terminology.  Either behavioural or cognitive only at Level 2.
	0	No relevant content.

**Possible content:**

- Behavioural characteristic – this is the compulsion element of the disorder, where a behaviour is performed repeatedly in order to alleviate anxiety
- Cognitive characteristic – this is the obsessive element of the disorder, where the sufferer experiences unwanted/intrusive thoughts or images that cause distress

Credit other relevant characteristics eg avoidance (behavioural)

**08** Describe **one** drug therapy that has been used to treat obsessive-compulsive disorder (OCD). Identify **one** limitation of drug therapy. **[4 marks]**

**Marks for this question: AO1 = 3, AO3 = 1**

Level	Marks	Description
2	3–4	There is a clear and detailed description of a relevant drug therapy for OCD. A relevant limitation is clearly identified. The answer is generally coherent with effective use of appropriate terminology.
1	1–2	Description of a relevant drug therapy for OCD is partial/limited. The limitation is vague, inappropriate or absent. The answer lacks coherence and use of appropriate terminology.
	0	No relevant content.

**Possible content:**

- use of SSRIs eg fluoxetine
- acts to inhibit the re-uptake or re-absorption of serotonin in the brain
- enabling the serotonin to remain active at the synapse
- where it continues to stimulate the post-synaptic neuron

Credit other relevant drug therapies eg SNRIs acting on noradrenalin reuptake.

**Possible limitations:**

- side effects
- patient as a passive recipient of treatment
- dependency
- comparison with alternative treatments

Credit other relevant limitations.

**09** Briefly explain how the findings of psychological research into treating depression could have implications for the economy.

**[2 marks]**

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

**2 marks** for a clear and coherent explanation of one way in which research into treating depression might have implications for the economy

**1 mark** for a vague or muddled explanation.

Possible content: finding an effective treatment would reduce the number of days people have off work sick so improving productivity

**10** Outline and evaluate the cognitive approach to treating depression.

**[8 marks]**

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

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

**Possible content:**

Features of Beck's CBT:

- focus on present experience
- identifying automatic negative or irrational thoughts
- thought catching
- challenging negative thoughts
- hypothesis testing via homework - patient as scientist
- behavioural activation – engaging in previously enjoyed activities to raise mood

Credit other relevant information eg Ellis's argumentation and disputation

**Possible evaluation points:**

- Use of evidence to support effectiveness in alleviating symptoms, relapse rates etc.
- Comparisons with medication eg March 2007
- Role of the patient as engaged and active rather than passive
- General enhancement of personal experience and efficacy
- Severely depressed cannot engage in the process and need medication
- Time and commitment where part of reasoned justification

Credit other relevant evaluation points.

**Section C****Research Methods**

**11** Which of A, B, C or D best describes this study? Shade **one** box only. **[1 mark]**

**Marks for this question: AO2 = 1**

**1 mark C**

**12** What fraction of the teachers thought that their confidence was better after the course? Show your workings. **[2 marks]**

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

**1 mark** 4/5ths

**1 mark** for workings 16 divided by 4 = 4 and 20 divided by 4 = 5 (so 4/5<sup>ths</sup>)

**13** What might the researchers conclude about the training course on the basis of the data in **Table 1**? Explain your answer. **[2 marks]**

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

**2 marks** for a clear and coherent conclusion, plus relevant explanation based on the data.

**1 mark** for a vague/muddled conclusion.

**Conclusion and explanation:**

The training course appears to have a beneficial effect on teacher confidence as the majority of them (16 out of 20) say their confidence has improved.

**14** What is the operationalised dependent variable in this study? **[2 marks]**

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

**2 marks** for a clearly operationalised dependent variable: the DV is whether the teachers thought their confidence in managing difficult behaviour was better, worse or the same after the course.

**1 mark** for a dependent variable that is not fully operationalised eg teachers' confidence/how they felt after doing the course.

**15** Which experimental design is being used in this study and why would it be an appropriate design in this case?

**[3 marks]**

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

**1 mark** repeated measures design

Plus

**2 marks** for a clear and coherent explanation of why this design is appropriate in this case

**1 mark** for a vague or muddled explanation of why this design is appropriate in this case

**Content:** It is important to ask the same participants to consider their level of confidence before and after taking part in the training in order to see whether their confidence has changed. It would not make sense to ask one group of people before training and another group of people after training because there may be individual differences in their levels of confidence anyway.

The psychologists conducting the training decided to use the Sign Test to see whether there was a significant difference in confidence in managing difficult classroom behaviour before and after the course.

**16** Give the calculated value of S in this study and explain how you arrived at this figure.

**[3 marks]**

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

**1 mark** calculated value of  $S = 2$

**Plus** two marks for any two of the following points:

**1 mark** this is determined by converting the differences or outcomes to signs + or –

**1 mark** then taking the numerical value for/number of participants with the least common/frequent sign

**1 mark** any nil differences are ignored

**17** Explain why statistical testing is used in psychological research.

**[2 marks]**

**Marks for this question: AO1 = 2**

**2 marks** for a clear and coherent explanation

**1 mark** for a vague/muddled explanation

**Content:** researchers use statistical tests to determine the likelihood that the effect/difference/relationship they have found has occurred due to chance.

Following the training course, one of the researches carried out an overt classroom observation of each teacher's primary school class. The researcher wanted to record the frequency of difficult classroom behaviours shown by the pupils during a normal lesson.

He identified six categories of disruptive behaviour and decided to record the frequency of each of the six behaviours during the first ten minutes and the last ten minutes of the lesson.

- 18** Suggest **two** behavioural categories that the researcher could record during his observation.

**[2 marks]**

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

**1 mark** for each valid behavioural category suggested.

For credit the behaviour should be an **observable** behaviour that is disruptive or disobedient and would be likely to occur in a primary school classroom eg throwing something, shouting, banging on the desk.

- 19** Design a tally chart/record sheet the researcher could use to record his observations.

**[3 marks]**

**Marks for this question: AO3 = 3**

Award marks for a suitable record sheet/tally chart in table form.

**1 mark** for each bullet point addressed

- Table with spaces for tallies/recordings of instances
- Separate spaces for first and last 10 minutes
- Headed correctly with the six category spaces (may include the two used in answer to Q18 but names of categories not essential here)

No marks for drawing a bar chart or graph.

<b>20</b>	Identify <b>one</b> problem that might have occurred during this observation and explain how the observation would be improved by addressing this problem.	<b>[4 marks]</b>
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**Marks for this question: AO3 = 4**

Level	Marks	Description
2	3–4	A relevant problem is clearly identified. The explanation of how the observation would be improved by addressing this problem is appropriate and effective. The answer is generally coherent with effective use of appropriate terminology.
1	1–2	A relevant problem is identified. There is partial/limited explanation of how the observation would be improved by addressing this problem. The answer lacks coherence and use of appropriate terminology.
	0	No relevant content.

Relevant problems:

- observer effect (as observation is overt) means pupils would behave differently because they are aware that they are being observed – could be addressed by carrying out a covert observation
- observer bias/lack of objectivity because the researcher is working alone – could be addressed by working as part of a pair for inter-observer reliability
- limiting observations to first and last 10 minutes means the data may not be a valid representation of disruptive behaviour in lessons. Need to carry out observations at other times during the lesson too.

### Assessment Objective Grid

	AO1	AO2	AO3	Total
<b>Approaches in Psychology</b>				
01	1			1
02	1			1
03		4		4
04		6		6
05	6		6	12
<b>Total</b>	<b>8</b>	<b>10</b>	<b>6</b>	<b>24</b>

<b>Psychopathology</b>				
06		6		6
07	4			4
08	3		1	4
09		2 RM		2
10	4		4	8
<b>Total</b>	<b>11</b>	<b>8</b>	<b>5</b>	<b>24</b>

<b>Research methods</b>				
11		1 RM		1
12		2 RM/Maths		2
13			2 RM	2
14		2 RM		2
15		3 RM		3
16		3 RM/Maths		3
17	2 RM/Maths			2
18			2 RM	2
19			3 RM	3
20			4 RM	4
<b>Total</b>	<b>2</b>	<b>11</b>	<b>11</b>	<b>24</b>

<b>Paper Total</b>	<b>21</b>	<b>29</b>	<b>22</b>	<b>72</b>
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Research methods (RM) = 24 marks

Maths = 7 marks