

OXFORD

INTERNATIONAL
AQA EXAMINATIONS

INTERNATIONAL AS PSYCHOLOGY

(9685)

Mark scheme

Unit 1: Introductory topics in psychology

Specimen 2018

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.

International AS Psychology mark scheme

How to mark

Aims

When you are marking your allocation of scripts your main aims should be to:

- recognise and identify the achievements of students
- place students in the appropriate mark band and in the appropriate part of that mark band (high, low, middle) for **each** Assessment Objective
- record your judgements with brief notes, annotations and comments that are relevant to the mark scheme and make it clear to other examiners how you have arrived at the numerical mark awarded for each Assessment Objective
- ensure comparability of assessment for all students, regardless of question or examiner.

Approach

It is important to be **open-minded** and **positive** when marking scripts.

The specification recognises the variety of experiences and knowledge that students will have. It encourages them to study psychology in a way that is relevant to them. The questions have been designed to give them opportunities to discuss what they have found out about psychology. It is important to assess the quality of **what the student offers**.

Do not mark scripts based on the answer **you** would have written. The mark schemes have been composed to assess **quality of response** and not to identify expected items of knowledge.

Assessment Objectives

This component requires students to:

AO1	Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.
AO2	Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: <ul style="list-style-type: none"> • in a theoretical context • in a practical context • when handling qualitative data • when handling quantitative data.
AO3	Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: <ul style="list-style-type: none"> • make judgements and reach conclusions • develop and refine practical design and procedures.

The marking grids

Do not think of levels equalling grade boundaries.

Depending on the part of the examination, the levels will have different mark ranges assigned to them. This will reflect the different weighting of Assessment Objectives in particular tasks and across the examination as a whole.

Using the grids

Having familiarised yourself with the descriptors and indicative content, read through the answer and annotate it (as instructed below) to identify the qualities that are being looked for and that it shows. You can now check the levels and award a mark.

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 descriptors for that level. The descriptors for the level indicate the different qualities that might be seen in the student's answer for that level. If it meets all the descriptors for 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 descriptors and the answer. With practice and familiarity you will find that for better answers you will be able to skip through the lower levels of the mark scheme quickly.

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.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark.

It is often best to start in the middle of the level's mark range and then check and adjust. If there is a lot of indicative content fully identifiable in the work you need to give the highest mark in the level. If only some is identifiable or it is only partially fulfilled, then give the lower mark.

The exemplar materials used during standardisation will also help. There will be an answer in the standardising materials that 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 of 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.

In addition to the levels descriptors, question specific indicative content is provided as a guide for examiners. This is not intended to be exhaustive and you must credit other valid points.

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

Annotating scripts

You should write a summative comment at the end for each Assessment Objective and indicate the marks for each Assessment Objective being tested at the end of the answer in the margin in sequence. It is vital that the way you arrive at a mark should be recorded on the script. This will help you with making accurate judgements and it will help any subsequent markers to identify how you are thinking. Please do not write negative comments about students' work or their alleged aptitudes; this is unprofessional and it impedes a positive marking approach.

Section A: Memory

Total for this section: 30 marks

Question	Part	Marking guidance	Total marks															
01		<p>Describe what is involved in the cognitive interview.</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> • Report everything, even minor detail, to encourage triggering of other information. • Reinstatement the context by asking the person to imagine how they felt at the time, other things that were happening. • Ask to recall in different order – ask ‘what happened before’ rather than ‘what happened next’. • Report from another perspective – ask what other people might have seen from their viewpoint. <p>Credit also features of the enhanced cognitive interview.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Description</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>The cognitive interview is described in detail. The answer is clear with appropriate use of terminology.</td> <td>6–5</td> </tr> <tr> <td>2</td> <td>Some aspects of the cognitive interview are described but detail is lacking. The answer lacks clarity in places.</td> <td>4–3</td> </tr> <tr> <td>1</td> <td>At least one aspect of the cognitive interview is described but information is very limited. The answer is vague/muddled.</td> <td>2–1</td> </tr> <tr> <td>0</td> <td>No creditable content.</td> <td></td> </tr> </tbody> </table>	Level	Description	Marks	3	The cognitive interview is described in detail. The answer is clear with appropriate use of terminology.	6–5	2	Some aspects of the cognitive interview are described but detail is lacking. The answer lacks clarity in places.	4–3	1	At least one aspect of the cognitive interview is described but information is very limited. The answer is vague/muddled.	2–1	0	No creditable content.		6
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			AO1=6															

Question	Part	Marking guidance	Total marks															
02		<p>A psychologist investigated the use of the cognitive interview. He showed two groups of participants a film. After they had watched the film, each person was interviewed individually and asked to answer questions about events in the film. Half of the participants were interviewed using a standard interview and the other half were interviewed using the cognitive interview.</p> <p>Discuss what the psychologist can conclude from the data in Table 1.</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> • The cognitive interview seems to have led to improved accuracy, as there are nearly twice as many correct answers on average in the cognitive interview condition. • The cognitive interview has affected slightly the number of errors in recall, as the number of incorrect answers is slightly higher in the cognitive interview condition. • The cognitive interview has led to a reduction in the number of questions unanswered. • Overall conclusion is that the cognitive interview is generally effective as it led to more information being recalled without loss of accuracy. <table border="1" data-bbox="370 1066 1270 1458"> <thead> <tr> <th>Level</th> <th>Description</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>Discussion is detailed and the conclusion is appropriate. The answer is clear.</td> <td>6–5</td> </tr> <tr> <td>2</td> <td>There is some appropriate discussion and/or conclusion but detail is lacking. The answer lacks clarity in places.</td> <td>4–3</td> </tr> <tr> <td>1</td> <td>Discussion/conclusion is very limited. The answer is vague/muddled.</td> <td>2–1</td> </tr> <tr> <td>0</td> <td>No creditable content.</td> <td></td> </tr> </tbody> </table>	Level	Description	Marks	3	Discussion is detailed and the conclusion is appropriate. The answer is clear.	6–5	2	There is some appropriate discussion and/or conclusion but detail is lacking. The answer lacks clarity in places.	4–3	1	Discussion/conclusion is very limited. The answer is vague/muddled.	2–1	0	No creditable content.		<p>6</p> <p>AO3=6</p>
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Question	Part	Marking guidance	Total marks															
03		<p>Explain two criticisms of the multistore model of memory.</p> <p>Possible criticisms include:</p> <ul style="list-style-type: none"> • Passive view of the three stores – does not take account of the active nature of memory/ way we use our memory. • Oversimplification – evidence of more than a single component in STM (working memory as an alternative); more than one component to long-term memory. • Emphasises maintenance rehearsal as the key to long-term retention but evidence shows elaborative rehearsal is more important. • Based on laboratory studies involving artificial tasks which do not reflect the way we use our memories in real life, eg recall of nonsense syllables. <p>Credit other relevant criticisms.</p> <p>For each criticism award marks as follows:</p> <table border="1" data-bbox="371 913 1270 1303"> <thead> <tr> <th>Level</th> <th>Description</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>Criticism is explained in detail. The answer is clear with appropriate use of terminology.</td> <td>3</td> </tr> <tr> <td>2</td> <td>Criticism is explained but detail is lacking. The answer lacks clarity in places.</td> <td>2</td> </tr> <tr> <td>1</td> <td>Criticism is briefly presented but there is little or no explanation. The answer is vague/muddled.</td> <td>1</td> </tr> <tr> <td>0</td> <td>No creditable content.</td> <td></td> </tr> </tbody> </table>	Level	Description	Marks	3	Criticism is explained in detail. The answer is clear with appropriate use of terminology.	3	2	Criticism is explained but detail is lacking. The answer lacks clarity in places.	2	1	Criticism is briefly presented but there is little or no explanation. The answer is vague/muddled.	1	0	No creditable content.		<p>6</p> <p>AO3=6</p>
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04		<p>Describe three types of long-term memory.</p> <p>Explain how each type might be involved in organising a family celebration.</p> <p>Content:</p> <ul style="list-style-type: none"> • Episodic memory – memory for events in our own lives, personal events that can be tied to time and place (time-stamped), can be put into words (declarative), conscious memory. • Procedural memory – memory for physical actions/skills, action-based, muscle memories, cannot be put into words (non-declarative), unconscious. • Semantic memory – memory for facts/concepts/information about the world, not tied to time and place, conscious, can be put into words (declarative). <p>Possible applications include:</p> <ul style="list-style-type: none"> • Episodic memory – we would need to remember the last time we went to a family celebration and what happened, for example, the kind of food we had, who was invited, what music we listened to, what time the event started. • Procedural – we would need to recall and use the physical actions involved in tidying the house, moving seating and tables, preparing food, getting dressed, putting up decorations. • Semantic – we would need to remember items we needed when we shop for food; how to get to the shop; people’s names to phone them and invite them; the date of the celebration. <p>Credit other relevant applications.</p> <table border="1" data-bbox="370 1328 1270 2063"> <thead> <tr> <th data-bbox="370 1328 475 1375">Level</th> <th data-bbox="475 1328 1104 1375">Description</th> <th data-bbox="1104 1328 1270 1375">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="370 1375 475 1583">4</td> <td data-bbox="475 1375 1104 1583">Knowledge of three types of long-term memory is mostly accurate and generally well detailed. Application/explanation is mostly effective. The answer is clear and focused. Specialist terminology is mostly used effectively.</td> <td data-bbox="1104 1375 1270 1583">12–10</td> </tr> <tr> <td data-bbox="370 1583 475 1823">3</td> <td data-bbox="475 1583 1104 1823">Knowledge of three types of long-term memory is evident but there are occasional inaccuracies/omissions. There is some appropriate application/explanation. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is mostly used appropriately.</td> <td data-bbox="1104 1583 1270 1823">9–7</td> </tr> <tr> <td data-bbox="370 1823 475 2063">2</td> <td data-bbox="475 1823 1104 2063">Limited knowledge of type(s) of long-term memory is present. Any application/explanation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is occasionally used appropriately.</td> <td data-bbox="1104 1823 1270 2063">6–4</td> </tr> </tbody> </table>	Level	Description	Marks	4	Knowledge of three types of long-term memory is mostly accurate and generally well detailed. Application/explanation is mostly effective. The answer is clear and focused. Specialist terminology is mostly used effectively.	12–10	3	Knowledge of three types of long-term memory is evident but there are occasional inaccuracies/omissions. There is some appropriate application/explanation. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is mostly used appropriately.	9–7	2	Limited knowledge of type(s) of long-term memory is present. Any application/explanation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is occasionally used appropriately.	6–4	12
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Question	Part	Marking guidance	Total marks
04		1	Knowledge of type(s) of long-term memory is very limited. Application/explanation 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. 3–1
		0	No creditable content.
			AO2=6 AO1=6

Section B: Social psychology

Total for this section: 30 marks

Question	Part	Marking guidance	Total marks										
05		<p>Below (A–E) are factors that affect obedience to authority. Choose which factor A, B, C, D or E matches each description in Table 2. Write the appropriate letter in the space next to the relevant description. Use a different letter for each description.</p> <p>A agentic state B legitimacy C locus of control D proximity E social support</p> <p>Table 2</p> <table border="1"> <thead> <tr> <th>Description</th> <th>Letter</th> </tr> </thead> <tbody> <tr> <td>Feeling that you can influence events by your own behaviour</td> <td>C</td> </tr> <tr> <td>Having colleagues or friends who agree with you</td> <td>E</td> </tr> <tr> <td>Believing that an authority figure truly has authority</td> <td>B</td> </tr> <tr> <td>Feeling that you are acting on behalf of someone else</td> <td>A</td> </tr> </tbody> </table>	Description	Letter	Feeling that you can influence events by your own behaviour	C	Having colleagues or friends who agree with you	E	Believing that an authority figure truly has authority	B	Feeling that you are acting on behalf of someone else	A	4
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Believing that an authority figure truly has authority	B												
Feeling that you are acting on behalf of someone else	A												
			AO1=4										

Question	Part	Marking guidance	Total marks
06		<p>Peter says he agrees with his friends because he wants to feel part of the group, even when he doesn't really agree with them.</p> <p>Ali goes to the fitness centre with friends who tell him how important it is to keep fit. He soon becomes very keen on exercise and often goes to the fitness centre on his own.</p> <p>Explain the behaviour of Peter and Ali. Refer to types of conformity and explanations for conformity in your answer.</p> <p>For Peter, award marks as follows:</p> <ul style="list-style-type: none"> • 3 marks – an explanation that clearly explains Peter's behaviour with reference to normative influence and compliance. • 2 marks – an explanation that clearly explains Peter's behaviour with reference to either normative influence or compliance (or an explanation of both that lacks clarity and detail). • 1 mark – an explanation that is muddled but shows some understanding of either normative influence or compliance. • 0 marks – no relevant content. <p>Peter: content: this is an example of normative influence – Peter agrees to be part of the norm/not to be different; Peter is showing compliance – says he agrees whilst disagreeing inwardly.</p> <p>For Ali, award marks as follows:</p> <ul style="list-style-type: none"> • 3 marks – an explanation that clearly explains Ali's behaviour with reference to informational influence and internalisation. • 2 marks – an explanation that clearly explains Ali's behaviour with reference to either informational influence or internalisation (or an explanation of both that lacks clarity and detail). • 1 mark – an explanation that is muddled but shows some understanding of either informational influence or internalisation. • 0 marks – no relevant content. <p>Ali: content: this is an example of informational influence – Ali is influenced/guided by the information from his friends; Ali shows internalisation – he adopts/takes on the attitudes/beliefs/behaviours of the majority, and goes exercising on his own.</p>	<p>6</p> <p>AO2=6</p>

Question	Part	Marking guidance	Total marks												
07		<p>Describe and evaluate Asch’s research into conformity.</p> <p>Content:</p> <ul style="list-style-type: none"> • Description of Asch’s basic study: laboratory experiment, line comparison task – which line is same as ‘x’?, participants in groups (approx. 7), all confederates except for real participant, answers given out loud, real participant answers at the end/near the end, 18 trials with 12 critical trials. • Description of findings: 75% of participants conformed at least once; 25% did not conform at all; overall rate was 36%. • Variations on Asch’s original study: group size (3–4 has optimum effect), unanimity (presence of an ally), task difficulty (lines closer in size). <p>Credit other relevant content.</p> <p>Evaluation:</p> <ul style="list-style-type: none"> • Research was carried out in 1950s US so findings were affected by the attitudes/norms at the time so may not apply to other cultures (cultural validity) and in other times (temporal validity). • Task was highly artificial (judging lines with strangers) so the same may not occur in everyday conforming situations (effect may be greater/lesser in real-life). • Ethical issues: participants were deceived, they did not give informed consent, made to feel uncomfortable and stupid (not protected from harm), may have had the right to withdraw but felt forced to stay. • Other evidence to support Asch’s general findings about conformity. <p>Credit other relevant evaluation points.</p> <table border="1" data-bbox="368 1451 1273 2098"> <thead> <tr> <th>Level</th> <th>Description</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>Knowledge of Asch’s research is mostly accurate and generally well detailed. Evaluation is mostly effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear and focused. Specialist terminology is mostly used effectively.</td> <td>20–16</td> </tr> <tr> <td>3</td> <td>Knowledge of Asch’s research is evident but there are occasional inaccuracies/omissions. There is some effective evaluation. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is mostly used appropriately.</td> <td>15–11</td> </tr> <tr> <td>2</td> <td>Limited knowledge of Asch’s research is present. Any evaluation is of limited effectiveness. The answer lacks clarity,</td> <td>10–6</td> </tr> </tbody> </table>	Level	Description	Marks	4	Knowledge of Asch’s research is mostly accurate and generally well detailed. Evaluation is mostly effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear and focused. Specialist terminology is mostly used effectively.	20–16	3	Knowledge of Asch’s research is evident but there are occasional inaccuracies/omissions. There is some effective evaluation. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is mostly used appropriately.	15–11	2	Limited knowledge of Asch’s research is present. Any evaluation is of limited effectiveness. The answer lacks clarity,	10–6	20
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07		accuracy and organisation in places. Specialist terminology is occasionally used appropriately.	
	1	Knowledge of Asch's research 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.	5-1
	0	No creditable content.	
			AO3=12 AO1=8

Section C: Psychopathology

Total for this section: 30 marks

Question	Part	Marking guidance	Total marks
08		<p>Give three definitions of abnormality.</p> <p>1 mark for each of three definitions from the following:</p> <ul style="list-style-type: none"> • Deviation from social norms. • Failure to function adequately. • Statistical infrequency. • Deviation from ideal mental health. <p>Credit other relevant definitions or the above expressed in alternative ways.</p>	<p>3</p> <p>AO1=3</p>

Question	Part	Marking guidance	Total marks															
09		<p>Ahmed has a phobia of buses. He avoids going on buses and gets extremely anxious whenever he sees a bus on the road. Next term Ahmed is going to university in a city where he will need to travel on the bus every day. He decides to go for systematic desensitisation to treat his phobia.</p> <p>Explain how a psychologist could treat Ahmed’s phobia using systematic desensitisation.</p> <p>Content/application</p> <ul style="list-style-type: none"> • Therapist would train Ahmed in relaxation techniques. • Therapist would work with Ahmed to establish a hierarchy of bus-related fears from the least fearsome to the most fearsome. • Example of a likely hierarchy eg picture of a bus, toy bus, walking past a bus, riding on a bus. • Ahmed would gradually be exposed to the hierarchy whilst remaining relaxed starting with least fearsome and building up to most fearsome. • If Ahmed shows any fear he would go back to the previous stage. <p>Finally he will be exposed to the most fearsome bus experience without being afraid.</p> <table border="1" data-bbox="368 1077 1273 1541"> <thead> <tr> <th>Level</th> <th>Description</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>Explanation/application is detailed and appropriate. The answer is clear.</td> <td>6–5</td> </tr> <tr> <td>2</td> <td>There is some appropriate explanation/application but essential detail is lacking (eg reference to relaxation, hierarchy or gradual exposure). The answer lacks clarity in places.</td> <td>4–3</td> </tr> <tr> <td>1</td> <td>Explanation/application is very limited. The answer is vague/muddled.</td> <td>2–1</td> </tr> <tr> <td>0</td> <td>No creditable content.</td> <td></td> </tr> </tbody> </table>	Level	Description	Marks	3	Explanation/application is detailed and appropriate. The answer is clear.	6–5	2	There is some appropriate explanation/application but essential detail is lacking (eg reference to relaxation, hierarchy or gradual exposure). The answer lacks clarity in places.	4–3	1	Explanation/application is very limited. The answer is vague/muddled.	2–1	0	No creditable content.		<p>6</p> <p>AO2=6</p>
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10		<p>The psychologist chose to use systematic desensitisation rather than flooding to treat Ahmed’s phobia.</p> <p>Explain one reason why it might be better to use systematic desensitisation instead of flooding to treat a phobia.</p> <p>Possible reasons include:</p> <ul style="list-style-type: none"> • Systematic desensitisation is ethically preferred as it is more gradual; it is more gentle and causes less distress. • Whereas flooding is far more rapid; it involves sustained exposure to the object of fear; can cause extreme distress. <p>Credit other relevant reasons.</p> <table border="1" data-bbox="370 696 1273 1093"> <thead> <tr> <th>Level</th> <th>Description</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>A reason is explained in detail. The answer is clear with appropriate use of terminology.</td> <td>3</td> </tr> <tr> <td>2</td> <td>A reason is explained but detail is lacking. The answer lacks clarity in places.</td> <td>2</td> </tr> <tr> <td>1</td> <td>A reason is briefly presented but there is little or no explanation. The answer is vague/muddled.</td> <td>1</td> </tr> <tr> <td>0</td> <td>No creditable content.</td> <td></td> </tr> </tbody> </table>	Level	Description	Marks	3	A reason is explained in detail. The answer is clear with appropriate use of terminology.	3	2	A reason is explained but detail is lacking. The answer lacks clarity in places.	2	1	A reason is briefly presented but there is little or no explanation. The answer is vague/muddled.	1	0	No creditable content.		<p>3</p> <p>AO3=3</p>
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11.1		<p>Describe the cognitive explanation for depression.</p> <p>Content:</p> <ul style="list-style-type: none"> • General rationale – that negative/disturbed thinking causes depression. • Beck's negative triad – childhood negative schema lead to negative perceptions/pessimistic thinking. • Aspects of negative thought include – overgeneralisation, magnification, selective perception, absolutist thinking. • The negative triad – negative thoughts about self, world, future. • Ellis's ABC model – A is the activating negative event; B is the belief about why the negative event happened; C is the consequence – feeling bad/depressed. • Attributional style – depressed people make internal, stable and global attributions about negative events. • Description of evidence to support cognitive explanations. <p>Credit other relevant material.</p> <table border="1" data-bbox="370 994 1273 1630"> <thead> <tr> <th data-bbox="370 994 485 1043">Level</th> <th data-bbox="489 994 1139 1043">Description</th> <th data-bbox="1144 994 1273 1043">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="370 1050 485 1200">3</td> <td data-bbox="489 1050 1139 1200">Knowledge of the cognitive explanation for depression is accurate and detailed. The answer is clear and organised. There is some effective use of specialist terminology.</td> <td data-bbox="1144 1050 1273 1200">9–7</td> </tr> <tr> <td data-bbox="370 1207 485 1391">2</td> <td data-bbox="489 1207 1139 1391">Knowledge of the cognitive explanation for depression is evident but there are occasional inaccuracies/omissions. The answer lacks clarity and organisation in places. There is some appropriate use of specialist terminology.</td> <td data-bbox="1144 1207 1273 1391">6–4</td> </tr> <tr> <td data-bbox="370 1397 485 1581">1</td> <td data-bbox="489 1397 1139 1581">Knowledge of the cognitive explanation for depression is either limited or very limited. The answer lacks clarity and is poorly organised. Specialist terminology is either absent or inappropriately used.</td> <td data-bbox="1144 1397 1273 1581">3–1</td> </tr> <tr> <td data-bbox="370 1588 485 1630">0</td> <td data-bbox="489 1588 1139 1630">No creditable content.</td> <td data-bbox="1144 1588 1273 1630"></td> </tr> </tbody> </table>	Level	Description	Marks	3	Knowledge of the cognitive explanation for depression is accurate and detailed. The answer is clear and organised. There is some effective use of specialist terminology.	9–7	2	Knowledge of the cognitive explanation for depression is evident but there are occasional inaccuracies/omissions. The answer lacks clarity and organisation in places. There is some appropriate use of specialist terminology.	6–4	1	Knowledge of the cognitive explanation for depression is either limited or very limited. The answer lacks clarity and is poorly organised. Specialist terminology is either absent or inappropriately used.	3–1	0	No creditable content.		<p>9</p> <p>AO1=9</p>
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11.2		<p>Evaluate the cognitive explanation for depression.</p> <p>Evaluation points:</p> <ul style="list-style-type: none"> • Use of evidence to support/refute cognitive explanations. • Cognitive explanations provide insight into thinking processes involved. • The explanation has enabled the development of successful cognitive therapies. • Not all depression occurs after an activating event (as Ellis would expect). • Cognitive explanation does not explain all aspects of depression, eg anger, delusions in manic depression. • Comparison with other possible explanations eg that depression might be inherited. <p>Credit other relevant evaluation points.</p> <table border="1" data-bbox="370 902 1273 1503"> <thead> <tr> <th data-bbox="370 902 483 956">Level</th> <th data-bbox="488 902 1139 956">Description</th> <th data-bbox="1144 902 1273 956">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="370 956 483 1108">3</td> <td data-bbox="488 956 1139 1108">Evaluation of the cognitive explanation for depression is mostly thorough and effective. The answer is clear and organised. There is some effective use of specialist terminology.</td> <td data-bbox="1144 956 1273 1108">9–7</td> </tr> <tr> <td data-bbox="370 1108 483 1296">2</td> <td data-bbox="488 1108 1139 1296">Evaluation of the cognitive explanation for depression is evident but lacks effectiveness in places. The answer is lacks clarity and organisation in places. There is some appropriate use of specialist terminology.</td> <td data-bbox="1144 1108 1273 1296">6–4</td> </tr> <tr> <td data-bbox="370 1296 483 1449">1</td> <td data-bbox="488 1296 1139 1449">Evaluation of the cognitive explanation for depression is limited. The answer lacks clarity and is poorly organised. Specialist terminology is either absent or inappropriately used.</td> <td data-bbox="1144 1296 1273 1449">3–1</td> </tr> <tr> <td data-bbox="370 1449 483 1503">0</td> <td data-bbox="488 1449 1139 1503">No creditable content.</td> <td data-bbox="1144 1449 1273 1503"></td> </tr> </tbody> </table>	Level	Description	Marks	3	Evaluation of the cognitive explanation for depression is mostly thorough and effective. The answer is clear and organised. There is some effective use of specialist terminology.	9–7	2	Evaluation of the cognitive explanation for depression is evident but lacks effectiveness in places. The answer is lacks clarity and organisation in places. There is some appropriate use of specialist terminology.	6–4	1	Evaluation of the cognitive explanation for depression is limited. The answer lacks clarity and is poorly organised. Specialist terminology is either absent or inappropriately used.	3–1	0	No creditable content.		<p>9</p> <p>AO3=9</p>
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