

**OXFORD AQA**

INTERNATIONAL QUALIFICATIONS

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**INTERNATIONAL GCSE  
PSYCHOLOGY**

**9218/2**

Paper 2 Social context and behaviour

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Mark scheme

Specimen

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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.

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

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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 - Communication**

<b>01</b>	<p>Decide if each statement suggests that non-verbal behaviour is more likely to be innate <b>or</b> more likely to be learned.</p> <p>Tick (✓) the correct box next to each statement.</p> <p style="text-align: right;"><b>[3 marks]</b></p>
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**Marks for this question: AO1 - 3 marks**

**1 mark** for **each** correct tick as below.

	<b>Innate</b>	<b>Learned</b>
Research has shown that all newly born babies had facial expressions of 'disgust' when they were given lemons to taste	✓	
Research has shown that people who are blind from birth have very similar facial expressions, such as 'surprise,' to those of people who are able to see.	✓	
Research has shown that there are differences in the way that people from Japan and America understand what facial expressions mean.		✓

<b>02</b>	<p>Name three factors that affect personal space.</p> <p style="text-align: right;"><b>[3 marks]</b></p>
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**Marks for this question: AO1 - 3 marks**

**1 mark** each for any **three** of the following factors (MAX 3).

- culture
- status
- age
- gender
- relationship/familiarity

Credit other relevant factors.

**NOTE:** If the candidate has written more than three answers, only mark the first three.

<b>03</b>	The Sapir-Whorf hypothesis suggests thinking depends on language. Evaluate the Sapir-Whorf hypothesis.  <b>[6 marks]</b>
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**Marks for this question: AO3 - 6 marks**

Level	Marks	Description
<b>3</b>	<b>5 - 6</b>	Evaluation of the Sapir-Whorf hypothesis is mostly effective. Any conclusions drawn are sound and fully expressed.  Relevant terminology is used appropriately. The answer is clear, coherent and focused.
<b>2</b>	<b>3 - 4</b>	There may be some effective evaluation of the Sapir-Whorf hypothesis. There may be an attempt to draw conclusions.  Some relevant terminology is used. The answer may lack some clarity, accuracy and organisation
<b>1</b>	<b>1 - 2</b>	Evaluation of the Sapir-Whorf hypothesis is of limited effectiveness or muddled. Any attempts to draw conclusions are not always successful or present.  Relevant terminology may not be used at all or may be muddled. The answer as a whole lacks clarity, accuracy and organisation
	<b>0</b>	No relevant content

**Possible content:**

- The Sapir-Whorf hypothesis has been challenged due to unreliable evidence such as the number of 'snow' words. There seems to be little difference between the number of words Eskimos and English people have for snow.
- Just because one group of people has more words for something (such as snow), it does not mean that the words came first. It is perhaps more likely that the words developed as a result of there being a need to think about and communicate about something in the situation these people were experiencing.
- There are everyday examples that do not fit with the hypothesis – such as the fact that a book translated from one language to another retains the same meaning.
- The Sapir-Whorf hypothesis does offer an explanation for the link between language and intelligence/education level that has been found by researchers.
- There is research to support the Sapir-Whorf hypothesis – such as studies on the variation in recognition of colours and the variation in recall of events.

Credit other relevant material

<b>04</b>	Name <b>two</b> properties of human communication that are not present in animal communication <b>and</b> give an example of each property.  <b>[4 marks]</b>
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**Marks for this question: AO1 - 2 marks and AO2 - 2 marks**

**AO1**

**1 mark each** for any **two** of the following properties (MAX 2):

- plan ahead
- discuss future events
- creativity
- displacement
- ambiguity
- variety
- arbitrariness
- discreteness
- duality of patterning
- productivity
- semanticity
- reflexivity
- cultural transmission
- multiple channels.

**PLUS**

**AO2**

**1 mark for each** relevant example (MAX 2):

**Possible examples:**

- deciding with friends where you want to go and eat after you see a movie (plan ahead)
- talking about what you and your friends might do tomorrow after school (discuss future events).

Credit other relevant material.

**NOTE:** Expect properties to be embedded within the answer.

<b>05</b>	Describe and evaluate Von Frisch’s bee study. In your description include the method used, the results (findings) obtained and a conclusion drawn.  <b>[9 marks]</b>
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**Marks for this question: AO1 - 5 marks and AO3 - 4 marks**

Level	Marks	Description
<b>3</b>	<b>7 - 9</b>	<p>Relevant knowledge and understanding of Von Frisch’s bee study is mostly accurate with detail.</p> <p>Evaluation of Von Frisch’s bee study is effective. Any conclusions drawn are sound and fully expressed.</p> <p>Relevant terminology is used throughout. The answer is clear, coherent and focused.</p>
<b>2</b>	<b>4 - 6</b>	<p>Relevant knowledge and understanding of Von Frisch’s bee study is present but there are occasional inaccuracies/omissions.</p> <p>There may be some effective evaluation of Von Frisch’s bee study. There may be an attempt to draw conclusions.</p> <p>Relevant terminology is occasionally used. The answer may lack clarity, coherence, focus and logical structure.</p>
<b>1</b>	<b>1 - 3</b>	<p>Knowledge and understanding of Von Frisch’s bee study is present but limited.</p> <p>Evaluation of Von Frisch’s bee study is of limited effectiveness or may be absent. Any attempts to draw conclusions are not always successful or present.</p> <p>Relevant terminology may not be used at all or may be muddled.</p>
	<b>0</b>	No relevant content.

**Possible content**

- The bees were kept in a glass hive so that they could be observed and their movements could be recorded.
- When bees fed from containers of sugar-water in different locations, they were marked with a tiny dot of paint so that they could be identified when they returned to their hive.
- Von Frisch noticed that when the bees returned to the hive, they made different movements depending on how far away from the hive the sugar-water was. When it was less than 100 metres from the hive, the bees turned rapidly in circles to the right and then the left (a round dance).
- When the sugar-water was further away, the bees moved forward in a straight line, wagging their abdomen from side to side before turning in a circle towards the left. This was followed by the bees moving straight forward again before turning in a circle towards the right (a tail-wagging or waggle dance).
- Von Frisch concluded that bees use movements to communicate to each other about the whereabouts of food sources.

**Possible evaluation**

- Bees do not collect sugar-water from glass containers every day. So, this is not a test of natural which means it can be argued that the study lacks ecological validity. However, when sugar solution was put onto flowers instead of in glass containers, the bees still behaved in the same way.
- Beehives are not usually glass and this could have changed the bees' natural behaviour. However when research has been done using a wooden hives and a video camera, the same results have been found.
- Von Frisch's conclusions may be too simplistic. Researchers have also found that the noise bees make while doing the dances is important and other researchers have suggested that bees also use cognitive maps, based on their memory of landmarks, to find food.
- Other researchers have replicated Von Frisch's study and found the same results. This suggests that the results are trustworthy and that the original study is reliable.

Credit other relevant material

**Section B - Social Influences**

<b>06.1</b>	Robert gave medical help to a child who had fallen out of a tree. Robert was called a hero but he said, 'I know I was not at work when the child fell, but I just did what any nurse would do in the same situation.' Shade <b>one</b> box.	<b>[1 mark]</b>
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**Marks for this question: AO2 - 1 mark**

Answer: **D** Expertise

<b>06.2</b>	After a football game, a supporter fell over. The only people who stopped to help were wearing shirts showing that they were supporters of the same team as the person who fell over. Shade <b>one</b> box.	<b>[1 mark]</b>
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**Marks for this question: AO2 - 1 mark**

Answer: **F** Similarity to victim



<b>07</b>	Using an example, explain what is meant by antisocial behaviour.	<b>[2 marks]</b>
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**Marks for this question: AO1 - 1 mark and AO2 - 1 mark**

**Award 1 mark** for an acceptable definition of antisocial behaviour **and** a **further mark** for an appropriate example

**AO1**

**Possible definitions**

- Behaviour that is not socially acceptable to other people
- Behaviour that is harmful/likely to be to other people
- Behaviour that ignores the rights of other people.

Credit other definitions

**AO2**

**Possible examples**

- When someone is playing loud music at nights when others are trying to sleep
- When someone/a group shouts verbal abuse at another/others.

Credit other examples

<b>08.1</b>	Use your knowledge of <b>one</b> social factor that affects conformity to explain these results.	<b>[3 marks]</b>
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**Marks for this question: AO2 - 3 marks**

**3 marks:** a clear and detailed explanation with appropriate use of specialist terminology

**2 marks:** a clear explanation with some detail

**1 mark:** a limited or muddled explanation

**Possible content:**

- The group size in the described study is 8. We are more likely to conform in a group of 3 or more people who are all behaving in a similar way to each other. This fits the results of the study because 91% of the participants conformed.
- The described study required participants to give their answers out loud and so they were not anonymous. We are more likely to conform when others can hear our answers to avoid ridicule/being different. This fits the results of the study because 91% of the participants conformed when speaking their answers.

Accept other creditworthy answers such as those that address the factors of task difficulty and culture.

**NOTE:** Reference to dispositional factors or any other social factors named in the specification are not creditworthy.

<b>08.2</b>	Briefly evaluate the study described in Question 8.1	<b>[4 marks]</b>
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**Marks for this question: AO3 - 4 marks**

Level	Marks	Description
<b>2</b>	<b>3 - 4</b>	Evaluation of the conformity study is mostly effective. Any conclusions drawn are sound and fully expressed.  Relevant terminology is used appropriately. The answer is clear, coherent and focused.
<b>1</b>	<b>1 - 2</b>	Evaluation of the conformity study is of limited effectiveness or muddled. Any attempts to draw conclusions are not always successful.  Relevant terminology may not be used at all or may be muddled. The answer as a whole lacks clarity, accuracy and organisation
	<b>0</b>	No relevant content.

**Possible content:**

- The task of judging lengths of lines in a room with a group of strangers is not an everyday task. This may have resulted in the participants behaving in ways that they would not usually do. Therefore the study has low ecological validity.
- The task of judging lengths of lines is fairly trivial/not very important, and the cost of saying an incorrect answer is very low. People might be less likely to conform when the consequences are more important.
- The described study could be easily replicated and this will allow other researchers to find out whether or not the findings are reliable.

Credit other relevant material.

**NOTE:** Credit evaluation based on relevant ethical issues.

<b>09</b>	Briefly outline Milgram's Agency theory of social factors affecting obedience.	<b>[3 marks]</b>
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**Marks for this question: AO1 - 3 marks**

**3 marks:** a clear and detailed explanation with appropriate use of specialist terminology

**2 marks:** a clear explanation with some detail

**1 mark:** a limited or muddled outline

**Possible content:**

- We are more likely to obey orders when we are in an agentic state/when we believe we are acting on behalf of an authority figure.
- This happens due to belief that the authority figure will take on responsibility for our actions, we no longer feel responsible.
- When someone we believe to be a figure of authority gives us an order, we go from an autonomous state to an agentic state (an agentic shift).

Credit other relevant material.

**NOTE:** Answers that only address social factors with no reference to Milgram's Agency theory (max 1 mark).

**NOTE:** Answers that only describe the method and results from Milgram's study are not creditworthy. However, conclusions could be made creditworthy.

<b>10</b>	Evaluate Adorno's Theory of the Authoritarian Personality.	<b>[6 marks]</b>
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**Marks for this question: AO3 - 6 marks**

Level	Marks	Description
<b>3</b>	<b>5 - 6</b>	Evaluation of Adorno's theory of the Authoritarian Personality is mostly effective. Any conclusions drawn are sound and fully expressed.  Relevant terminology is used appropriately. The answer is clear, coherent and focused.
<b>2</b>	<b>3 - 4</b>	There may be some effective evaluation of Adorno's theory of the Authoritarian Personality. There may be an attempt to draw conclusions.  Some relevant terminology is used. The answer may lack some clarity, accuracy and organisation.
<b>1</b>	<b>1 - 2</b>	Evaluation of Adorno's Theory of the Authoritarian Personality is of limited effectiveness or muddled. Attempts to draw conclusions are not always successful or present.  Relevant terminology may not be used at all or may be muddled. The answer as a whole lacks clarity, accuracy and organisation

		Relevant terminology may not be used at all or may be muddled. The answer as a whole lacks clarity, accuracy and organisation.
	<b>0</b>	No relevant content

**Possible content:**

- Adorno based his theory on research that used a questionnaire (F-scale). The F-scale has been criticised because it has a response bias/the questions are written in such a way that giving a yes answer is always authoritarian response. Therefore, Adorno's theory may not be based on research findings that are valid.
- Adorno has not provided proof that an authoritarian personality causes high levels of obedience. There is only a correlation between personality type and obedience. Cause and effect cannot be determined.
- Some of the most obedient participants in Milgram's 'electric shock' study did not have the authoritarian/strict upbringing Adorno's theory suggests is a main factor in the development of an Authoritarian Personality.
- Other researchers have found that people with lower educational levels are more obedient. This suggests that other dispositional factors may be important and that personality type is not enough on its own.
- The authoritarian personality explanation for obedient behaviour also struggles to account for obedience/authoritarianism in whole societies eg Nazi Germany.

Credit other relevant material.

**NOTE:** Methodological evaluation of a study with no link to the theory is not creditworthy

<b>11.1</b>	What is meant by collective behaviour?	<b>[1 mark]</b>
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**Marks for this question: AO1 - 1 mark**

Collective behaviour is the **actions that happen** when people are **part of a group**/what people do when they are part of a group.

Credit other relevant wording.

**NOTE:** If the word 'behaviour' is not defined as part of the answer (e.g. 'the behaviour that happens as part of the group') award 1 mark.

**NOTE:** Answers that are just examples or types of collective behaviour are not creditworthy.

<b>11.2</b>	Identify <b>two</b> social factors that might have influenced the collective behaviour described in the article.  <b>[2 marks]</b>
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**Marks for this question: AO2 - 2 marks**

**1 mark** for **each** correctly identified social factor (MAX 2).

- social loafing
- culture

Accept other creditworthy alternatives for culture - such as social/cultural norms or whether the students' country was collectivist or individualistic.

<b>11.3</b>	Use an example to explain how <b>one</b> dispositional factor could affect collective behaviour.  <b>[2 marks]</b>
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**Marks for this question: AO1 - 1 mark and AO2 - 1 mark**

**Award 2 marks** for use of a **relevant example** to explain how one dispositional factor (such as personality or morality) could affect collective behaviour.

**2 marks:** a clear and accurate explanation

**1 mark:** a limited or muddled explanation **OR only AO1 or AO2** content is present

**Possible content:**

**AO1 and AO2 embedded**

- Someone whose personal sense of morality means they have a very strong belief that violence is wrong, would be much less likely to join in if a peaceful protest turned into a riot.
- When a person's locus of control is internal, this personality characteristic will result in them taking greater responsibility for their own behaviour. So if they were in a group of people and saw someone who was injured they would be more likely to go and help, rather than waiting to see what other people did.

Credit answers explaining other dispositional factors such as relevant personality types, temperament, age, motives and religious or political beliefs.

**NOTE:** Answers about social factors are not creditworthy.

**Section C - Mental Health**

<b>12</b>	The number of people with significant mental health problems has changed over time. Use your knowledge of psychology to suggest <b>two</b> reasons for this change. <span style="float: right;"><b>[2 marks]</b></span>
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**Marks for this question: AO1 - 2 marks**

**1 mark** for **each** appropriate suggestion (MAX 2):

- cultural variations in beliefs about mental health problems
- increased challenges of modern living
- increased (social) isolation in modern lifestyles
- increased recognition of the nature of mental health problems
- lessening of social stigma
- more people seeking help
- increasing economic deprivation

Credit other relevant material

<b>13</b>	Identify <b>two</b> characteristics of mental health. <span style="float: right;"><b>[2 marks]</b></span>
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**Marks for this question: AO1 - 2 marks**

**1 mark** for any **two** of the following

- positive engagement with / functioning as part of society
- effective coping with challenges
- not being overcome by difficult feelings
- having no effects of significant mental health problems on individuals **and** society or relationships with others
- being able to deal with disappointments and problems
- being able to cope with stresses and demands of everyday life
- being able to make decisions

Credit answers such as any of Jahoda's six criteria of mental health.

<b>14</b>	Briefly outline how significant mental health problems can affect <b>both</b> individuals <b>and</b> society. Refer to the article in your answer.  <b>[4 marks]</b>
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**Marks for this question: AO1 - 2 marks and AO2 - 2 marks**

Level	Marks	Description
<b>2</b>	<b>3 - 4</b>	<p>Relevant knowledge and understanding of effects of significant mental health problems on individuals <b>and</b> society with some detail.</p> <p>Some application of knowledge and understanding of effects of significant mental health problems on individuals <b>and</b> society.</p> <p>Relevant terminology is used appropriately. The answer is clear, coherent and focused.</p>
<b>1</b>	<b>1 - 2</b>	<p>Limited or muddled knowledge and understanding of effects of significant mental health problems on individuals <b>and</b> society is present.</p> <p>Limited or muddled application of knowledge and understanding of effects of significant mental health problems on individuals <b>and</b> society.</p> <p>Relevant terminology may not be used at all or may be muddled. The answer as a whole lacks clarity, accuracy and organisation</p> <p><b>OR</b></p> <p>Only knowledge and application of problems for individuals or society at Level 2</p>
	<b>0</b>	No relevant content.

**Possible content:**

**AO1**

**Individuals:**

- Damage to relationships, such as increased stress for other family members or children going into the care system.
- Difficulties coping with day-to-day life, such as lack of attendance at school or work with the result of things like poor qualifications and unemployment.
- Negative impact on physical wellbeing, such as effects from medication (e.g. concentration difficulties), weight gain or loss, difficulty sleeping.

**Society:**

- The need for more social care - such as social housing, health care and benefit payments.
- Increased crime rates – such as violence from people with mental health problems who are also abusing alcohol or drugs.
- Implications for the economy – such as greater cost of health care, social care, policing and the justice system.

**AO2**

- The article says that spending more time on social media sites could affect individuals by being damaging to their relationships and having a negative impact on their physical wellbeing.
- The article says that if our mental health is negatively affected then this could result in an increased need for social care.

Credit other relevant material

**NOTE:** Expect application to be embedded within the answer.

<b>15</b>	Briefly outline the dual representation theory of post traumatic stress disorder. <span style="float: right;"><b>[3 marks]</b></span>
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**Marks for this question: AO1 - 3 marks**

**3 marks:** a clear and detailed outline with appropriate use of specialist terminology

**2 marks:** a clear outline with some detail

**1 mark:** a limited or muddled outline

**Possible content:**

- The theory proposes that there are two levels in memory at which information about a traumatic event can be represented/stored.
- The first level is the persons conscious experience of the traumatic event. This forms verbally accessible memories (VAMs). These are easy to access deliberately/a person can choose to remember these.
- The second level are called 'situationally accessible memories (SAMs). These cannot be deliberately accessed but only appear when the person is in the same situation as when the trauma first happened. SAMs account for the flashbacks and dissociative memories seen in PTSD.

<b>16</b>	Give <b>one</b> strength and <b>one</b> limitation of prolonged exposure therapy for post traumatic stress disorder. <span style="float: right;"><b>[4 marks]</b></span>
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**Marks for this question: AO3 - 4 marks**

**Award up to 2 marks** for **one** strength of prolonged exposure therapy for PTSD

**2 marks:** a clear and accurate strength

**1 mark:** a limited or muddled strength

**PLUS**

**Award up to 2 marks** for **one** limitation of prolonged exposure therapy for PTSD

**2 marks:** a clear and accurate limitation

**1 mark:** a limited or muddled limitation



**Possible strengths**

- There is much support that the therapy is effective, meta-analyses suggest that PE produces large treatment effects such as symptom reduction and loss of a diagnosis.
- In comparison with other therapies such as stress inoculation therapy (SIT) and supportive counselling (SC,) although there were decreased PTSD symptoms in all groups at the end of therapy, after 3 months at follow-up it was greatest for the prolonged exposure group (Foa 1991)

**Possible limitations**

- Some people who have undergone this therapy have become more violent/suicidal or depressed rather than less mentally unwell.
- There have been some reports that it has a very high drop-out rate of up to 50%, possibly the highest of any therapy offered for PTSD.

Credit other relevant strengths and limitations.

<b>17</b>	Describe the characteristics of the obsessions <b>and</b> the compulsions in obsessive-compulsive disorder?  <div style="text-align: right;"><b>[4 marks]</b></div>
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**Marks for this question: AO1 - 4 marks**

**Award up to 2 marks for a description of the characteristics of obsessions**

**2 marks:** a clear and accurate description of obsessions

**1 mark:** a limited or muddled description

**PLUS**

**Award up to 2 marks for a description of the characteristics of compulsions**

**2 marks:** a clear and accurate description of compulsions

**1 mark:** a limited or muddled description

**Possible content**

- Obsessions are recurrent, unwanted and intrusive thoughts or images that come into the mind
- Obsessions appear to be irrational and uncontrollable to the person who experiences them
- Obsessions are also intensely distressing to the person.
  
- Compulsions are behaviours or actions that the person feels compelled to repeat over and over again.
- These repetitive behaviours are usually performed to reduce distress or to prevent a disaster of some sort from happening.

<b>18</b>	Evaluate the use of cognitive behaviour therapy to treat obsessive-compulsive disorder. <b>[6 marks]</b>
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**Marks for this question: AO3 - 6 marks**

Level	Marks	Description
<b>3</b>	<b>5 - 6</b>	Evaluation of the use of CBT to treat OCD is mostly effective. Any conclusions drawn are sound and fully expressed.  Relevant terminology is used appropriately. The answer is clear, coherent and focused.
<b>2</b>	<b>3 - 4</b>	There may be some effective evaluation of the use of CBT to treat OCD. There may be an attempt to draw conclusions.  Some relevant terminology is used. The answer may lack some clarity, accuracy and organisation
<b>1</b>	<b>1 - 2</b>	Evaluation of the use of CBT to treat OCD is of limited effectiveness or muddled. Attempts to draw conclusions are not always successful or present.  Relevant terminology may not be used at all or may be muddled. The answer as a whole lacks clarity, accuracy and organisation
	<b>0</b>	No relevant content

**Possible evaluation**

- CBT is a treatment of choice for OCD. As it is a structured talking therapy tailored to the individual's 'here and now' problems the focus is on alleviating the obsessions and compulsions and not on looking for a cause.
- CBT helps the individual understand that there is risk attached to most things, and this reduces the irrationality of the obsessions. Gradual exposure increases a person's ability to cope with the anxiety and distress until that is overcome.
- The addition of Exposure Response Prevention (ERP) to CBT has increased effectiveness of the treatment. This element focuses on stopping the ritual occurring and therefore reducing the compulsive acts until the need to exhibit these has disappeared.
- Research support suggests success rates (Gragani 2022)
- To be successful, CBT may need to be attended for some time. It is not always easy for people to commit to the required time and dropping out of the therapy will decrease the chances of success.
- Some drug therapies have been shown to reduce symptoms of OCD, such as SSRIs or Clomipramine (TCA) by reducing the obsessions and therefore the need to perform the compulsive act.

Credit other relevant material.

**Section D – Research methods**

<b>19.1</b>	Apart from ‘making a phone call,’ give <b>two</b> more categories of behaviour that could be observed. Explain why the categories you have chosen are suitable for this observation study.	<b>[4 marks]</b>
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**Marks for this question: AO2 - 4 marks**

**Award up to 2 marks** for any two appropriate behavioural categories

**Possible categories**

- Sending a text message
- Looking at the time
- Reading a message
- Internet use

Credit other relevant observable behaviours

**PLUS**

**2 marks:** a clear and accurate explanation for why the chosen categories are suitable

**1 mark:** a limited or muddled explanation

**Possible content**

- The behaviours can be done on a cell phone/are ‘cell phone activities’ people often do with their phones.
- The behaviours are observable and therefore easy to record increasing reliability of the data collected.

<b>19.2</b>	Sketch a frequency table that could be used to record the results of this observation study.	<b>[3 marks]</b>
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**Marks for this question: AO2 - 3 marks**

**1 mark** for **each** point below

- A sketch/presence of an outline of a table/record sheet suitable for tallies/frequency data with suitable number of rows and columns.
- Row or column headings for males and females.
- Rows/spaces for suitable categories of behaviour, (may not have heading or examples but will be obvious space.)

Example of a suitable frequency table

(Behaviour)	Males	Females
Making a phone call		
Sending a text		
Looking at the time		

<b>19.3</b>	Explain how the researcher and her assistant could make sure that they have high interobserver reliability in their study	<b>[4 marks]</b>
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**Marks for this question: AO2 - 4 marks**

Level	Marks	Description
<b>2</b>	<b>3 - 4</b>	Some effective application of knowledge and understanding of how to establish high interobserver reliability.  Relevant terminology is used appropriately. The answer is clear, coherent and focused.
<b>1</b>	<b>1 - 2</b>	Limited or muddled application of knowledge and understanding of how to establish high interobserver reliability.  Relevant terminology may not be used at all or may be muddled. The answer as a whole lacks clarity, accuracy and organisation.
	<b>0</b>	No relevant content.

**Possible content:**

- The researcher and assistant should agree on the behavioural categories they will observe/agree of the frequency table details they will use.
- They should observe the same people at the same time.
- They should compare the data they have recorded and discuss any differences they find.
- They could correlate their data using a scatter diagram looking for strong indication of positive relationship.
- They could amend their categories for future use if there are differences in the data recorded for a particular behaviour.

<b>19.4</b>	Explain why the questionnaire data in this study is primary data.	<b>[2 marks]</b>
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**Marks for this question: AO2 - 2 marks**

**2 marks:** a clear and accurate explanation for why the data is primary data.

**1 mark:** a limited or muddled explanation

**Possible content:**

- The data has been collected for the purpose or the aim of the study.
- The researcher has collected the data themselves directly from the participants in the study.
- The data is collected first hand by the researcher directly from the source of the data – the participants in the study.

<b>19.5</b>	Explain the difference between the target population and the sample in this second study.	<b>[2 marks]</b>
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**Marks for this question: AO2 - 2 marks**

**2 marks:** a clear and accurate explanation of the difference between the target population and sample for this study

**1 mark:** a limited or muddled explanation of the difference

**Content**

- The target population is all the people who may use/be in the café, males, females (and children) and the sample is the 10 people who answer the questionnaires, (5 males and 5 females)

<b>19.6</b>	Outline the experimental design that is being used in the second study.	<b>[2 marks]</b>
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**Marks for this question: AO1 - 2 marks**

**2 marks:** a clear and accurate outline of the experimental design being used in this study.

**1 mark:** a limited or muddled outline of the experimental design

**Possible content**

- The researcher is comparing/looking for a difference between the two groups/males and the females.
- The participants only take part in one of the conditions of the study/experiment.
- This is an example of independent groups/an unrelated design

<b>19.7</b>	What is meant by an ‘extraneous variable’?	<b>[1 mark]</b>
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**Marks for this question: AO1 - 1 marks**

**1 mark** for a clear definition

- something other than the independent variable that can affect the dependent variable.

<b>19.8</b>	Identify <b>one</b> extraneous variable the researcher needs to consider and suggest how this variable may affect the responses to the questions if she does not deal with it.	<b>[3 marks]</b>
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**Marks for this question: AO2 - 3 marks**

**1 mark** for any relevant extraneous variables, such as amount of time the person works/not, income or career/ whether they have children/partner/not.

**NOTE:** Reference to male and female or sex is not creditworthy.

**PLUS**

**2 marks:** a clear and accurate description of how the extraneous variable may affect how long they may use the phone for.

**1 mark:** a limited or muddled description

**Possible content:**

- (EV – have children) would have to spend time caring for children which affects available phone time
- (EV – limited income/not working) might affect amount of money that could be spent on paying for phone time
- (EV – not working) might mean the person has more time available for using the phone

Credit other relevant material

<b>19.9</b>	Outline <b>two</b> problems that might occur because the researcher is using a questionnaire to collect the data.	<b>[4 marks]</b>
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**Marks for this question: AO2 - 4 marks**

**Award up to 2 marks for each problem as follows**

**2 marks:** a clear and accurate outline of a possible problem of using a questionnaire to collect this data.

**1 mark:** a limited or muddled outline of a possible problem

**Possible content:**

- People may provide socially desirable responses rather than truthful ones. For example, they may record lower daily phone use than they actually use. The data will be inaccurate/unreliable.

- There is no way to check that the data provided by each person is accurate. This means data may not be a reliable measure of daily phone use.
- When filling in a questionnaire, respondents may be unable to ask the researcher for clarification of the questions. For example, the respondent may want to ask if phone use includes talk time only or internet use too.
- Only a certain type of person may agree to fill in a questionnaire about phone use, ie those who do not use their phone a lot. Therefore, the results may not be generalisable to everyone.