

AQA A-LEVEL PSYCHOLOGY

PSYCHOLOGY



EXAM QUESTION PACK

UNIT 2 (PSYB2) OLD SPECIFICATION PAPERS

STEMUP

These questions belong to AQA, not to us.

The examination questions, mark schemes and examiner reports in this pack were written and published by AQA. They are past assessment materials, reproduced here so that students can revise from them.

What we do not own

STEMUP is not affiliated with AQA and does not own, and makes no claim to own, any of the question, mark scheme or examiner report material in this pack. AQA has not endorsed, approved or been involved in the production of it. AQA and the qualification titles used here belong to their respective owners and appear for identification only.

Where to find the originals

AQA publishes its past papers, mark schemes and examiner reports free of charge. Always check the current specification at aqa.org.uk before you revise, because content and wording can change between series.

If you hold the rights to any material in this pack and would like it amended or removed, contact admin@stemup.co.uk and we will act on it.

AS

PSYCHOLOGY (SPECIFICATION B)

Unit 2 Social Psychology, Cognitive Psychology and Individual Differences

Monday 23 May 2016

Afternoon

Time allowed: 1 hour 30 minutes

Materials

For this paper you must have:

- an AQA 12-page answer book.

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The **Paper Reference** is PSYB2.
- Choose **three** topics only, **one** topic from **Section A**, **one** topic from **Section B** and **one** topic from **Section C**.
- Answer **all** questions on the topics you choose.
- Do all rough work in the answer book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
- The 10-mark questions should be answered in continuous prose. You are advised to plan your answers carefully. In these questions, you will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.

Section A Social Psychology

There are two topics in this section: Social Influence and Social Cognition.

Choose **one** topic from this section. Answer **all** questions on the topic you choose.

Each topic carries 20 marks.

Topic: Social Influence

- | | | |
|----|--|------------|
| 01 | What is meant by 'dominant response'? Give an example of a dominant response. | [2 marks] |
| | | |
| 02 | What is meant by 'evaluation apprehension'? Give an example of evaluation apprehension. | [2 marks] |
| | | |
| 03 | Outline two findings from Asch's conformity experiments. | [2 marks] |
| | | |
| 04 | Briefly explain one ethical issue in Asch's conformity experiments. | [2 marks] |
| | | |
| 05 | Briefly explain one methodological issue in Asch's conformity experiments. | [2 marks] |
| | | |
| 06 | Discuss one dispositional explanation of obedience and one other explanation of obedience. Refer to evidence in your answer. | [10 marks] |

Topic: Social Cognition

- | | |
|---|---|
| 0 | 7 |
|---|---|

 What is meant by a 'social schema' in impression formation? Give an example of a social schema in impression formation. [2 marks]
- | | |
|---|---|
| 0 | 8 |
|---|---|

 What is meant by the 'primacy effect' in impression formation? Give an example of the primacy effect in impression formation. [2 marks]
- | | |
|---|---|
| 0 | 9 |
|---|---|

 Outline **one** explanation of prejudice. [2 marks]
- | | |
|---|---|
| 1 | 0 |
|---|---|

 Briefly explain **one** strength and **one** limitation of the explanation of prejudice you outlined in your answer to

0	9
---	---

. [4 marks]
- | | |
|---|---|
| 1 | 1 |
|---|---|

 Discuss the structure **and** function of attitudes. Refer to evidence in your answer. [10 marks]

Turn over for the next section

Turn over ►

Section B Cognitive Psychology

There are two topics in this section: Remembering and Forgetting and Perceptual Processes.

Choose **one** topic from this section. Answer **all** questions on the topic you choose.

Each topic carries 20 marks.

Topic: Remembering and Forgetting

- | | | | |
|---|---|---|-------------------|
| 1 | 2 | Explain one difference between semantic memory and episodic memory. | [2 marks] |
| | | | |
| 1 | 3 | Outline either retrieval failure or interference as an explanation for forgetting. | [2 marks] |
| | | | |
| 1 | 4 | Explain one limitation of either retrieval failure or interference as an explanation for forgetting. | [3 marks] |
| | | | |
| 1 | 5 | Outline one study in which either retrieval failure or interference as an explanation for forgetting was investigated. In your answer, refer to what the psychologists did and what was found. | [3 marks] |
| | | | |
| 1 | 6 | Discuss the working memory model. Refer to evidence and one other model of memory in your answer. | [10 marks] |

Topic: Perceptual Processes

- 1 7** Explain **one** difference between Gibson's theory of perception and Gregory's theory of perception. [2 marks]
- 1 8** Identify **one** distortion illusion. [1 mark]
- 1 9** Identify **one** ambiguous figure. [1 mark]
- 2 0** Explain what distortion illusions tell us about perception. [3 marks]
- 2 1** Outline **one** study in which the influence of emotion on perception was investigated. In your answer, refer to what the psychologists did and what was found. [3 marks]
- 2 2** Discuss the Gestalt principles of perceptual organisation. Refer to evidence in your answer. [10 marks]

Turn over for the next section

Turn over ►

Section C Individual Differences

There are two topics in this section: Anxiety Disorders and Autism.

Choose **one** topic from this section. Answer **all** questions on the topic you choose.

Each topic carries 20 marks.

Topic: Anxiety Disorders

A researcher set up a study to test the effectiveness of different treatment programmes for obsessive-compulsive disorder (OCD).

Thirty participants, all diagnosed with OCD, were involved in the study. At the beginning of the study, the researcher recorded the number of obsessive thoughts each participant experienced on a daily basis.

The 30 participants were then randomly allocated to three groups of 10.

Group 1 received 10 weeks of drug therapy.

Group 2 received 10 weeks of cognitive therapy.

Group 3 received no therapy.

At the end of the 10-week period, the researcher again recorded the number of obsessive thoughts experienced daily by each participant. It was found that the average number of obsessive thoughts for **Group 1** and **Group 2** had reduced since the beginning of the study whereas for **Group 3** it had remained the same.

- | | | | |
|---|---|--|------------|
| 2 | 3 | Identify the independent variable in this study. | [1 mark] |
| | | | |
| 2 | 4 | Identify the dependent variable in this study. | [1 mark] |
| | | | |
| 2 | 5 | Explain the purpose of Group 3 within this study. | [2 marks] |
| | | | |
| 2 | 6 | Explain one way in which the researcher could have randomly allocated participants to the three groups. | [2 marks] |
| | | | |
| 2 | 7 | Evaluate one of the treatments for OCD identified in this study. | [4 marks] |
| | | | |
| 2 | 8 | Discuss two explanations for phobias. Refer to evidence in your answer. | [10 marks] |

Topic: Autism

A researcher set up a study to test the effectiveness of different treatment programmes for autism.

Thirty children, all diagnosed with autism, were involved in the study. At the beginning of the study, the researcher recorded the number of repetitive behaviours each child showed on a daily basis.

The 30 children were then randomly allocated to three groups of 10.

Group 1 received 10 weeks of drug therapy.

Group 2 received 10 weeks of behaviour modification.

Group 3 received no therapy.

At the end of the 10-week period, the researcher again recorded the number of repetitive behaviours each child showed daily. It was found that the average number of repetitive behaviours for **Group 1** and **Group 2** had reduced since the beginning of the study whereas for **Group 3** it had remained the same.

- | | | | |
|---|---|--|------------|
| 2 | 9 | Identify the independent variable in this study. | [1 mark] |
| 3 | 0 | Identify the dependent variable in this study. | [1 mark] |
| 3 | 1 | Explain the purpose of Group 3 within this study. | [2 marks] |
| 3 | 2 | Explain one way in which the researcher could have randomly allocated participants to the three groups. | [2 marks] |
| 3 | 3 | Evaluate one of the therapies for autism identified in this study. | [4 marks] |
| 3 | 4 | Discuss two explanations for autism. Refer to evidence in your answer. | [10 marks] |

END OF QUESTIONS

There are no questions printed on this page

Copyright information

For confidentiality purposes, from the November 2015 examination series, acknowledgements of third party copyright material will be published in a separate booklet rather than including them on the examination paper or support materials. This booklet is published after each examination series and is available for free download from www.aqa.org.uk after the live examination series.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team, AQA, Stag Hill House, Guildford, GU2 7XJ.

Copyright © 2016 AQA and its licensors. All rights reserved.

AS

Psychology (Specification B)

PSYB2 Social Psychology, Cognitive Psychology and Individual Differences

Mark scheme

2185
June 2016

Version 1.0: Final Mark Scheme

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.

Section A Social Psychology

Topic: Social Influence

01	What is meant by 'dominant response'? Give an example of a dominant response. [2 marks]
-----------	---

AO1 – 2

Award 1 mark for what is meant by dominant response and 1 mark for a relevant example.
Possible answer: The most likely/instinctive/automatic response/reaction in a given situation (when performing in front of an audience/as a result of arousal) (1) e.g. a skilled/unskilled basketball player will shoot more/fewer hoops (in front of an audience) (1).

Note that the example need not be sport related.

02	What is meant by 'evaluation apprehension'? Give an example of evaluation apprehension. [2 marks]
-----------	---

AO1 – 2

Award 1 mark for what is meant by evaluation apprehension and 1 mark for a relevant example.
Possible answer: the awareness of/expectation of/fear of being judged by an audience/expert (1) e.g. when a ballroom dancer performs in front of a judging panel (1).

Note that marks are not awarded for the effect of evaluation apprehension on performance – rather, for a definition of the term and a contextualised example of when this could occur.

03	Outline two findings from Asch's conformity experiments. [2 marks]
-----------	---

AO1 – 2

Award 2 marks for any two findings from Asch's conformity experiments. These may include findings from the original study or of variations. The latter may be expressed in the form of a percentage, or brief explanation as to whether the rate of conformity increased or decreased (which implies comparison with the original study).

Likely findings:

- the average/overall conformity rate was around 32-37%;
- the majority (approx. 75%) of participants conformed at least once (do not credit the obverse of this if those are the only two findings presented);
- very few (5%) conformed on all trials;
- the more ambiguous/difficult the task, the higher the rate of conformity;

- reduced majority size led to a decrease in conformity.

Accept other valid answers.

04 Briefly explain **one** ethical issue in Asch's conformity experiments.

[2 marks]

AO2 – 2

1 mark for outline/identification of a relevant ethical issue and 1 mark for how it occurred in Asch's conformity experiments.

Likely issues: deception; lack of informed consent; protection from harm/distress/stress; right to withdraw.

Possible answer: Participants were not protected from harm in Asch's experiments (1). Hearing the responses of others could have led them to question their judgement and caused stress (1).

05 Briefly explain **one** methodological issue in Asch's conformity experiments.

[2 marks]

AO2 – 2

1 mark for outline/identification of a relevant methodological issue and 1 mark for how it occurred in Asch's conformity experiments.

Likely issues: lack of ecological validity/mundane realism; lack of population validity/generalisability/sample bias; lack of temporal validity; lack of internal validity/presence of demand characteristics.

Possible answer: one methodological issue in Asch's experiments was sample bias/an unrepresentative sample (1). Asch's original sample was mostly made up of white, middle-class, male students (1).

06	Discuss one dispositional explanation of obedience and one other explanation of obedience. Refer to evidence in your answer.	[10 marks]
----	--	-------------------

AO1 5 marks AO2 5 marks

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

AO1 Up to five marks for description of one dispositional explanation of obedience (which is likely to be the authoritarian personality) and one other explanation of obedience. Maximum of 3 for any one explanation. Likely explanations: the authoritarian personality – a collection of traits/dispositions; developed from strict/rigid parenting; conformist/conventional/dogmatic; obedient/servile towards people perceived as having higher status/harsh towards people perceived as having lower status; reference to F-scale as a way of measuring personality type.

One 'other' explanation may include: legitimacy of authority figure – which may be linked to setting, uniform, system, etc; agentic state; the presence of 'buffers'; gradual commitment/'foot in the door'. Also credit factors (derived from Milgram variations) that affect levels of obedience e.g. proximity of authority figure; proximity of victim, in the absence of an obvious 'explanation'.

Accept another dispositional explanation as the 'one other' as this is not ruled out by the question.

One mark only for candidates who simply state two explanations (and do nothing else).

Credit description of relevant evidence up to 1 mark.

Likely studies include Milgram 1963, 1974, Bickman 1974, Hofling 1966, Feldman and Schelbe 1972, Gamson 1982, Hamilton 1978, Rochat and Modigliani 1995.

AO2 Up to five marks for discussion which may include evaluation of the authoritarian personality as an explanation for obedience - measurement of authoritarianism relies on self-report (F-scale) data which may be unreliable; difficulty in establishing cause and effect between authoritarianism/parenting style and obedience; explanation cannot easily account for obedience of entire social groups/societies. Credit use/analysis of evidence/Milgram variations when linked to the explanations e.g. decreased obedience in the run-down 'seedy' building suggests that obedience setting must be seen to be legitimate. Credit discussion/comparison of the relative merits of the explanations – evidence suggests that explanations based on the effects of situational factors have more explanatory power than dispositional accounts. Credit use of real-life examples up to 1 mark per explanation.

One credit evaluation of the methodology/ethical issues in studies when made relevant to discussion of the explanation.

Maximum 6 marks if only one explanation.

Maximum 6 marks if no evidence.

Mark bands

9 – 10 marks Very good answers

There is accurate and well-organised description of one dispositional explanation of obedience and one other explanation of obedience. The discussion is clear and coherent, providing evidence of thoughtful analysis. There is appropriate reference to evidence. The answer is well-focused with little or no misunderstanding.

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

6 - 8 marks Good answers

There is reasonably accurate and organised description of one dispositional explanation of obedience and one other explanation of obedience, although some detail may be lacking. Discussion is present but may be limited in either depth or breadth. The answer is well-focused with little or no misunderstanding. Maximum 6 marks if only one explanation and/or there is no reference to evidence.

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

3 – 5 marks Average to weak answers

There is some knowledge of one or both explanations. There may be exceptional description for five marks with no discussion of the explanations described. The answer may lack focus. There may be inaccuracy and/or irrelevance.

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

1 – 2 marks Poor answers

There is very limited knowledge/discussion of one or both explanations, but there must be some relevance.

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

0 marks No relevant content

Topic: Social Cognition

- 07** What is meant by a 'social schema' in impression formation? Give an example of a social schema in impression formation. **[2 marks]**

AO1 – 2

Award 1 mark for what is meant by social schema and 1 mark for a relevant example.

Possible answer: A set of ideas/beliefs/cognitive structure/mental representation about people or groups (1) e.g. nurses are caring (1).

2 marks may be awarded for definitions and examples of specific types of social schema e.g. person schema, role schema, event schema, self-schema.

- 08** What is meant by the 'primacy effect' in impression formation? Give an example of the primacy effect in impression formation. **[2 marks]**

AO1 – 2

Award 1 mark for what is meant by the primacy effect and 1 mark for a relevant example.

Possible answer: The first/earlier impression we get of someone is more influential than the last/late information (1) e.g. if someone arrives late for an interview they will be judged as disorganised (1).

No marks for an explanation of the primacy effect in the context of memory research.

- 09** Outline **one** explanation of prejudice. **[2 marks]**

AO1 – 2

Up to 2 marks for an outline of one explanation of prejudice. Award one mark for identification/brief outline of a relevant explanation and one mark for elaboration/expansion.

Likely explanations: authoritarian personality; competition for resources/realistic conflict theory/relative deprivation hypothesis; social identity theory. Accept alternative explanations e.g. frustration-aggression hypothesis; social learning theory; conformity.

Likely answers:

- Authoritarian personality – harsh upbringing/overly punitive parenting leads to introjection of hostility; expressed as prejudice/scapegoating of groups perceived as 'weaker'.
- Competition for resources - resources such as housing/land/employment are scarce; competing groups develop negative attitudes and prejudice towards each other.

- Social identity theory - the world is divided into us/them (social categorisation); the enhancement of in-group over out-group (social comparison).

10	Briefly explain one strength and one limitation of the explanation of prejudice you outlined in your answer to 09 .	[4 marks]
-----------	--	------------------

AO2 – 4

Up to 2 marks for one strength and up to 2 marks for one limitation of the explanation outlined in 09. 1 mark for identification/brief statement of the issue and a further mark for expansion/elaboration.

Possible strengths: Authoritarian Personality – generated considerable body of research; evidence supports relationship between authoritarianism and prejudice e.g. Brown (1995).

Competition for resources – can be applied to real-life issues/examples such as disputes over territory; evidence that prejudice increases during times of economic crisis/downturn; evidence supports the link between competition and prejudice e.g. Sherif (1935).

Social identity theory – complementarity with competition for resources theory; supported by research using minimal group paradigms e.g. Tajfel (1970).

Possible limitations: Authoritarian Personality – measurement of authoritarianism relies on self-report (F-scale) data which may be unreliable; explanation cannot easily account for prejudice within entire social groups/societies; difficulty in establishing cause and effect between authoritarianism/parenting style and prejudice.

Competition for resources – simply being a member of a group is a sufficient condition for prejudice; later studies have failed to replicate Sherif's findings.

Social identity theory – artificiality of research evidence; in real-life people are members of several groups at once.

Note that some of these points may overlap.

Credit use of contrasting explanations to support explanation of strength or limitation.

Accept other valid answers.

11	Discuss the structure and function of attitudes. Refer to evidence in your answer. [10 marks]
-----------	--

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

AO1 Up to 5 marks for description of the structural and description of the functional approach to attitudes (max of 3 marks for any one description).

Functions of attitudes – content likely to focus on specific functions: knowledge function - attitudes help us make sense of the world by making it predictable; an explanation of e.g. stereotyping; adaptive function - attitudes help us gain social approval/acceptance/goals when we display generally-accepted attitudes; we avoid punishment by displaying these attitudes; an explanation of conformity in attitudes; ego/self-expressive function - attitudes help us to establish identity when we express our own values and opinions; this function represents the fact that we are social beings who need to communicate with others; an explanation of unusually strongly-held or idiosyncratic beliefs; ego-defensive function - protecting the individual from recognising personal deficiencies or inferiority; this function can protect our self-esteem and promote a positive self-image to others; Freudian roots.

Structure of Attitudes – ABC model of attitudes: affective component – evaluate/emotional part of an attitude; behavioural/conative component – action part of an attitude; cognitive component – knowledge/belief part of an attitude; the model implies that attitudes and behaviour should be in accordance with one another.

Credit description of relevant evidence up to 1 mark.

Likely studies: La Pierre (1934); Edwards (1990); Fishbein and Azjen (1975); Petty and Cacioppo (1986); Razran (1950), Martin (1987), Tajfel et al (1971), Han and Shavitt (1993), Herek (1987).

AO2 Up to five marks for discussion of the functional and structural approach to attitudes.

Functional approach: discussion of the disadvantages that might arise from these functions e.g. stereotyping/prejudice/discrimination as a result of the knowledge function when information is ignored or rejected; dogmatism/inflexibility as a result of the ego-expressive function; cultural differences in functions; recognition that one attitude might serve more than one function so the divisions are simplistic; the use of the functional approach as a way of understanding how attitudes might be changed, or why they might be resistant to change. The use of examples to illustrate functions (up to 1 mark).

Structural approach: not all components of an attitude are equally weighted; research suggests inconsistency between attitudes and behaviour e.g. La Pierre – analysis of cognitive dissonance within this context; other researchers have proposed two-component/single-component models. Up to 1 mark for an example that illustrates all 3 components.

Credit use of relevant evidence.

Max 6 marks if only structure or function

Max 6 marks if no evidence

Mark bands

9 – 10 marks Very good answers

There is accurate, well-organised and detailed description of the structure and function of attitudes. The discussion is clear and coherent, providing evidence of thoughtful analysis, though this need not be balanced across the two topics in the top-band. There is appropriate reference to evidence. The answer is well-focused with little or no misunderstanding.

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

6 – 8 marks Good answers

There is reasonably accurate and organised description of the structure and function of attitudes although some detail may be lacking. Discussion is present but may be limited in either depth or breadth. There is some reference to evidence. The answer is well-focused with little or no misunderstanding. Maximum 6 marks if only structural or functional approach is present and/or there is no reference to evidence.

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

3 – 5 marks Average to weak answers

There is some knowledge of the structure and/or function of attitudes and/or basic/limited discussion. There may be exceptional description for 5 marks with no discussion. The answer may lack focus. There may be inaccuracy and/or irrelevance.

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

1 – 2 marks Poor answers

There is very limited knowledge/discussion of the structure and/or function approach to attitudes, but there must be some relevance.

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

0 marks No relevant content.

Topic: Remembering and Forgetting

12 Explain **one** difference between semantic memory and episodic memory.

[2 marks]

2 - AO1

Up to 2 marks for an explanation of one difference between semantic and episodic memory. 1 mark for identification of a difference and a further mark for elaboration/expansion. 0 marks for answers that just focus on one type of memory.

Likely differences: semantic – memory for facts, general knowledge; episodic – memory for events/autobiographical information; semantic – may not contain information to do with when we learned/encoded these memories - episodic – stored with reference to time and place.

Credit answers based on the durability/resistance to forgetting of different types of memory; the fact that evidence suggests that these types of memory reside in different areas of the brain.

No credit for examples of semantic and/or episodic memory unless used to support the explanation of a difference.

Credit other valid differences.

13 Outline **either** retrieval failure **or** interference as an explanation for forgetting.

[2 marks]

2 - AO1

Up to 2 marks for an outline of retrieval failure or interference as an explanation for forgetting.

Retrieval failure – credit any 2 points eg a problem of accessibility (1); forgetting occurs in the absence of cue/clues/triggers/prompts / 'tip of the tongue' forgetting (1); reference to types of cues: context-dependent, state-dependent (1); the encoding specificity principle (1).

For 2 marks, the answer must focus on forgetting rather than remembering.

Interference - credit any 2 points eg forgetting is a result of disruption / confusion of one memory by other information (1); more likely to occur when memories are similar (1). There are two types – **retroactive** where recent information learned disrupts recall of previously stored information (1) and **proactive** where what we have already stored disrupts more recent memory (1). 1 mark for only naming the two types.

Credit other valid points.

14 Explain **one** limitation of **either** retrieval failure **or** interference as an explanation for forgetting.

[3 marks]

3 - AO2

Note that limitation does not have to be for the explanation outlined in question 13.

3 marks for a limitation of retrieval failure or interference theory of forgetting.

Retrieval failure – likely answers: supporting studies are conducted under artificial circumstances e.g. Godden and Baddeley; recall tends to survive dramatic changes in context so the effects may be overstated.

Interference - likely answers: many of the studies on which the theory is based are laboratory based; difficulty of distinguishing effects of interference from other forms of forgetting; unsure of the mechanisms involved in interference / how and why it occurs.

Possible answer: studies that support interference tend to be laboratory based, where participants are required to learn similar material in a very short time-frame, making it more likely that interference will occur.

When crediting methodological issues there must be at least some link to the explanation for full marks.

15 Outline **one** study in which **either** retrieval failure **or** interference as an explanation for forgetting was investigated. In your answer, refer to what psychologists did and what was found.

[3 marks]

3 - AO1

Note that outline of study does not have to be for explanation used in either question 13 or question 14.

Up to 3 marks for a description of a study in which retrieval failure or interference was investigated. Credit description of procedure/methods i.e. what participants were asked to do, detail of conditions and description of relevant findings/conclusions.

Note: 1 mark for procedure/method and 1 mark for findings, plus further mark for detail of either procedure/method or findings.

Likely studies: Jenkins and Dallenbach (1924), Underwood (1957), Keppel and Underwood (1962), Waugh and Norman (1965), Baddeley and Hitch (1977), Schmidt et al (2000), Godden and Baddeley (1975), Tulving and Thompson (1973), Tulving and Pearlstone (1966), Bower et al (1969), Abernethy (1975).

16 Discuss the working memory model. Refer to evidence and **one other** model of memory in your answer.

[10 marks]

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

AO1 Up to 5 marks for description of the model/sub-components: description of central executive and 'slave systems' – visuo-spatial scratch/sketch pad; phonological store/loop; articulatory loop/control process; primary acoustic store; episodic buffer (versions vary – not all of the slave systems need to be present for full marks). Credit general information about the model: sees STM as an active processor; information concerning capacity and coding of each store; allocation of resources/divided attention/dual-task performance.

Credit description of evidence up to 1 mark.

Likely studies: Paulesu et al (1993), Logie et al (1989), Robbins et al (1996), Hunt (1980), Brooks (1968), Baddeley, Thomson and Buchanan (1975), Hoosain and Salili (1988), Hulme, Thomson, Muir and Lawrence (1984), Levey, Aldaz, Watts and Coyle (1991), Baddeley et al (1998).

AO2 Up to 5 marks for discussion of the model including strengths and weaknesses. Possible strengths: explains how cognitive processes interact; memory is active rather than passive; provides explanation/treatments for processing deficits; highlights different memory tasks that STM can deal with by identifying separate components; explains results of dual task studies. Limitations include: vague, untestable nature of the central executive; supported by highly controlled lab studies which may undermine the validity of the model.

Credit comparison with alternative models (as per the question). This is likely to focus on the 'active' nature of processing in STM compared to the 'passive' version of STM presented in the multi-store model.

Credit use of evidence to support or refute the model.

Only credit evaluation of the methodology used in studies when made relevant to discussion of the model.

Maximum of 6 marks – no evidence

Maximum of 6 marks – no reference to an alternative model

Mark bands**9 – 10 marks Very good answers**

There is accurate, well-organised and detailed description of the working memory model. The discussion is clear and coherent. There is appropriate reference to evidence. There is appropriate comparison with at least one other model of memory. The answer is well-focused with little or no misunderstanding.

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

6 – 8 marks Good answers

There is reasonably accurate and organised description of the working memory model though some detail may be lacking. Discussion is present but may be limited in either depth or breadth. At the bottom of the band there may be no reference to evidence and/or no reference to an alternative. The answer is well-focused with little or no misunderstanding.

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

3 – 5 marks Average to weak answers

There is some knowledge of the working memory model and/or basic/limited discussion. The answer may lack focus. There may be substantial inaccuracy and/or irrelevance.

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

1 – 2 marks Poor answers

There is very limited knowledge/discussion of the working memory model, but there must be some relevance.

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

0 marks No relevant content.

Section B: Cognitive Psychology

Topic: Perceptual Processes

17 Explain **one** difference between Gibson's theory of perception and Gregory's theory of perception.

[2 marks]

2 – AO1

2 marks for an explanation of one difference between Gibson's and Gregory's theories. 1 mark for identification of a difference and a further mark for elaboration/expansion. 0 marks for answers that just focus on either Gibson's or Gregory's theory.

Likely differences (note that some of these may overlap): direct vs indirect processing; bottom-up vs top-down processing; data-driven vs concept-driven; innate vs learnt perception; ecological validity vs artificiality of supporting evidence.

Possible answer: one difference is direct vs indirect processing (1). Gregory's theory relies on inference to 'fill in the gaps' of our visual perception whereas Gibson claims that perception is determined by sensory information alone (1).

Credit evidence/examples used to illustrate the difference e.g. contrasting approach to explaining illusions.

Credit other valid differences.

18 Identify **one** distortion illusion.

[1 mark]

1 – AO1

1 mark for naming (or drawing) a distortion illusion.

Likely answers: Ponzo illusion; Muller-Lyer illusion; Poggendorf illusion; Titchener's circles/Ebbinghaus illusion; Wundt's illusion; Zollner's illusion; moon illusion.

Accept other valid answers.

19 Identify **one** ambiguous figure.

[1 mark]

1 – AO1

1 mark for naming (or drawing) an ambiguous figure.

Likely answers: Necker cube; Rubin's vase; Boring's old/young woman/Leeper's lady; Jastrow's duck/rabbit head; the rat-man.

Accept other valid answers.

20 Explain what distortion illusions tell us about perception.

[3 marks]

3 - AO2

Credit may be awarded for 1 point fully elaborated/expanded; 2 points – one expanded, one brief; 3 brief points.

Likely points: reveal brain's tendency to perceive 2D drawings in terms of 3D world; use of monocular depth cues to infer depth/distance; use of size constancy to mentally enlarge objects perceived as 'further away'; brain engages in hypothesis testing; suggests that perception is an active process that relies on learning/past experience; support top-down rather than bottom-up processing.

Credit reference to influence of culture/environment on perception/carpentered world hypothesis.

Credit links to theory – Gregory

Accept other valid answers.

21 Outline **one** study in which the influence of emotion on perception was investigated. In your answer, refer to what psychologists did and what was found.

[3 marks]

3 – AO1

Up to 3 marks for a description of a study in which the influence of emotion on perception was investigated. Credit description of procedure/methods i.e. what participants were asked to do, detail of conditions and description of relevant findings/conclusions.

Note: 1 mark for procedure/method and 1 mark for findings, plus further mark for detail of either procedure/method or findings.

Likely studies: McGinnes (1949); Lazarus and McCleary (1951).

22	Discuss the Gestalt principles of perceptual organisation. Refer to evidence in your answer. [10 marks]
-----------	---

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

AO1 5 marks for description of Gestalt principles of perceptual organisation. Likely content: proximity – things that are close together are usually seen as belonging together; similarity – things that have similar characteristics tend to be grouped together; closure – we mentally complete figures that are incomplete; wholeness – we tend to perceive the whole figure rather than component parts. Accept reference to more general principles such as figure-ground, symmetry, continuity/good continuation, common fate, simplicity, Law of Pragnanz, phenomenological approach. Credit reference to biological basis of perceptual organisation.

Maximum of 1 mark for only naming principles.

Credit description of evidence up to 1 mark.

Likely studies: Navon (1977); Greene (1990); Pomerantz and Garner (1973).

AO2 Up to 5 marks for discussion of Gestalt principles including strengths and weaknesses. Possible strengths: intuitively appealing; phenomenological approach that explains real-life instances of perception. Limitations include: tendency only to describe organisation of 2D images; descriptive rather than explanatory; lack of evidence for neurological basis; set of principles rather than unified theory.

Credit use of examples to illustrate principles up to 2 marks.

Credit comparison with alternative explanations/theories e.g. Gibson, Gregory, Neisser.

Credit use of relevant evidence.

Only credit evaluation of the methodology used in studies when made relevant to discussion of the principles.

Max 6 marks if no evidence

Mark bands**9 – 10 marks Very good answers**

There is accurate and well-organised description of Gestalt principles. The discussion is clear and coherent, providing evidence of thoughtful analysis. There is appropriate reference to evidence. The answer is well-focused with little or no misunderstanding.

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

6 – 8 marks Good answers

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

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

3 – 5 marks Average to weak answers

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

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

1 – 2 marks Poor answers

There is very limited knowledge/discussion of Gestalt principles, but there must be some relevance.

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

0 marks No relevant content

Topic: Anxiety Disorders

23 Identify the independent variable in this study.

[1 mark]

1 - AO3

1 mark for the independent variable

IV – type of treatment / treatment group / whether the participants had drug therapy, cognitive therapy or no treatment.

24 Identify the dependent variable in this study.

[1 mark]

1 - AO3

1 mark for the dependent variable.

DV – the (average) number of obsessive thoughts (experienced daily).

25 Explain the purpose of **Group 3** within this study.

[2 marks]

2 - AO3

1 mark each for any two of the following:

- the no treatment group is a control group/used for the purpose of comparison/as a baseline
- to establish cause and effect/to show that the IV affected the DV/to increase the validity of the study
- to show that improvements were due to the (cognitive and drug) treatments and not some other variable (e.g. improvement over time).

26	Explain one way in which the researcher could have randomly allocated participants to the three groups.	[2 marks]
-----------	--	------------------

2 - AO3

Up to 2 marks for an explanation of one way in which participants may have been randomly allocated to the three groups.

1 mark for explaining that the names/numbers of **all** participants should be placed in e.g. a hat, a random number generator, computer or calculator, etc.

1 mark for explaining how names/numbers would be allocated to the three groups e.g. the first ten names/numbers would be allocated to Group 1, the next ten to Group 2.

Accept alternative wording/method e.g. the first name/number allocated to Group 1, the second to Group 2 and so on.

27	Evaluate one of the treatments for OCD identified in this study.	[4 marks]
-----------	---	------------------

4 - AO2

4 marks for an evaluation of either drug therapy or cognitive therapy. Note that this may include 1 or 2 points (strengths or weaknesses) that are elaborated/expanded or more points that are less detailed/briefly stated.

Possible points for drug therapy: reduction of symptoms not elimination; relapse when drugs not taken; specific side-effects of named drugs; dual approach with other therapy e.g. cognitive is more effective; reduced need for surgery.

Possible points for cognitive therapy: attempts to address root cause so changes should be more permanent; active approach – allows patient to 'self-manage' their own treatment/condition; very effective when combined with drug therapy/behavioural techniques; rapport between therapist and patient/client is essential.

Credit reasoned discussion of practical implications e.g. time, cost, for either therapy.

Credit use of relevant evidence.

28 Discuss **two** explanations for phobias. Refer to evidence in your answer.

[10 marks]

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

AO1 Up to five marks for description of two explanations for phobias with a maximum of 3 marks for any one explanation. The most likely explanations are behavioural and psychodynamic, but any other relevant explanations e.g. cognitive, biological are acceptable.

The behaviourist explanation - fear is due to classical conditioning; temporal association between UCS (original cause of fear) and CS (going outside/people, etc); leads to a conditioned response; elicited inappropriately; credit relevant labelled diagram; operant conditioning - reinforcement of avoidance behaviour; two-process model. Social learning theory – phobias learned through observation and imitation.

The psychodynamic explanation - the ego is threatened by unconscious conflict; uses displacement to focus the unconscious thoughts onto something external; phobic object/situation is a 'symbol' of underlying, unconscious fear; due to childhood event. Accept alternative explanations for other phobias such as agoraphobia.

Credit description of relevant evidence up to 1 mark.

Likely studies: Freud (1909); Watson & Rayner (1920); Bagby (1922); Di Gallo et al (1997); King et al (1998); Di Nardo et al (1988); Bandura and Rosenthal (1966).

AO2 up to 5 marks for discussion of the explanations including strengths and limitations.

Behaviourist: more appropriate for specific phobias; neglects cognitive factors; based on animal research; based on sound scientific research; cannot explain phobias in the absence of direct experience.

Psychodynamic: lacks methodological rigour; difficulty of testing the explanation; limited evidence/evidence from case studies; premise that phobias only occur due to repressed (sexual) experiences.

Credit reasoned comparison between explanations and with alternatives e.g. preparedness.

Credit use of relevant evidence.

Only credit evaluation of the methodology used in studies when made relevant to discussion of the explanations.

Maximum 6 marks – only one explanation

Maximum 6 marks – no evidence

Mark Bands**9 – 10 marks Very good answers**

There is accurate and well-organised description of two explanations for phobias. The discussion is clear and coherent providing evidence of thoughtful analysis. The answer is well-focused with little or no misunderstanding.

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

6 – 8 marks Good answers

There is reasonably accurate and organised description of two explanations for phobias though some detail may be lacking. Discussion is present but may be limited in either depth or breadth. The answer is well-focused with little or no misunderstanding. At the bottom of the band may be answers that include only explanation and/or no evidence.

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

3 – 5 marks Average to weak answers

There is some knowledge of one or more explanation(s) for phobias and/or basic/limited discussion. The answer may lack focus. There may be substantial inaccuracy and/or irrelevance. At the top of the band there may be exceptional description for five marks.

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

1 – 2 marks Poor answers

There is very limited knowledge/discussion of one or more explanation(s) for phobias, but there must be some relevance.

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

0 marks No relevant content.

Topic: Autism

29	Identify the independent variable in this study.	[1 mark]
-----------	--	-----------------

1 - AO3

1 mark for the independent variable.

IV – type of treatment / treatment group / whether the children received drug therapy, behaviour modification or no treatment.

30	Identify the dependent variable in this study.	[1 mark]
-----------	--	-----------------

1 - AO3

1 mark for the dependent variable.

DV – the (average) number of repetitive behaviours (daily).

31	Explain the purpose of Group 3 within this study.	[2 marks]
-----------	--	------------------

2 - AO3

1 mark each for any two of the following:

- the no treatment group is a control group/used for the purpose of comparison/as a baseline
- to establish cause and effect/to show that the IV affected the DV/to increase the validity of the study
- to show that improvements were due to the (behaviour modification and drug) treatments and not some other variable (e.g. improvement over time).

32	Explain one way in which the researcher could have randomly allocated participants to the three groups.	[2 marks]
-----------	--	------------------

2 - AO3

Up to 2 marks for an explanation of one way in which participants may have been randomly allocated to the three groups.

1 mark for explaining that the names/numbers of **all** participants should be placed in e.g. a hat, a random number generator, computer or calculator, etc.

1 mark for explaining how names/numbers would be allocated to the three groups e.g. the first ten names/numbers would be allocated to Group 1, the next ten to Group 2.

Accept alternative wording/method e.g. the first name/number allocated to Group 1, the second to Group 2 and so on.

33	Evaluate one of the therapies for autism identified in this study.	[4 marks]
-----------	---	------------------

4 - AO2

4 marks for an evaluation of either drug therapy or behaviour modification. Note that this may include 1 or 2 points (strengths or weaknesses) that are elaborated/expanded or more points that less detailed/briefly stated.

Possible points for drug therapy: reduction of symptoms not elimination; relapse when drugs not taken; specific side-effects of named drugs; dual approach with other therapy e.g. behaviour modification, is more effective.

Possible points for behaviour modification: ethical issues – manipulation; often requires parental involvement to be truly effective; puts strain on other family members; effectiveness depends on consistency of treatment; issues of generalisation from the clinical setting.

Credit reasoned discussion of practical implications e.g. time, cost, for either therapy.

Credit use of relevant evidence.

34 Discuss **two** explanations for autism. Refer to evidence in your answer.

[10 marks]

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

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

Students may focus on two separate explanations within an approach or global explanations eg biological or cognitive.

Possible explanations (likely to be cognitive and/or biological):

- (Lack of) theory of mind: suggestion that people with autism do not understand the world from the point of view of others; 'mind-blindness'; failure to grasp false belief; theory of mind mechanism.
- Executive functioning deficit: inability to switch attention and initiate new behaviours; perseverative errors.
- Central coherence deficit: inability to process information in general; attempt to explain both the deficits and exceptional skills seen in people with autism; elaboration of 'coherence' or wholeness; examples of coherent/deficit behaviours (maximum 1 mark).
- Genetic explanation: inherited predisposition/familial influence; explanation of concordance; reference to links with other genetic conditions such as Fragile X syndrome and/or Tourette's syndrome; specific chromosomes/gene analysis e.g. HOSA1 gene, chromosomes 2,6,15 and 16.
- Neurological correlates: relationship/correlation between the symptoms of autism (triad of impairments) and brain damage/structural abnormalities.

Credit description of evidence up to 1 mark.

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

Central coherence deficit: Shah and Frith (1993).

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

Genetic - Folstein and Rutter (1977) Folstein and Piven (1991), Ritvo et al (1985), Bolton (1994).

Neurological correlates – Zilbovicius et al (2000), Ohnishi et al (2000), Courchesne et al (1994), Piven et al (1995), Fombonne (1999), Allen et al (2004), Roder (2000), Baron-Cohen et al (2000).

AO2 Up to 5 marks available for discussion of the explanations chosen: many studies support the TOM explanation; the theory does not account for the 'islets of ability'; some people with autism do not fail the false belief tasks; however, they struggle with second order tasks.

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

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

Discussion of the genetic explanation might include problems of twin studies such as small sample sizes, environmental influence as a confounding factor, etc; Carson et al (2000) – 80-90% of variance is related to genetic factors, but transmission not yet understood; ethical issues associated with genetic research such as the possibility of pre-natal screening.

Discussion of neurological correlates might include issue of cause and effect; explanation does not account for the full range of autistic symptoms. Discussion of how areas of damage are commonly identified through post-mortems or scanning techniques e.g. MRI, PET, SPECT; description of specific areas of damage/structural abnormalities.

General points: cognitive explanations do not really provide causal information, but provide further detail about the cognitive differences between people with and without autism; it seems likely that an explanation that attempts to fit biological information with cognitive information might be the way forward. Discussion of issues related to the biological approach e.g. reductionism, determinism.

Credit use of relevant evidence.

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

Maximum 6 marks – only one explanation

Maximum 6 marks – no evidence

Mark bands

9 – 10 marks Very good answers

There is accurate, well-organised and detailed description of two explanations for autism. The discussion is clear and coherent providing evidence of thoughtful analysis. There is appropriate reference to evidence. The answer is well-focused with little or no misunderstanding.

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

6 – 8 marks Good answers

There is reasonably accurate and organised description of two explanations for autism though some detail may be lacking. Discussion is present but may be limited in either depth or breadth. There is some reference to evidence. The answer is well-focused with little or no misunderstanding.

Maximum 6 marks if only one explanation is given and/or there is no reference to evidence. The answer has some structure with appropriate use of paragraphs, sentences and psychological terminology. There are some errors of spelling and punctuation.

3 – 5 marks Average to weak answers

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

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

1 – 2 marks Poor answers

There is very limited knowledge/ discussion of explanation(s), but there must be some relevance. Basic ideas are poorly expressed. There is little evidence of structure. There may be significant errors in grammar, spelling and punctuation.

0 marks No relevant content.

ASSESSMENT OBJECTIVES GRID

Question	AO1	AO2	AO3
Social Influence			
1	2		
2	2		
3	2		
4		2	
5		2	
6	5	5	
Total	11	9	
Social Cognition			
7	2		
8	2		
9	2		
10		4	
11	5	5	
Total	11	9	
Remembering and forgetting			
12	2		
13	2		
14	3		
15		3	
16	5	5	
Total	12	8	
Perceptual Process			
17	2		
18	1		
19	1		
20		3	
21	3		
22	5	5	
Total	12	8	
Anxiety Disorders			
23			1
24			1
25			2
26			2
27		4	
28	5	5	
Total	5	9	6
Autism			
29			1
30			1
31			2
32			2
33		4	
34	5	5	
Total	5	9	6



General Certificate of Education
Advanced Subsidiary Examination
June 2015

Psychology (Specification B)

PSYB2

Unit 2 Social Psychology, Cognitive Psychology and Individual Differences

Monday 18 May 2015 1.30 pm to 3.00 pm

For this paper you must have:

- an AQA 12-page answer book.

Time allowed

- 1 hour 30 minutes

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The **paper reference** is PSYB2.
- Choose **three** topics only, **one** topic from **Section A**, **one** topic from **Section B** and **one** topic from **Section C**.
- Answer **all** questions on the topics you choose.
- Do all rough work in the answer book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
- The 10-mark questions should be answered in continuous prose. You are advised to plan your answers carefully. In these questions, you will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.

Section A Social Psychology

There are two topics in this section: Social Influence and Social Cognition.

Choose **one** topic from this section. Answer **all** questions on the topic you choose.

Each topic carries 20 marks.

Topic: Social Influence

- | | |
|---|---|
| 0 | 1 |
|---|---|

 Outline how Milgram investigated the effect of **two** situational factors on obedience. **[4 marks]**
- | | |
|---|---|
| 0 | 2 |
|---|---|

 The Authoritarian Personality has been identified as a dispositional explanation for obedience.
- Outline the Authoritarian Personality as an explanation for obedience. **[2 marks]**
- | | |
|---|---|
| 0 | 3 |
|---|---|

 Outline and briefly explain **two** methodological issues in Asch's studies of social influence. **[4 marks]**
- | | |
|---|---|
| 0 | 4 |
|---|---|

 Jonny Upp and Barry Atom were a singing duo. They had queued all night for a talent show audition. Although they had sung together many times, Barry had not learnt their chosen song very well, whereas Jonny knew it word for word. When performing in front of the judges, Jonny sang perfectly, whilst Barry was out of tune and made a number of mistakes.
- Discuss the causes **and/or** effects of arousal on task performance. Refer to Jonny and Barry's audition in your answer. **[10 marks]**

Topic: Social Cognition

- 0 5** Identify and outline **two** functions of attitudes. **[4 marks]**
- 0 6** Bernard spent many hours preparing for an interview, but he failed to get the job. He did not notice that one of the interviewers tried to shake his hand when he walked in. He was in such a rush in the morning that he had forgotten to clean his shoes and tuck in his shirt. When asked to describe his 'biggest weakness', Bernard replied that he was sometimes 'cold and unfriendly'.
- Outline **two** factors that affect impression formation. Refer to Bernard's interview in your answer. **[4 marks]**
- 0 7** Choose **one** of the factors from your answer to question **0 6**. Outline how this factor was investigated in a research study. **[2 marks]**
- 0 8** Discuss **two** attributional biases. Refer to evidence in your answer. **[10 marks]**

Turn over for the next section

Turn over ►

Section B Cognitive Psychology

There are two topics in this section: Remembering and Forgetting and Perceptual Processes.

Choose **one** topic from this section. Answer **all** questions on the topic you choose.

Each topic carries 20 marks.

Topic: Remembering and Forgetting

A researcher wanted to investigate whether or not different types of long-term memory were located in different parts of the brain. He gave a group of participants two different tasks to do.

Task A – To think about family holidays they had been on as a child.

Task B – To think of the names of countries around the world and their capital cities.

Whilst each participant was performing the tasks, his/her brain activity was monitored using a scanner. The researcher found that a different area of the brain was active when participants were performing **Task A** compared with when they were performing **Task B**.

- | | |
|---|---|
| 0 | 9 |
|---|---|

 Identify the type of long-term memory involved in performing **Task A** in the investigation above. [1 mark]
- | | |
|---|---|
| 1 | 0 |
|---|---|

 Identify the type of long-term memory involved in performing **Task B** in the investigation above. [1 mark]
- | | |
|---|---|
| 1 | 1 |
|---|---|

 Apart from the finding that such memories are located in different areas of the brain, outline **one other** difference between the types of long-term memory you have identified in your answers to questions

0	9
---	---

 and

1	0
---	---

 above. [2 marks]
- The investigation of long-term memory outlined above was a laboratory experiment.
- | | |
|---|---|
| 1 | 2 |
|---|---|

 Explain **one** strength of a laboratory experiment. Refer to the investigation above in your answer. [3 marks]
- | | |
|---|---|
| 1 | 3 |
|---|---|

 Explain **one** limitation of a laboratory experiment. Refer to the investigation above in your answer. [3 marks]
- | | |
|---|---|
| 1 | 4 |
|---|---|

 Describe and evaluate the levels of processing explanation of memory. Refer to evidence in your answer. [10 marks]

Topic: Perceptual Processes

Many years ago, a researcher wanted to investigate whether or not there were differences in the way in which people of different cultures perceived the same picture.

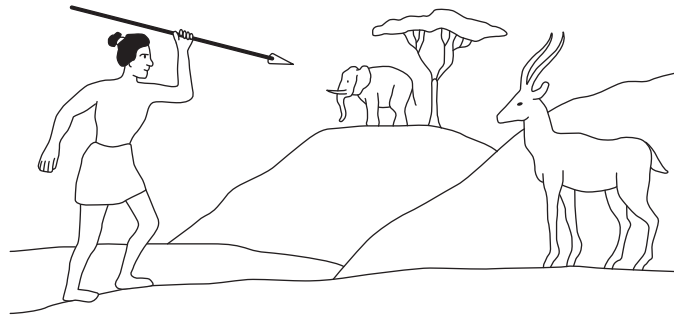
He tested two groups of children:

Group A: European children

Group B: Bantu children who lived in remote areas of southern Africa where they rarely saw pictures.

The researcher showed both groups of children the following picture.

Figure 1



The researcher found that there were differences in the way in which the two groups of children interpreted depth cues within the picture. Most Bantu children thought that the man was trying to spear the elephant.

1 | 5

Explain how the finding from the investigation above supports Gregory's theory of perception.

[2 marks]

There are several monocular depth cues in **Figure 1**. One of these is 'relative size'.

1 | 6

Name **two other** monocular depth cues.

[2 marks]

The investigation of different cultures outlined above is a quasi-experiment.

1 | 7

What is a 'quasi-experiment'? Explain why this investigation is an example of a quasi-experiment.

[3 marks]

1 | 8

Identify the experimental design used in this investigation and explain **one** strength of this experimental design.

[3 marks]

1 | 9

Describe and evaluate Gibson's theory of perception. Refer to evidence in your answer.

[10 marks]

Turn over ►

Section C Individual Differences

There are two topics in this section: Anxiety Disorders and Autism.

Choose **one** topic from this section. Answer **all** questions on the topic you choose.

Each topic carries 20 marks.

Topic: Anxiety Disorders

Rob remembers his mother being extremely tidy around the house when he was a young boy. His mother would become extremely anxious and shout at Rob if he ever made a mess. Since leaving home and moving into his own flat, Rob has become increasingly concerned about hygiene, cleaning his bathroom up to fifty times a day. Rob often lies awake at night worrying about the spread of germs.

- | | |
|---|---|
| 2 | 0 |
|---|---|

 In the context of obsessive-compulsive disorder, what is meant by an 'obsession' and what is meant by a 'compulsion'? Refer to the example of Rob in your answer. [3 marks]
- | | |
|---|---|
| 2 | 1 |
|---|---|

 How might a cognitive psychologist explain Rob's behaviour? [2 marks]
- | | |
|---|---|
| 2 | 2 |
|---|---|

 Apart from cognitive explanations, outline **one other** possible explanation for Rob's behaviour. [2 marks]
- | | |
|---|---|
| 2 | 3 |
|---|---|

 Briefly evaluate the explanation you have outlined in your answer to question

2	2
---	---

 above. [3 marks]
- | | |
|---|---|
| 2 | 4 |
|---|---|

 Describe and evaluate **two** treatments for phobias. Refer to evidence in your answer. [10 marks]

Topic: Autism

When Jack was 3 years old, his parents began to notice that his behaviour was different from that of the other children at his nursery. He rarely spoke to the other children and made very little eye contact with the staff. He preferred to play all day with one toy car in the same corner of the room. Shortly afterwards, Jack was diagnosed with autism.

2	5
---	---

Outline what is meant by the 'triad of impairments' in autism. Refer to the description of Jack in your answer.

[4 marks]

2	6
---	---

Explain how behaviour modification could be used to treat **one** of the behaviours Jack showed at the nursery.

[3 marks]

2	7
---	---

Briefly evaluate behaviour modification as a treatment for autism.

[3 marks]

2	8
---	---

Describe and evaluate **two** cognitive explanations for autism. Refer to evidence in your answer.

[10 marks]

END OF QUESTIONS

There are no questions printed on this page

Acknowledgement of copyright-holders and publishers

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements in future papers if notified.

Figure 1: Pictorial Depth Perception in Sub-Cultural Groups in Africa, W. Hudson, The Journal of Social Psychology, Vol 52, Issue 2, 11.01.60 and reprinted by permission of the publisher, Taylor & Francis Ltd, <http://www.tandfonline.com>

Copyright © 2015 AQA and its licensors. All rights reserved.

A-LEVEL

Psychology Specification B

PSYB2

Mark scheme

Specification 2185
June 2015

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 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

Section A Social Psychology

Topic: Social Influence

01 Outline how Milgram investigated the effect of **two** situational factors on obedience. **[4 marks]**

[AO1 = 4]

Up to 2 marks awarded for each factor

Award two marks if answer includes detail of original study and variation

Or two marks if factor is stated and detail of variation outlines

1 mark only for factor identified

Or 1 mark only for detail of variation only

Likely factors:

- Proximity of authority figure was investigated by the authority figure issuing orders over the phone (rather than in person).
- Proximity of victim was investigated by bringing the victim/Mr Wallace into the same room/having his hand forced down on to a metal plate .
- Legitimacy of setting/location/system was investigated by repeating the study in a run-down office/`seedy` building.
- Presence of (disobedient) role models/social support was investigated by having another participant (confederate) refuse to continue.

Accept other valid factors.

02 The Authoritarian Personality has been identified as a dispositional explanation for obedience.

Outline the Authoritarian Personality as an explanation for obedience. **[2 marks]**

[AO1 = 2]

1 mark each for any two of the following

- Developed from strict/rigid parenting
- Traits may include conventional \ dogmatic \ conformist \ hostile to those perceived to be of lower status
- Obedient \ servile towards people perceived as having higher status \ authority

03 Outline and briefly explain **two** methodological issues in Asch's studies of social influence. **[4 marks]**

[AO1 = 2, AO2 = 2]

AO1 1 mark for each outline \ identification of a methodological issue relevant to Asch's studies.

Likely issues: lack of ecological validity/mundane realism; lack of population validity/generalisability/sample bias; lack of temporal validity; lack of internal validity/presence of demand characteristics.

AO2 1 mark for explaining each issue in the context of Asch's studies.

Possible answer: One methodological issue is lack of ecological validity (1). This was a problem in Asch's study as the lines task is not one that participants would be asked to carry out in real-life (1).

Another methodological issue is sample bias/an unrepresentative sample (1). Asch's original sample was mostly made up of white, middle-class, male students (1)

04 Jonny Upp and Barry Atom were a singing duo. They had queued all night for a talent show audition. Although they had sung together many times, Barry had not learnt their chosen song very well, whereas Jonny knew it word for word. When performing in front of the judges, Jonny sang perfectly, whilst Barry was out of tune and made a number of mistakes.

Discuss the causes **and/or** effects of arousal on task performance. Refer to Jonny and Barry's audition in your answer.

[10 marks]

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

AO1 Up to five marks for description of the causes and/or effects of arousal on task performance. Likely causes: evaluation apprehension – the fear of being judged creates arousal; distraction/distraction-conflict – creates conflict between the audience and the task at hand which produces arousal. Accept other valid causes eg task difficulty/unfamiliarity/novelty; presence of an audience; presence of a co-actor. Likely effects on performance: social facilitation/improved performance on a well-learned/familiar task/for an expert and social inhibition/deterioration in performance on an unfamiliar task/for a novice. Credit reference to the production of the dominant response and Yerkes-Dodson.

Credit description of relevant evidence up to 2 marks.

Likely studies include Triplett 1898, Michaels et al 1982, Bartis et al 1988, Sanders et al 1978, Henchy and Glass 1968, Zajonc 1935.

AO2 Up to five marks for application to the stem and general discussion. Up to 2 marks are reserved for application to Jonny and Barry: both singers may be experiencing evaluation apprehension through fear of being judged by the panel; they are experiencing distraction because their attention is divided between the song and the judges (audience); Barry does not know the song very well so his dominant response is to make mistakes; arousal causes him to be out of tune; Jonny's dominant response is to perform well as he is well rehearsed.

General discussion: difficulty of measuring/operationalising evaluation apprehension/distraction in experimental studies does not explain why skilled performers sometimes fail in front of an audience (championship choke); explanation of how distraction accounts for results of animal studies, but this is not the case for evaluation apprehension; critical analysis of research related to methodological issues and validity issues such as audience behaviour and task required.

Credit use of evidence.

Only credit evaluation of the methodology used in studies when made relevant to discussion of arousal.

Maximum 8 marks if no application to Jonny and/or Barry.

Mark bands

9 – 10 marks Very good answers

There is accurate, well-organised and detailed description of causes and/or effects of arousal in social influence research. The discussion is clear and coherent. There is appropriate application to the stem. The answer is well-focused with little or no misunderstanding.

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

6 - 8 marks Good answers

There is reasonably accurate and organised description of causes and/or effects of arousal in social influence research although some detail may be lacking. Discussion is present but may be

limited in either depth or breadth. Application may be present but it may be brief. Answers may still achieve the top of the band without application.

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

3 – 5 marks Average to weak answers

There is some knowledge of causes and/or effects of arousal in social influence research and/or basic/limited discussion and/or application. There may be exceptional description for five marks with no discussion of the issues described. The answer may lack focus. There may be inaccuracy and/or irrelevance.

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

1 – 2 marks Poor answers

There is very limited knowledge/discussion/application of causes and/or effects of arousal in social influence research, but there must be some relevance.

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

0 marks No relevant content

Topic: Social Cognition

05	Identify and outline two functions of attitudes.
-----------	---

	[4 marks]
--	------------------

[AO1 = 4]

Up to 4 marks for identifying and outlining two functions of attitudes (2 per function).

For each function: 1 mark for naming/identifying the function, 1 mark for description/elaboration. Do not credit examples of functions unless these provide an outline.

Likely answers:

Knowledge function (1) of attitudes help us make sense of the world by making it predictable (1).

Adaptive function (1) of attitudes help us gain social approval/acceptance/goals/avoid punishment when we display generally-accepted attitudes (1).

Ego/self-expressive function (1) of attitudes help us to establish identity when we express our own values and opinions (1).

Ego-defensive function (1) of attitudes protects the individual from recognising personal deficiencies or inferiority (1).

Accept other valid functions e.g. social adjustment function.

06 Bernard spent many hours preparing for an interview, but he failed to get the job. He did not notice that one of the interviewers tried to shake his hand when he walked in. He was in such a rush in the morning that he had forgotten to clean his shoes and tuck in his shirt. When asked to describe his 'biggest weakness' Bernard replied that he was sometimes 'cold and unfriendly'.

Outline **two** factors that affect impression formation. Refer to Bernard's interview in your answer.

[4 marks]

[AO1 = 2, AO2 = 2]

AO1 1 mark for each factor outlined. Factors must be outlined rather than just stated/identified.

Likely factors: primacy effect – information presented first has the strongest influence on the impression formed; central traits – personality characteristics that have a strong/disproportionate influence on the impression formed; stereotypes – belief that all members of a social group share certain characteristics. Accept other valid factors e.g. types of social schema.

AO2 1 mark each for application of selected factors to the stem.
Possible answer: primacy effect – Bernard did not shake the interviewer's hand as he walked in which will have left a negative first impression.
Central trait – Bernard described himself as 'cold' which would suggest he is unsociable, cannot work with others, etc.
Stereotype – Bernard may be judged to be disorganised because of his appearance.

07 Choose **one** of the factors from your answer to question 06. Outline how this factor was investigated in a research study

[2 marks]

[AO1 = 2]

Up to 2 marks for detail of the procedure/method of a study that investigated one of the factors identified above.

Award 1 mark for a brief/partial/muddled outline and 2 marks for a clear and coherent description.

Likely studies: Asch 1946, Luchins 1957, Jones 1968, Kelly 1950, Broverman et al 1972

Possible answer: in a study of the primacy effect, two groups of participants were given the same list of traits describing an imaginary person, but the list was reversed so for one group it started positively and for the other it started negatively (1). They then had to pick out other traits they thought would describe the person (1).

No marks for a study that does not relate to either of the factors outlined in the answer to question 6.

08 Discuss **two** attributional biases. Refer to evidence in your answer.

[10 marks]

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

AO1 Up to 5 marks for description of two attributional biases. Likely biases include: the fundamental attribution error (the tendency to judge the causes of the behaviour of others as dispositional rather than situational), the actor-observer effect (when the person judges the causes of his own behaviour situationally and that of others dispositionally), and the self-serving bias (explaining one's successes dispositionally and one's failures situationally). Credit description of why the biases operate eg SSB- to protect self-esteem; FAE-less effort to make dispositional attributions; actor/observer-we know more about our own situation.

1 mark for simply naming two biases in the absence of any elaboration.

Credit description of relevant evidence up to 2 marks.

Likely studies: Jones and Harris 1967, Ross et al 1977, Storms 1973, Nisbett et al 1972, Johnson 1964, Ross et al 1974, Morris and Peng 1994.

AO2 Up to 5 marks for discussion which might include cultural difference in the attribution process; exceptions to the predictions of biases, especially in the self-serving bias such as the effects of public praise; the reversal of the self-serving bias in women and people with depression. Credit use of examples, maximum 1 mark per bias.

Credit use of relevant evidence.

Only credit evaluation of the methodology used in studies when made relevant to discussion of biases.

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

Mark bands

9 – 10 marks **Very good answers**

There is accurate, well-organised and detailed description of two attributional biases. The discussion/analysis is clear and coherent and detailed. There is appropriate reference to evidence. The answer is well-focused with little or no misunderstanding.

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

6 – 8 marks **Good answers**

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

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

3 – 5 marks **Average to weak answers**

There is some knowledge of attributional bias(es) and/or basic/limited discussion/analysis. There may be exceptional description for 5 marks with no discussion of the biases described. The answer may lack focus. There may be inaccuracy and/or irrelevance.

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

1 – 2 marks **Poor answers**

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

0 marks **No relevant content.**

Topic: Remembering and Forgetting

09 Identify the type of long-term memory involved in performing **Task A** in the investigation above.

[1 mark]

[AO2 = 1]

Episodic/autobiographical

10 Identify the type of long-term memory involved in performing **Task B** in the investigation above.

[1 mark]

[AO2 = 1]

Semantic

11 Apart from the finding that such memories are located in different areas of the brain, outline **one other** difference between the types of long-term memory you have identified in your answers to questions 09 and 10 above.

[2 marks]

Question 11

[AO1 = 2]

Up to 2 marks for one difference between episodic/autobiographical and semantic memory. 1 mark for a brief/partial/muddled outline of a difference, 2 marks for a clear and coherent explanation of a difference.

Likely answer: episodic/autobiographical memories are encoded/stored with some reference to time and place; such contextual information is not a feature of semantic memories.

Both marks may be awarded for a definition of the two types of memory presented as a difference.

Note that if the answer to question 9 and/or 10 is/are incorrect, students can still gain both marks if the difference is relevant to the types of long term memory given.

12	Explain one strength of a laboratory experiment. Refer to the investigation above in your answer.	[3 marks]
-----------	--	------------------

[AO3 = 3]

Award 1 mark for a statement of a strength of a laboratory experiment, 1 mark for elaboration and 1 mark for application to the investigation described in the stem.

Likely strengths: high degree of control compared to other methods; precise operationalisation of variables; replication of procedure is possible; participants are aware they are taking part so more ethical.

Possible answer: There is a high degree of control in lab studies (1) so that cause and effect can be established (1). We can be confident that the change of task caused the change in brain activity on the scan (1).

13	Explain one limitation of a laboratory experiment. Refer to the investigation above in your answer.	[3 marks]
-----------	--	------------------

[AO3 = 3]

Award 1 mark for a statement of a limitation of a laboratory experiment, 1 mark for elaboration and 1 mark for application to the investigation described in the stem.

Likely limitations: artificiality nature of task/setting; possibility of demand characteristics.

Possible answer: The artificial nature of experimental tasks (1) means that behaviour is being tested in a way it would not normally occur (1). We are not normally asked to think about our holidays within a controlled environment (1).

14 Describe and evaluate the levels of processing explanation of memory. Refer to evidence in your answer.

[10 marks]

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

AO1 Up to 5 marks for description of the explanation/levels – structural/orthographic/shallow/visual; acoustic/phonetic/intermediate/phonological; semantic/deep; the idea that deep processing leads to better recall; recall is a by-product of processing; Recognition that levels of processing is based on elaborative (rather than maintenance) rehearsal. Maximum of 1 mark if the three levels are merely named.

Credit description of evidence up to 2 marks.

Likely studies: Craik and Tulving (1975), Morris (1977)

AO2 Up to 5 marks for evaluation of LOP which might refer to the problem of/tautology involved in measuring depth of processing; the model works best for learning word lists – which is unlikely to be appropriate for all types of learning; use of incidental learning in some studies tends to be more representative of real-life memory; difficulty/impossibility of separating levels of processing for the purpose of studies; model is descriptive rather than explanatory; phonetic processing often results in superior recall; credit reference to factors included in updates/revisions of the model e.g. distinctiveness.

Credit critical comparison with alternatives e.g. the Multi-store model.

Only credit evaluation of the methodology used in studies when made relevant to evaluation of the theory.

Credit use of evidence.

Maximum of 6 marks – no evidence

Mark bands

9 – 10 marks Very good answers

There is accurate, well-organised and detailed description of the levels of processing explanation of memory. The evaluation is clear and coherent. There is appropriate reference to evidence. The answer is well-focused with little or no misunderstanding.

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

6 – 8 marks Good answers

There is reasonably accurate and organised description of levels of processing though some detail may be lacking. Evaluation is present but may be limited in either depth or breadth. There is some reference to evidence.

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

3 – 5 marks Average to weak answers

There is some knowledge of levels of processing and/or basic/limited evaluation. The answer may lack focus. There may be substantial inaccuracy and/or irrelevance.

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

1 – 2 marks Poor answers

There is extremely limited knowledge/evaluation of levels of processing, but there must be some relevance. Basic ideas are poorly expressed. There is little evidence of structure. There may be significant errors in grammar, spelling and punctuation.

0 marks No relevant content.

Section B: Cognitive Psychology**Topic: Perceptual Processes**

15	Explain how the finding from the investigation above supports Gregory's theory of perception.
-----------	---

[2 marks]**[AO2 = 2]**

Two marks for an explanation of how the finding from the investigation above supports Gregory's theory. 1 mark for a brief/partial explanation; 2 marks for a full explanation.

Possible answer: the Bantu children have not seen many pictures and appear to lack the ability to 'perceive' 3D cues in a picture / perceive depth cues / apply size constancy (1), this supports Gregory's suggestion that perception is due to past experience/not innate (1).

Credit answers based on the 'carpentered world hypothesis' if appropriately linked to Gregory's theory.

16	Name two other monocular depth cues.
-----------	---

[2 marks]**[AO1 = 2]**

Two marks for naming two monocular depth cues apart from relative size.

Likely answers: height in plane; overlap/superimposition/occlusion; linear perspective; texture gradient.

17	What is a 'quasi-experiment'? Explain why this investigation is an example of a quasi-experiment.	[3 marks]
-----------	---	------------------

[AO3 = 3]

1 mark for each bullet point:

- There is no manipulation/control of the IV / the IV is naturally occurring / pre-existing
- No random allocation of participants to conditions
- Relevant link to the investigation

18	Identify the experimental design used in this investigation and explain one strength of this experimental design.	[3 marks]
-----------	--	------------------

[AO3 = 3]

1 mark for naming independent groups/independent measures/unrelated design.
2 marks for a clear and coherent strength. 1 mark if the strength is vague/brief/muddled.

Possible strengths:

No order effects; use of same stimulus material; participants are naïve.

Credit link to the study as part of the strength but not essential for full marks.

Accept matched pairs even though matching is not described within the stem.

19	Describe and evaluate Gibson's theory of perception. Refer to evidence in your answer.	[10 marks]
-----------	--	-------------------

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

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

Credit description of evidence up to 2 marks.

Likely studies:

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

AO2

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

Comparison with alternative explanations – Gregory, Neisser compromise.

Only credit evaluation of the methodology used in studies when made relevant to discussion of the theory.

Credit use of evidence.

Max 6 marks if no evidence

Mark bands

9 – 10 marks Very good answers

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

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

6 – 8 marks Good answers

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

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

3 – 5 marks Average to weak answers

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

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

1 – 2 marks Poor answers

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

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

0 marks No relevant content

Topic: Anxiety Disorders

20 In the context of obsessive-compulsive disorder, what is meant by an `obsession` and what is meant by a `compulsion`? Refer to the example of Rob in your answer. **[3 marks]**

[AO1 = 2; AO2 = 1]

AO1 Award one mark for a definition of `obsessions` - persistent/recurrent/unwanted/intrusive thoughts; and one mark for a definition of `compulsions` - repetitive/ritualistic behaviour.

AO2 One mark for an example of BOTH an obsession and a compulsion from the stem.

Examples of obsessions – lays awake worrying about germs; increased concern about hygiene around the home.

Examples of compulsions – cleaning his bathroom up to fifty times a day.

21 How might a cognitive psychologist explain Rob`s behaviour?

[2 marks]

[AO2 = 2]

Award one mark for a relevant thinking error plus one further mark for applying this error to Rob/obsession with germs.

Cannot award application mark without identification of the thinking error.

Possible answers:

- behaviour may be explained by catastrophic misinterpretation of the danger presented (1)
Rob may over-exaggerate the danger of germs (1);
- increased awareness/attention caused by hyper-vigilance (1) Rob may scan new environments for evidence of germs (1);
- repetitive behaviour due to poor recall of actions just carried out (1), Rob may not remember the last time he cleaned the bathroom (1).

Accept answers based on faulty thinking.

22 Apart from cognitive explanations, outline **one other** possible explanation for Rob`s behaviour.

[2 marks]

[AO1 = 1, AO2 = 1]

AO1 Award 1 mark for knowledge/understanding of an alternative explanation of Rob`s behaviour. Most likely explanations will be biological but can also accept other plausible explanations e.g. social learning.

Biological – inherited predisposition/vulnerability (genetic); hyperactivity in the basal ganglia (neurophysiological); low serotonin (neurochemical).

Social learning – modelling of a parent/role model.

AO2 Award 1 mark for link/application to Rob`s behaviour. Application will depend on explanation chosen.

Possible applications:

Biological – Rob may have inherited a predisposition to OCD/general anxiety towards germs from his mother; brain abnormality may cause him to repeatedly clean the bathroom; low serotonin may be linked to his general anxiety/obsession with germs.

Social learning – Rob may have observed his mother`s obsessive cleaning habits and imitated them.

23 Briefly evaluate the explanation you have outlined in your answer to question 22 above.

[3 marks]

[AO2 = 3]

Content will depend on the explanation outlined in 22.

Three marks may be gained through: detailed explanation of one issue (strength or limitation); two issues where one is developed/elaborated; three points briefly stated.

Two marks may be awarded for one issue that is developed/elaborated or two points briefly stated.

One mark for a relevant issue briefly stated.

Credit use of evidence to support/refute the explanation.

Note – evaluation does not have to be linked to Rob`s behaviour, just to explaining OCD in general.

24 Describe and evaluate **two** treatments for phobias. Refer to evidence in your answer.

[10 marks]

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

AO1 Up to five marks for description of two treatments for phobias with a maximum of 3 marks for any one treatment. Students can achieve full credit for two treatments from the same approach eg 2 behaviourist treatments. Alternatively the overall approach eg behaviourist may be presented by the student as one treatment and credited as such.

The most likely treatments are: systematic desensitisation and psychodynamic therapy, but any other relevant treatments are acceptable. Do not credit simple naming of treatments.

Systematic desensitisation - based on idea that two competing emotions cannot coexist (reciprocal inhibition); getting people to learn to relax; a stepped approach involving exposure to the feared object/situation; anxiety hierarchy, example of procedure leading to facing fear; virtual reality exposure therapy (VRET).

Psychodynamic treatment aims to provide client with insight into the unconscious cause of the symptom; use of free association to encourage verbalisation so that the ego eventually cannot censor the content; dream analysis in which manifest content is interpreted to uncover latent content.

Flooding/ exposure therapy in which the person's senses are overwhelmed with exposure to the feared object/situation; there is no opportunity for avoidance/escape; when anxiety response subsides person recognises the response as irrational when no harm occurred; distinction between implosion (imagined) and in vivo (real exposure).

Cognitive therapy is a treatment where the therapist aims to get the client to replace the irrational thinking with more realistic thinking; cognitive restructuring and/or cognitive rehearsal; client mentally practises appropriate behaviours in the feared situation (CBT).

Drug therapy generally involves attempting to change the level of implicated neurotransmitters in the brain, these are usually anti-depressant; they do not attempt to change the behaviours exhibited by phobics, but to reduce the anxiety experienced.

Credit description of evidence up to 2 marks.

AO2

Up to 5 marks for evaluation of these treatments which might include strengths and limitations of the chosen therapies in relation to:

- type of phobia - for instance systematic desensitisation tends not to work well with `free-floating` phobias for which there is no obvious target behaviour;
- the type of client – for instance, psychodynamic therapy has been criticised for favouring articulate, motivated patients;
- duration of success outside clinical situation, effectiveness in real world setting – for SD and psychodynamic therapy, the gains made in therapy may not extend into real-world settings;

Comparison with alternative treatments; ethical implications.

Any evaluation based on time or cost must be well reasoned, that is, if a therapy is described as being `time-consuming` or `expensive` this must be in the context of informed comparison with an alternative that is `quicker` or `cheaper`.

Credit use of evidence.

Likely studies:

Graziano and Mooney (1980), Marks (1987), Lang and Lazovik (1963)

Only credit evaluation of the methodology used in studies when made relevant to evaluation of treatments.

Maximum 6 marks – only one treatment

Maximum 6 marks – no evidence

Mark Bands

9 – 10 marks Very good answers

There is accurate and well-organised description of some of the features/the main features of the two treatments used for phobias. There is clear, coherent evaluation of some aspects of these treatments. The answer is well-focused with little or no misunderstanding.

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

6 – 8 marks Good answers

There is reasonably accurate and organised description of two treatments used for phobias though some detail may be lacking. Evaluation/analysis is present but may be limited in either depth or breadth.

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

3 – 5 marks Average to weak answers

There is some knowledge of one or more treatment(s) used for phobias and/or basic/limited evaluation/analysis. The answer may lack focus. There may be substantial inaccuracy and/or irrelevance.

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

1 – 2 marks Poor answers

There is extremely limited knowledge/evaluation/analysis of treatment(s) used for phobias, but there must be some relevance.

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

0 marks No relevant content.

Topic: Autism

25	Outline what is meant by the `triad of impairments` in autism. Refer to the description of Jack in your answer.
-----------	---

[4 marks]

[AO1 = 3, AO2 = 1]

AO1 Three marks for knowledge/identification of the three symptoms of the triad.

Likely answer: deficit in/lack of communication (1); deficit in/lack of social interaction (1); repetitive/stereotypical behaviour / deficit in/lack of symbolic play (1)

AO2 One mark for matching at least two symptoms with the appropriate example from the stem:

Lack of communication - `he rarely spoke to the other children...`

Lack of social interaction - `he hardly ever made eye contact...`

Repetitive behaviour - `preferring to play all day with one toy car...`

26 Explain how behaviour modification could be used to treat **one** of the behaviours Jack showed at the nursery.

[3 marks]

[AO2 = 3]

Marks may be awarded for any of the following:

- target behaviour is identified (Jack rarely speaks to anyone..);
- broken down into small steps/increments (for instance, eye contact, then a sound..);
- appropriate reinforcer is established (that would appeal to a 3-year-old e.g. sweets);
- reinforcement is given upon achievement of each step/successive approximation/behaviour shaping (praise/a sweet for each completed step)

Accept other relevant features.

No credit for aversion therapy.

Maximum of two marks for any generic description of behaviour modification with no application. For full marks there must be a link to one behaviour featured in the stem.

27 Briefly evaluate behaviour modification as a treatment for autism.

[3 marks]

[AO2 = 3]

Up to 3 marks for briefly evaluating behaviour modification as a treatment for autism.

Three marks may be gained through: detailed explanation of one issue (strength or limitation); two issues where one is developed/elaborated; three points briefly stated.

Two marks may be awarded for one issue that is developed/elaborated or two points briefly stated.

One mark for a relevant issue briefly stated.

Note – evaluation does not have to be linked to the behaviour described in 26, just to the therapy in general.

Likely points: ethical issues – manipulation; often requires parental involvement to be truly effective; puts strain on other family members; effectiveness depends on consistency of treatment; issues about generalisation; success may depend upon pre-treatment variables eg being a rapid learner.

Evaluation points based on time/cost must be reasoned and/or based on comparison with alternative

Credit use of evidence as part of the discussion e.g. Lovaas.

28 Describe and evaluate **two** cognitive explanations for autism. Refer to evidence in your answer.

[10 marks]

Question 28

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

- AO1** Up to 5 marks for description of 2 cognitive explanations for autism. Maximum of 3 marks for any one explanation.
- (Lack of) theory of mind: suggestion that people with autism do not understand the world from the point of view of others; 'mind-blindness'; failure to grasp false belief; Theory of mind mechanism.
 - Executive functioning deficit: inability to switch attention and initiate new behaviours; perseverative errors.
 - Central coherence deficit: inability to process information in general; attempt to explain both the deficits and exceptional skills seen in people with autism; elaboration of 'coherence' or wholeness; examples of coherent/deficit behaviours (maximum 1 mark).

Credit description of evidence up to 2 marks.

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

Central coherence deficit: Shah and Frith (1993).

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

- AO2** Up to 5 marks available for discussion of the explanations chosen: many studies support the TOM explanation; the theory does not account for the 'islets of ability'; some people with autism do not fail the false belief tasks; however, it is the case that they struggle with second order tasks.

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

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

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

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

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

Credit use of evidence.

Maximum 6 marks – only one explanation

Maximum 6 marks – no evidence

Mark bands

9 – 10 marks Very good answers

There is accurate and well-organised description of two cognitive explanations of autism. The evaluation is clear and coherent. There is appropriate reference to evidence. The answer is well-focused with little or no misunderstanding.

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

6 – 8 marks Good answers

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

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

3 – 5 marks Average to weak answers

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

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

1 – 2 marks Poor answers

There is extremely limited knowledge/ evaluation of cognitive explanation(s), but there must be some relevance. Basic ideas are poorly expressed. There is little evidence of structure. There may be significant errors in grammar, spelling and punctuation.

0 marks

No relevant content.

ASSESSMENT OBJECTIVES GRID

Question	AO1	AO2	AO3
Social Influence			
1	4		
2	2		
3	2	2	
4	5	5	
Total	13	7	
Social Cognition			
5	4		
6	2	2	
7	2		
8	5	5	
Total	13	7	
Remembering and forgetting			
9		1	
10		1	
11	2		
12			3
13			3
14	5	5	
Total	7	7	6
Perceptual Process			
15		2	
16	2		
17			3
18			3
19	5	5	
Total	7	7	6
Anxiety Disorders			
20	2	1	
21		2	
22	1	1	
23		3	
24	5	5	
Total	8	12	
Autism			
25	3	1	
26		3	
27		3	
28	5	5	
Total	8	12	
Total	28	26	6



General Certificate of Education
Advanced Subsidiary Examination
June 2014

Psychology (Specification B)

PSYB2

Unit 2 Social Psychology, Cognitive Psychology and Individual Differences

Tuesday 20 May 2014 1.30 pm to 3.00 pm

For this paper you must have:

- an AQA 12-page answer book.

Time allowed

- 1 hour 30 minutes

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The **paper reference** is PSYB2.
- Choose **three** topics only, **one** topic from **Section A**, **one** topic from **Section B** and **one** topic from **Section C**.
- Answer **all** questions on the topics you choose.
- Do all rough work in the answer book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
- The 10-mark questions should be answered in continuous prose. You are advised to plan your answers carefully. In these questions, you will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.

Section A Social Psychology

There are two topics in this section: Social Influence and Social Cognition.

Choose **one** topic from this section. Answer **all** questions on the topic you choose.

Each topic carries 20 marks.

Topic: Social Influence

A researcher investigated the effects of evaluation apprehension on performance. The researcher used a repeated measures design.

In one condition (the 'easy' condition), participants had 20 seconds to list as many words beginning with the letter 't' as they could.

In a second condition (the 'difficult' condition), the same participants had 20 seconds to list as many words beginning with the letter 'z' as they could.

In both conditions, participants were observed by an audience who, they were told, would be evaluating their performance.

The researcher recorded the number of words listed by each participant in the easy and the difficult conditions.

0	1
---	---

 Explain why the researcher thought it was important to use the same participants in each condition (a repeated measures design). **[2 marks]**

In experiments using repeated measures designs, researchers often use counterbalancing.

0	2
---	---

 Explain how the researcher might have used counterbalancing in this study. **[2 marks]**

0	3
---	---

 Briefly explain why counterbalancing is often used in repeated measures designs. **[1 mark]**

0	4
---	---

 Use your knowledge of evaluation apprehension to explain the likely outcome of this study. **[3 marks]**

0	5
---	---

 Outline **one** psychological explanation of obedience to authority. **[2 marks]**

0	6
---	---

 Discuss normative social influence **and** informational social influence as explanations of conformity. Refer to evidence in your answer. **[10 marks]**

Topic: Social Cognition

A researcher investigated the attribution process using a repeated measures design.

In one condition, A-level students studying psychology were asked to explain why they had chosen to study the subject.

In a second condition, the same students were asked to explain why they thought their friends had chosen to study psychology.

The researcher recorded the number of situational and dispositional attributions made by the students in each condition.

0 7 Identify the independent variable in this experiment. [1 mark]

0 8 Identify the dependent variable in this experiment. [1 mark]

In experiments using repeated measures designs, researchers often use counterbalancing.

0 9 Explain how the researcher might have used counterbalancing in this study. [2 marks]

1 0 Briefly explain why counterbalancing is often used in repeated measures designs. [1 mark]

1 1 Use your knowledge of the actor–observer effect to explain the likely outcome of this study. [3 marks]

1 2 Outline **one** function of an attitude. [2 marks]

1 3 Discuss the primacy effect **and** central traits as factors that affect impression formation. Refer to evidence in your answer. [10 marks]

Turn over for the next section

Turn over ►

Section B Cognitive Psychology

There are two topics in this section: Remembering and Forgetting and Perceptual Processes.

Choose **one** topic from this section. Answer **all** questions on the topic you choose.

Each topic carries 20 marks.

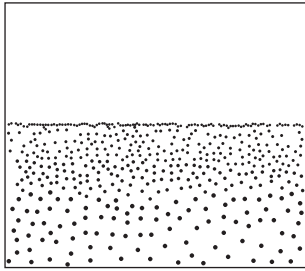
Topic: Remembering and Forgetting

Psychologists were investigating the levels of processing theory of memory. They presented participants with a list of words. After each word, there was a question which the participants had to answer. There were three types of question. One example of each type is given below.

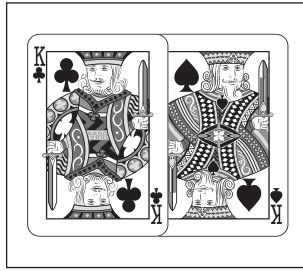
- | | | |
|----------|--------|--|
| A | DOG | Does this rhyme with frog? |
| B | chair | Is this in upper case (capital letters)? |
| C | CHEESE | Is this a type of fruit? |

- | | | |
|---------------|---|------------|
| <div>14</div> | For each type of question, A , B and C above, identify the level of processing that is involved in answering the question. Label your answers A , B and C . | [3 marks] |
| <div>15</div> | Outline one study in which the Working Memory model has been investigated. In your answer, refer to what the psychologist(s) did and what was found. | [3 marks] |
| <div>16</div> | Briefly explain one strength of the Working Memory model. | [2 marks] |
| <div>17</div> | What is meant by 'procedural memory'? Give an example. | [2 marks] |
| <div>18</div> | Discuss repression and lack of consolidation as explanations for forgetting. Refer to evidence in your answer. | [10 marks] |

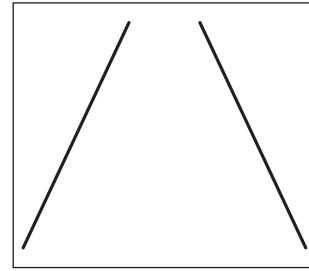
Topic: Perceptual Processes



A



B



C

- 1 9** Each of the images, **A**, **B** and **C**, contains at least one monocular depth cue. For **each** image, identify **one** monocular depth cue. Label your answers **A**, **B** and **C**. [3 marks]
- 2 0** Outline **one** study that could be used to support Gibson's theory of perception. In your answer, refer to what the psychologist(s) did and what was found. [3 marks]
- 2 1** Briefly explain **one** limitation of Gibson's theory of perception. [2 marks]
- 2 2** Name and outline **one** Gestalt principle of perceptual organisation. [2 marks]
- 2 3** Discuss the effects of motivation **and** culture on perception. Refer to evidence in your answer. [10 marks]

Turn over for the next section

Turn over ►

Section C Individual Differences

There are two topics in this section: Anxiety Disorders and Autism.

Choose **one** topic from this section. Answer **all** questions on the topic you choose.

Each topic carries 20 marks.

Topic: Anxiety Disorders

- | | |
|---|---|
| 2 | 4 |
|---|---|

 What is 'obsessive-compulsive disorder'? [3 marks]
- | | |
|---|---|
| 2 | 5 |
|---|---|

 Suzie has a phobia of dogs. A psychologist decided to treat Suzie's phobia using systematic desensitisation. The psychologist has taught Suzie to relax. Explain the next steps in the treatment of her phobia of dogs. [3 marks]
- | | |
|---|---|
| 2 | 6 |
|---|---|

 Outline **one** study in which **either** a behavioural **or** a psychodynamic explanation of phobias was investigated. [3 marks]
- | | |
|---|---|
| 2 | 7 |
|---|---|

 Briefly explain **one** criticism of the study you have outlined in your answer to

2	6
---	---

. [1 mark]
- | | |
|---|---|
| 2 | 8 |
|---|---|

 Discuss drug therapy **and** cognitive therapy as treatments for obsessive-compulsive disorder. Refer to evidence in your answer. [10 marks]

Topic: Autism

- | | |
|---|---|
| 2 | 9 |
|---|---|

 Outline the 'neurological correlates' explanation of autism. [3 marks]
- | | |
|---|---|
| 3 | 0 |
|---|---|

 The following are three symptoms that are common in cases of autism.
- A** Inability to switch attention/multi-task
B Excessive attention to small detail
C Lack of empathy
- Name the cognitive explanation of autism that best explains each of the symptoms, **A**, **B** and **C** above.
- Label your answers **A**, **B** and **C**. [3 marks]
- | | |
|---|---|
| 3 | 1 |
|---|---|

 Explain how psychologists have used comic strip stories to study autism. [3 marks]
- | | |
|---|---|
| 3 | 2 |
|---|---|

 Briefly explain **one** limitation of using comic strip stories to study autism. [1 mark]
- | | |
|---|---|
| 3 | 3 |
|---|---|

 Discuss behaviour modification **and** drug therapy as therapeutic programmes for autism. Refer to evidence in your answer. [10 marks]

END OF QUESTIONS

There are no questions printed on this page

A-LEVEL PSYCHOLOGY B

PSYB2: Social Psychology, Cognitive Psychology and Individual Differences

2185
June 2014

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 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

Social Influence**Question 01****AO3 = 2 marks**

Explain why the researcher thought it was important to use the same participants in each condition (a repeated measures design).

Award up to 2 marks for an explanation of any relevant advantage of using repeated measures in this study. Maximum 1 mark if no application to the study.

Possible answer:

The problem of individual differences/participant variables is removed (1), for example, differences in IQ/vocabulary/word fluency may have affected the number of words listed (1).

1 mark only for 'requires fewer participants than an independent groups design'.

Question 02**AO3 = 2 marks**

Explain how the researcher might have used counterbalancing in this study.

Award up to 2 marks for an explanation of how counterbalancing might have been used in this study.

Possible answer:

Half the participants perform the 'difficult' condition followed by the 'easy' condition (1) and the other half perform the 'easy' condition followed by the 'difficult' condition (1).

Accept alternative wording.

1 mark for a generic response not linked to the study eg 'half the participants do the first condition then the second condition; half the participants do the second condition then the first'.

Question 03**AO3 = 1 mark**

Briefly explain why counterbalancing is often used in repeated measures designs.

Award 1 mark for an explanation of why counterbalancing is often used in repeated measures designs.

Possible answer:

Counterbalancing is often used to control for/even out/balance the effects of order/practice/fatigue (in repeated measures designs) (1).

Question 04

AO3 = 1 mark + AO2 = 2 marks

Use your knowledge of evaluation apprehension to explain the likely outcome of this study.

AO3 Award 1 mark for stating the likely outcome.

Possible answer:

Participants are likely to think of more words beginning with 't' than words beginning with 'z'/participants will perform better in the 'easy' condition than the 'difficult' condition.

Accept alternative wording.

AO2 Award up to 2 marks for explanation of the likely outcome based on knowledge of evaluation apprehension.

Likely points: Evaluation apprehension leads to better performance (facilitation) on an easy task and worse performance (inhibition) on a difficult task (1) due to the fear of being judged (1) increased arousal (1).

Question 05

AO1 = 2 marks

Outline one psychological explanation of obedience to authority.

Award up to 2 marks for an outline of one psychological explanation for obedience to authority.

Award 1 mark for identification/brief outline of a relevant explanation and 1 mark for elaboration/expansion.

Likely explanations: legitimacy of authority figure/orders/system; agentic state; gradual commitment/'foot-in-the-door'; authoritarian personality. Credit factors that affect obedience (such as those identified in Milgram variations and other studies eg proximity of authority figure).

Credit evidence as illustration of the explanation eg description of Milgram variations/factors that resulted in increased obedience.

Question 06**AO1 = 5 marks + AO2 = 5 marks****Discuss normative social influence and informational social influence as explanations of conformity. Refer to evidence in your answer.****Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very good (9-10 marks), Good (6-8 marks), Average to weak (3-5 marks) or Poor (1-2 marks). Examiners should be guided by the band judgement when annotating the script.**

- AO1** Up to 5 marks for description of normative and informational explanations of social influence (up to 3 marks for any one explanation). Normative refers to the social rules that govern behaviour and the need to be seen as a member of the social group/fit in. This relates to a desire for social approval/acceptance/avoidance of rejection. Suggests that conformity is public agreement with the group and not private agreement (compliance). Informational refers to the idea that the individual believes the group has more knowledge/expertise. Suggests that conformity is agreement with the group due to uncertainty about correct responses or behaviour on the part of the individual. When public behaviour and private opinion match (internalisation). Conformity is driven by the need to be right/have accurate perception of reality. Credit description of evidence up to 2 marks. Likely studies: Sherif (1935), Asch (1951), Anderson et al (1992), Baron, Vandello & Brunsman (1996).
- AO2** Up to 5 marks for discussion of the explanations including analysis of the results seen in different studies of conformity. Normative social influence can explain the results of conformity studies in unambiguous situations eg Asch. Informational influence can explain conformity in ambiguous situations in which both public and private agreement occurs eg Sherif, Jenness. Accept analysis of Asch variations when linked to normative social influence or informational social influence. Discussion of alternative explanations of conformity eg dispositional factors and other explanations such as ingratiation. Discussion of difficulty measuring and/or distinguishing between the two explanations. Only credit evaluation of the methodology used in studies when made relevant to the discussion of the explanations. Maximum 2 marks for examples (1 mark for each explanation). Credit use of evidence.

Maximum 6 marks if no evidence**Maximum 6 marks if only one explanation****Mark bands****9 – 10 marks Very good answers**

There is accurate, well-organised and detailed description of both explanations. The discussion is clear, coherent and detailed, providing evidence of thoughtful analysis. The answer is well-focused with little or no misunderstanding. The answer is well-structured with effective use of paragraphs, sentences and psychological terminology. There are few errors of spelling and punctuation.

6 - 8 marks Good answers

There is reasonably accurate and organised description of both explanations although some detail may be lacking. Discussion must be present but may be limited in either depth or breadth. The answer is well-focused with little or no misunderstanding. Maximum six marks if no evidence or only one explanation.

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

3 – 5 marks Average to weak answers

There is some knowledge of one or both explanations. There may be exceptional description for five marks with no discussion present. The answer may lack focus. There may be inaccuracy and/or irrelevance.

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

1 – 2 marks Poor answers

There is very limited knowledge/discussion of either explanation, but there may be some relevance.

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

0 marks No relevant content

Social Cognition

Question 07

AO3 = 1 mark

Identify the independent variable in this experiment.

1 mark for identification of the independent variable.

Likely answer:

Whether students are asked for their own reasons for choosing (to study psychology) or those of their friends/whether they are asked to make attributions about their own reasons or their friends' reasons/the type of question they were asked (1).

Question 08

AO3 = 1 mark

Identify the dependent variable in this experiment.

1 mark for identification of the dependent variable.

Likely answer:

The type of attribution (situational or dispositional attribution) / the number of situational and dispositional attributions (made by the students in each condition) (1).

Question 09

AO3 = 2 marks

Explain how the researcher might have used counterbalancing in this study.

Award up to 2 marks for an explanation of how counterbalancing might have been used in this study.

Possible answer:

Half the participants are asked about their own reasons for studying psychology and then their friends' reasons (1), and the other half are asked about their friends' reasons followed by their own (1).

Accept alternative wording.

1 mark for a generic response not linked to the study eg 'half the participants do the first condition then the second condition; half the participants do the second condition then the first'.

Question 10**AO3 = 1 mark****Briefly explain why counterbalancing is often used in repeated measures designs.**

Award 1 mark for an explanation of why counterbalancing is often used in repeated measures designs.

Possible answer:

Counterbalancing is often used to control for/even out/balance the effects of order/practice/fatigue (in repeated measures designs) (1).

Question 11**AO3 = 1 mark + AO2 = 2 marks****Use your knowledge of the actor-observer effect to explain the likely outcome of this study.**

AO3 Award 1 mark for stating the likely outcome.

Possible answer:

Participants are likely to make more situational attributions when asked about their own reasons (for studying psychology) and more dispositional attributions when asked about their friends' reasons.

Accept alternative wording.

AO2 Award up to 2 marks for explanation of the likely outcome based on knowledge of the actor-observer effect.

Possible answer: The actor-observer effect states that people make more situational attributions when explaining their own behaviour (1), and more dispositional attributions when explaining the behaviour of others (1).

Question 12**AO1 = 2 marks****Outline one function of an attitude.**

Award up to 2 marks for an outline of one function of attitude. Award 1 mark for identification/brief outline of a relevant function and 1 mark for elaboration/expansion.

Likely answers:

Knowledge function: attitudes help us make sense of the world by making it predictable.

Adaptive function: attitudes help us gain social approval/acceptance/goals and avoid punishment when we display generally-accepted attitudes.

Ego/self-expressive function: attitudes help us to (establish identity when we) express our own values and opinions.

Accept alternative functions: ego-defensive; self-expressive.

Question 13**AO1 = 5 marks + AO2 = 5 marks**

Discuss the primacy effect and central traits as factors that affect impression formation. Refer to evidence in your answer.

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

- AO1** Up to 5 marks for knowledge of the two factors (up to 3 marks for any one factor). Primacy effects: early information in an encounter has a greater influence on the overall impression formed and later information is disregarded/discounted. Credit contrast with the recency effect.
 Central traits: characteristics of personality that have a strong/disproportionate influence in impression formation. Credit contrast with peripheral traits.
 Credit description of evidence up to 2 marks.
 Likely studies: Asch (1946), Luchins (1957), Jones (1968), Asch (1946), Kelley (1950).
- AO2** Up to 5 marks for discussion of the factors. This might include analysis/explanation of why the factor operates as it does; the implications of evidence/use of evidence specifically to support or refute impact of each factor. Discussion of the wider applications of the factors, eg in real life situations such as interviews. Comparison of relative power of the two factors. Credit comparison with alternative factors as part of the discussion.
 Credit use of evidence.
 Only credit evaluation of the methodology used in studies when made relevant to discussion of the factors.

Maximum 6 marks if no evidence**Maximum 6 marks if only one factor****Mark bands****9 – 10 marks Very good answers**

There is accurate, well-organised and detailed description of both factors. The discussion is clear, coherent and detailed, providing evidence of thoughtful analysis. The answer is well-focused with little or no misunderstanding. The answer is well-structured with effective use of paragraphs, sentences and psychological terminology. There are few errors of spelling and punctuation.

6 - 8 marks Good answers

There is reasonably accurate and organised description of both factors although some detail may be lacking. Discussion must be present but may be limited in either depth or breadth. The answer is well-focused with little or no misunderstanding. Maximum six marks if no evidence or only one factor. The answer has some structure with appropriate use of paragraphs, sentences and psychological terminology. There are some errors of spelling and punctuation.

3 – 5 marks Average to weak answers

There is some knowledge of one or both factors. There may be exceptional description for five marks with no discussion present. The answer may lack focus. There may be inaccuracy and/or irrelevance.

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

1 – 2 marks Poor answers

There is very limited knowledge/discussion of either factor, but there may be some relevance.

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

0 marks No relevant content

Remembering and Forgetting

Question 14

AO2 = 3 marks

For each type of question, A, B and C above, identify the level of processing that is involved in answering the question. Label your answers A, B and C.

A – auditory/phonetic/intermediate/phonological/acoustic

B – structural/visual/physical/shallow/orthographic

C – semantic/deep

Question 15

AO1 = 3 marks

Outline one study in which the Working Memory model has been investigated. In your answer, refer to what the psychologist(s) did and what was found.

Up to 3 marks for a description of a recognisable study; candidates may briefly describe the method, results and/or conclusion. Candidates may get **full credit** for focusing on only two sections of the study when there is sufficient detail provided.

Likely studies: Brooks (1968), Baddeley, Thomson and Buchanan (1975), Hunt (1980), Hoosain and Salili (1988), Hulme, Thomson, Muir and Lawrence (1984), Levey, Aldaz, Watts and Coyle (1991), Paulesu et al (1993), Baddeley et al (1998). Shallice and Wallington (1970).

No marks for a classroom exercise/demonstration.

Question 16

AO2 = 2 marks

Briefly explain one strength of the Working Memory model.

Up to 2 marks for one strength of the Working Memory model. Award 1 mark for identification/brief outline of a strength and 1 mark for elaboration/expansion.

Likely strengths: sees (short term) memory as active rather than passive; considers how we use STM for everyday activities; phonological loop deficits may account for reading difficulties/dyslexia; can account for findings of studies with amnesiac/brain damaged patients; can explain dual-task performance.

Accept other valid strengths.

Credit use of evidence/comparison with alternative models as part of elaboration.

Note that some of these points may overlap.

Question 17**AO1 = 2 marks****What is meant by ‘procedural memory’? Give an example.**

Award 1 mark for an outline of procedural memory and 1 mark for an example.

Possible answer: memory for a motor skill/action-based memory (1) e.g. recalling the action of riding a bike (1).

1 mark only for knowing how to do something eg ‘knowing how to ride a bike’.

Do not accept ‘memory for procedures’.

Question 18**AO1 = 5 marks + 5 AO2 = marks****Discuss repression and lack of consolidation as explanations for forgetting. Refer to evidence in your answer.****Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very good (9-10 marks), Good (6-8 marks), Average to weak (3-5 marks) or Poor (1-2 marks). Examiners should be guided by the band judgement when annotating the script.**

AO1 Up to five marks for description of repression and lack of consolidation as explanations for forgetting (up to 3 marks for any one explanation).
 Repression: a Freudian defence mechanism; unpleasant/traumatic memories are transferred into the unconscious to protect the ego from further anxiety; description of techniques for accessing repressed memories. Credit reference to the continued influence of repressed memories on conscious behaviour.
 Lack of consolidation: forgetting has a biological basis; a period of time is needed for the modification of cell assemblies/neurons to make memories permanent; if this period is physically disrupted then memories may be lost.
 Credit reference to the role of acetylcholine in the consolidation process.

Credit description of evidence up to two marks. Likely studies: Yarnell and Lynch (1970), Drachman and Sahakian (1979), Levinger and Clark (1961), Williams (1994), Robinson (1979).

AO2 Up to five marks for discussion of the two explanations. Likely points for repression: unscientific nature of the explanation; difficulty of testing the unconscious mind; ethical issues involved in experimental testing; contradictory evidence eg victims of post-traumatic stress disorder; difficulty in verifying ‘recovered’ memories/the false memory debate; does not explain why all types of memories are forgotten as it only applies to unpleasant events.

Likely points for lack of consolidation: supported by clinical evidence eg ECT patients; combines biological and psychological influences; limited application to a small number of cases of forgetting.

Credit reasoned comparison between explanations or with alternatives. Only credit evaluation of the methodology used in studies when made relevant to discussion of the explanations.

Credit use of evidence.

Maximum 6 marks if no evidence

Maximum 6 marks if only one explanation

Mark bands

9 – 10 marks Very good answers

There is accurate, well-organised and detailed description of both explanations. The discussion is clear, coherent and detailed, providing evidence of thoughtful analysis. The answer is well-focused with little or no misunderstanding.

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

6 - 8 marks Good answers

There is reasonably accurate and organised description of both explanations although some detail may be lacking. Discussion must be present but may be limited in either depth or breadth. The answer is well-focused with little or no misunderstanding. Maximum six marks if no evidence or only one explanation. The answer has some structure with appropriate use of paragraphs, sentences and psychological terminology. There are some errors of spelling and punctuation.

3 – 5 marks Average to weak answers

There is some knowledge of one or both explanations. There may be exceptional description for five marks with no discussion present. The answer may lack focus. There may be inaccuracy and/or irrelevance.

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

1 – 2 marks Poor answers

There is very limited knowledge/discussion of either explanation, but there may be some relevance.

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

0 marks No relevant content

Perceptual Processes

Question 19

AO2 = 3 marks

Each of the images, A, B and C, contains at least one monocular depth cue. For each image, identify one monocular depth cue. Label your answers A, B and C.

- A** – texture gradient/height in plane/relative size
- B** – superimposition/overlap/occlusion/interposition
- C** – linear perspective/height in plane

Question 20

AO1 = 3 marks

Outline one study that could be used to support Gibson's theory of perception. In your answer, refer to what the psychologist(s) did and what was found.

Up to 3 marks for a description of a recognisable study; candidates may briefly describe the method, results and/or conclusion. Candidates may get **full credit** for focusing on only two sections of the study when there is sufficient detail provided.

Likely studies: Lee and Lishman (1975) Gibson and Walk (1960) Bower (1971) Lieberman (1963) Deregowski (1972), Bruner and Postman (1949), McGinnies (1949), Bruner and Minturn (1951).

Question 21

AO2 = 2 marks

Briefly explain one limitation of Gibson's theory of perception.

Up to 2 marks for one limitation of Gibson's theory. Award 1 mark for identification/brief outline of a limitation and 1 mark for elaboration/expansion.

Likely limitations: the difficulty the theory has with dealing with the effects of illusions/mistaken perceptions; affordances change over time which suggests past experience is important; the theory fails to distinguish between sensation and perception.

Accept other valid limitations.

Credit use of evidence/comparison with alternative theories (Gregory) as part of elaboration.

Question 22**AO1 = 2 marks****Name and outline one Gestalt principle of perceptual organisation.**

Award 1 mark for naming one Gestalt principle and 1 mark for an example.

Likely principles:

Proximity (1) things that are close together are seen as belonging together/part of the same object (1).

Similarity (1) things that have similar characteristics are grouped together rather than seen as separate/single items (1).

Closure (1) incomplete figures are completed by filling in the missing information in order to make the figure whole (1).

Part-whole (1) we prefer to perceive the whole rather than individual elements (1).

Accept other valid principles.

Question 23**AO1 = 5 marks + AO2 = 5 marks****Discuss the effects of motivation and culture on perception. Refer to evidence in your answer.****Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very good (9-10 marks), Good (6-8 marks), Average to weak (3-5 marks) or Poor (1-2 marks). Examiners should be guided by the band judgement when annotating the script.**

AO1 Up to 5 marks for knowledge of the effects of motivation and culture on perception. Up to 2 marks for describing the effect(s) of motivation and culture eg increasing or decreasing the likelihood of noticing/attending to some stimuli; influencing the interpretation/distorting perception of stimuli. Credit definition of perceptual set – a tendency/readiness to attend to certain aspects of a stimulus and ignore others. Credit description of evidence up to 3 marks. Likely studies include: Turnbull (1961), Segall et al (1963), Gilchrist & Nesberg (1952), Bruner & Goodman (1947), Brislin (1993), Deregowski (1972).

AO2 5 marks for discussion of the effects of motivation and culture on perception. Discussion of why the factor changes perception eg reference to perceptual accentuation (motivation), carpentered world hypothesis (culture). Credit relevant links to Gregory's theory or alternatives. Maximum 2 marks for examples (1 per factor). Only credit evaluation of the methodology used in studies when made relevant to discussion of the factors. Credit use of evidence.

Maximum 6 marks if no evidence**Maximum 6 marks if only one factor**

Mark bands**9 – 10 marks Very good answers**

There is accurate, well-organised and detailed description of both factors. The discussion is clear, coherent and detailed, providing evidence of thoughtful analysis. The answer is well-focused with little or no misunderstanding.

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

6 - 8 marks Good answers

There is reasonably accurate and organised description of both factors although some detail may be lacking. Discussion must be present but may be limited in either depth or breadth. The answer is well-focused with little or no misunderstanding. Maximum six marks if no evidence or only one factor.

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

3 – 5 marks Average to weak answers

There is some knowledge of one or both factors. There may be exceptional description for five marks with no discussion present. The answer may lack focus. There may be inaccuracy and/or irrelevance. Some basic ideas are expressed adequately though the answer may lack structure. Psychological terminology may be missing or used inappropriately. There may be intrusive errors of grammar, spelling and punctuation.

1 – 2 marks Poor answers

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

0 marks No relevant content

Anxiety Disorders

Question 24

AO1 = 3 marks

What is ‘obsessive-compulsive disorder’?

Award up to three marks for describing ‘obsessive-compulsive disorder’.

Award 1 mark for a definition of ‘obsession’: a persistent/recurrent/unwanted thought.

1 mark for a definition of ‘compulsion’: a repetitive behaviour/ritual.

1 mark for additional information: a form of anxiety disorder; maladaptive/disrupts daily life; recognition by individual that obsession/compulsion is excessive; general/physiological symptoms of anxiety eg panic; underlying theoretical principles; mark can be awarded for an example that illustrates both aspects.

Mark can be awarded for an example of that illustrates both aspects.

Question 25

AO2 = 3 marks

Suzie has a phobia of dogs. A psychologist decided to treat Suzie’s phobia using systematic desensitisation. The psychologist has taught Suzie to relax. Explain the next steps in the treatment of her phobia of dogs.

Award up to 3 marks for an explanation of a systematic desensitisation procedure applied to a phobia of dogs.

Plus 1 mark for explicit application to fear of dogs (this must constitute more than insertion of word ‘dogs’).

Max 2 marks if no application.

Up to 2 marks may be awarded for a description of the steps involved in SD eg formulation of anxiety hierarchy; gradual exposure; coming into contact with feared stimulus.

Question 26

AO1 = 3 marks

Outline one study in which either a behavioural or a psychodynamic explanation of phobias was investigated.

Up to 3 marks for a description of a recognisable study; candidates may briefly describe the aim, method, results and/or conclusion. Alternatively candidates may get **full credit** for focusing on only two sections of the study when there is sufficient detail provided. For case studies the aim may be expressed more loosely as a general rationale.

Likely studies:

Behavioural – Watson & Rayner (1920); Bagby (1922); DiGallo et al (1997); King et al (1998).

Accept SLT studies.

Psychodynamic – Freud (1909).

Question 27**AO2 = 1 mark****Briefly explain one criticism of the study you have outlined in your answer to 26.**

Award 1 mark for brief explanation of a criticism. Answer will depend on the study described in 26. Criticisms may be positive or negative but should do more than simply state the issue. Accept methodological and ethical criticism and answers based on other possible interpretations of the findings. If no credit for 26, can still credit if a valid study is evident.

Possible answer: The Little Albert study was a highly controlled situation, and this may not reflect how phobias are acquired in real-life (1).

Question 28**AO1 = 5 marks + AO2 = 5 marks**

Discuss drug therapy and cognitive therapy as treatments for obsessive-compulsive disorder. Refer to evidence in your answer.

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

AO1 Up to 5 marks for description of drug therapy and cognitive therapy as treatments for OCD. Likely points include: drug therapy – treatment of anxiety by use of drugs that increase serotonin levels, eg fluoxetine (Prozac), clomipramine (Anfranil); description of the mode of action of specific drugs; effects of these drugs on orbital frontal cortex. Cognitive therapy – procedures: identifying misinterpretation of thoughts/thought catching, cognitive restructuring/'thought-stopping', cognitive rehearsal, use of ritual to neutralise obsessions, habituation training. Credit description of evidence up to 2 marks. Likely studies: Julien (2005), Franklin et al (2000), Rufer et al (2005), Marks (1987).

AO2 Up to 5 marks for discussion and evaluation of the therapies. Likely discussion points include: Drug therapy: reduction of symptoms not elimination; relapse when drugs not taken; side-effects; dual approach with other therapy eg ERP effective and reduced need for surgery. Cognitive therapy: attempts to address root cause so changes should be more permanent; active approach – allows patient to 'self-manage' their own treatment/condition; very effective when combined with behavioural techniques; rapport between therapist and patient/client is essential. Value of combining treatments. Credit reasoned discussion of practical implications eg time, cost. Credit comparison between therapies and /or with alternatives eg behavioural. Only credit evaluation of the methodology used in studies when made relevant to discussion of the factors. Credit use of evidence.

Maximum 6 marks if no evidence
Maximum 6 marks if only one treatment

Mark bands

9 – 10 marks Very good answers

There is accurate, well-organised and detailed description of both treatments. The discussion is clear, coherent and detailed, providing evidence of thoughtful analysis. The answer is well-focused with little or no misunderstanding. There need not be equal balance between the two treatments for full marks. The answer is well-structured with effective use of paragraphs, sentences and psychological terminology. There are few errors of spelling and punctuation.

6 - 8 marks Good answers

There is reasonably accurate and organised description of both treatments although some detail may be lacking. Discussion must be present but may be limited in either depth or breadth. The answer is well-focused with little or no misunderstanding. Maximum six marks if no evidence or only one treatment. The answer has some structure with appropriate use of paragraphs, sentences and psychological terminology. There are some errors of spelling and punctuation.

3 – 5 marks Average to weak answers

There is some knowledge of one or both treatments. There may be exceptional description for five marks with no discussion present. The answer may lack focus. There may be inaccuracy and/or irrelevance. Some basic ideas are expressed adequately though the answer may lack structure. Psychological terminology may be missing or used inappropriately. There may be intrusive errors of grammar, spelling and punctuation.

1 – 2 marks Poor answers

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

0 marks No relevant content

Autism**Question 29****AO1 = 3 marks****Outline the 'neurological correlates' explanation of autism.**

Award 1 mark for the idea that there appears to be functional/structural differences/abnormalities in the brains of people with autism.

1 mark for the idea that these areas of damage/abnormality are linked to/related to/correlated with symptoms of autism/the triad of impairments.

1 mark for either:

Examples of structural differences/abnormalities identified through research eg reduced blood flow in the frontal cortex. OR

Knowledge of the ways in which neurological differences are investigated eg scanning techniques such as PET, MRI, SPECT; post-mortems.

Question 30**The following are three symptoms that are common in cases of autism.**

- A Inability to switch attention/multi-task**
- B Excessive attention to small detail**
- C Lack of empathy**

Name the cognitive explanation of autism that best explains each of the symptoms, A, B and C above. Label your answers A, B and C

AO2 = 3 marks

A – failure of executive functioning/impaired higher order functioning

B – central coherence deficit

C – (lack of) theory of mind

Question 31**AO1 = 3 marks****Explain how psychologists have used comic strip stories to study autism.**

Award up to 3 marks for an explanation of how comic strip stories have been used to study autism. Credit 3 of the following points:

- child must arrange sequences of pictures showing a series of events in the right order
- naming the three types of stories – 'mechanical', 'behavioural', 'mentalistic'
- correctly ordering the 'mentalistic' story suggests the child can 'mentalise'/ interpret others' beliefs/has a theory of mind
- researchers look to see how the performance of children with autism compares with that of other groups of children.

Question 32**AO2 = 1 mark****Briefly explain one limitation of using comic strip stories to study autism.**

1 mark for a brief explanation of one limitation of using comic strip stories to study autism.

Possible answer: artificiality of procedure/(lack of) ecological validity – failure at the task may not necessarily indicate ‘mind-blindness’ in real-life (1).

Question 33**AO1 = 5 marks + AO2 = 5 marks****Discuss behaviour modification and drug therapy as therapeutic programmes for autism. Refer to evidence in your answer.****Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very good (9-10 marks), Good (6-8 marks), Average to weak (3-5 marks) or Poor (1-2 marks). Examiners should be guided by the band judgement when annotating the script.**

AO1 Up to five marks for description of behaviour modification and drug therapy as therapeutic programmes for autism. Likely points include: behaviour modification – based on operant conditioning, reinforcement and shaping; incremental approach; successive approximation; Lovaas technique; ABA approach; discrete trial training.
 Drug therapy – the use of antipsychotics and antidepressants for repetitive behaviour; stimulants e.g. Ritalin, to reduce hyperactivity; description of the mode of action of specific drugs.
 Credit description of evidence up to 2 marks.
 Likely studies: Lovaas (1977) and (1987), Wolf et al (1964), Koegel et al (1996), McCracken et al (2002), Chez et al (2000).

AO2 Up to five marks for discussion of behaviour modification and drug therapy as therapeutic programmes for autism. Likely points: behaviour modification – improvements may not generalise beyond the clinical setting without parental involvement/intensive therapy; manipulative; child may produce behaviour but not understand its importance/relevance; limited range of behaviours. Drug therapy: improves quality of life for child and their family; side-effects; needs to be combined with other interventions for more permanent change. Credit reasoned comparison between therapies and/or with alternatives. Only credit evaluation of the methodology used in studies when made relevant to discussion of the factors.
 Credit use of evidence.

Maximum 6 marks if no evidence**Maximum 6 marks if only one therapeutic programme**

Mark bands**9 – 10 marks Very good answers**

There is accurate, well-organised and detailed description of both therapeutic programmes. The discussion is clear, coherent and detailed, providing evidence of thoughtful analysis. The answer is well-focused with little or no misunderstanding. For full marks there need not be balance between the two treatments. The answer is well-structured with effective use of paragraphs, sentences and psychological terminology. There are few errors of spelling and punctuation.

6 – 8 marks Good answers

There is reasonably accurate and organised description of both therapeutic programmes although some detail may be lacking. Discussion must be present but may be limited in either depth or breadth. The answer is well-focused with little or no misunderstanding. Maximum six marks if no evidence or only one therapeutic programme. The answer has some structure with appropriate use of paragraphs, sentences and psychological terminology. There are some errors of spelling and punctuation.

3 – 5 marks Average to weak answers

There is some knowledge of one or both therapeutic programmes. There may be exceptional description for five marks with no discussion present. The answer may lack focus. There may be inaccuracy and/or irrelevance. Some basic ideas are expressed adequately though the answer may lack structure. Psychological terminology may be missing or used inappropriately. There may be intrusive errors of grammar, spelling and punctuation.

1 – 2 marks Poor answers

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

0 marks No relevant content

ASSESSMENT OBJECTIVES GRID

Question	AO1	AO2	AO3
Social Influence			
1			2
2			2
3			1
4		2	1
5	2		
6	5	5	
Total	7	7	6
Social Cognition			
7			1
8			1
9			2
10			1
11		2	1
12	2		
13	5	5	
Total	7	7	6
Remembering and forgetting			
14		3	
15	3		
16		2	
17	2		
18	5	5	
Total	10	10	
Perceptual Processes			
19		3	
20	3		
21		2	
22	2		
23	5	5	
Total	10	10	
Anxiety Disorders			
24	3		
25		3	
26	3		
27		1	
28	5	5	
Total	11	9	
Autism			
29	3		
30		3	
31	3		
32		1	
33	5	5	
Total	11	9	

UMS conversion calculator www.aqa.org.uk/umsconversion



General Certificate of Education
Advanced Subsidiary Examination
June 2013

Psychology (Specification B) PSYB2

Unit 2 Social Psychology, Cognitive Psychology and Individual Differences

Wednesday 5 June 2013 1.30 pm to 3.00 pm

For this paper you must have:

- an AQA 12-page answer book.

Time allowed

- 1 hour 30 minutes

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The **Examining Body** for this paper is AQA. The **Paper Reference** is PSYB2.
- Choose **three** topics only: **one** topic from **Section A**, **one** topic from **Section B** and **one** topic from **Section C**.
- Answer **all** questions on the topics you choose.
- Do all rough work in your answer book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
- The 10-mark questions you choose should be answered in continuous prose. You are advised to plan your answers. In these questions, you will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.

Section A Social Psychology

There are two topics in this section: Social Influence and Social Cognition.

Choose **one** topic from this section. Answer **all** questions on the topic you choose.

Each topic carries 20 marks.

Topic: Social Influence

- 0 1** Outline **one** study in which distraction as a cause of arousal was investigated. (3 marks)
- 0 2** Explain **one** problem involved in studying distraction as a cause of arousal. (2 marks)
- 0 3** One type of conformity is compliance. What do psychologists mean by the term *compliance*? (1 mark)
- 0 4** A group of students has to decide what to do with the money left over in their school fund. Most of them want to give the money to a local charity. However, two students, Lisa and Sean, want to buy a pool table for the common room.
- Briefly explain how **two** factors might affect whether or not Lisa and Sean will conform to the rest of the group. (4 marks)
- 0 5** Discuss **at least two** explanations for defiance of authority. Refer to evidence in your answer. (10 marks)

Topic: Social Cognition

- 0 6** Outline **one** study in which the primacy effect in impression formation was investigated. (3 marks)
- 0 7** Explain **one** problem involved in studying the primacy effect in impression formation. (2 marks)
- 0 8** What is meant by the *cognitive component* of an attitude? (1 mark)
- 0 9** One morning, Mr Buss was late for his first lesson; he explained to the students, 'The traffic was terrible.' The following morning, one of the students was late for the first lesson. 'Not again, Tom!' said Mr Buss, 'You're so disorganised.'
- Name and explain the type of attributional bias shown by Mr Buss. Refer to Mr Buss's comments in your answer. (4 marks)
- 1 0** Discuss social identity theory **and** competition for resources as explanations of prejudice. Refer to evidence in your answer. (10 marks)

Turn over for the next section

Turn over ►

Section B Cognitive Psychology

There are two topics in this section: Remembering and Forgetting and Perceptual Processes.

Choose **one** topic from this section. Answer **all** questions on the topic you choose.

Each topic carries 20 marks.

Topic: Remembering and Forgetting

- 1 | 1** Psychologists have identified differences between episodic memory, procedural memory and semantic memory.
- Define **two** of these types of memory. Briefly explain **one** difference between the two types of memory that you have defined. (3 marks)
- 1 | 2** Explain **one** limitation of the levels of processing theory of memory. (3 marks)
- 1 | 3** Claire can search through family photos on her laptop and listen to music at the same time. However, she finds it difficult to read her e-mails when talking to a friend on the phone.
- Use your knowledge of the working memory model to explain why Claire is able to perform the first two tasks at the same time, but finds it difficult to perform the second two tasks at the same time. (4 marks)
- 1 | 4** There are many research studies of forgetting.
- Describe and evaluate **at least one** research study in which decay has been investigated, and describe and evaluate **at least one** research study in which interference has been investigated. (10 marks)

Topic: Perceptual Processes

- 1 5** Identify **one** monocular depth cue. (1 mark)
- 1 6** Referring to an example, explain what is meant by *shape constancy*. (2 marks)
- 1 7** Explain **one** limitation of Gestalt explanations of perceptual organisation. (3 marks)
- 1 8** Geoff drives to the supermarket in his brand new green car. He arrives at the busy car park and notices lots of other green cars. Geoff is hungry whilst at the supermarket. At home, when he unpacks his shopping, Geoff realises that he has bought a lot more food than usual.
- Briefly explain the effects of expectation **and** motivation on perception. Refer to Geoff in your answer. (4 marks)
- 1 9** Choose **one** distortion illusion and **one** ambiguous figure and explain how **each** of them works. Discuss what distortion illusions **and** ambiguous figures tell us about perception. (10 marks)

Turn over for the next section

Turn over ►

Section C Individual Differences

There are two topics in this section: Anxiety Disorders and Autism.

Choose **one** topic from this section. Answer **all** questions on the topic you choose.

Each topic carries 20 marks.

Topic: Anxiety Disorders

A researcher investigated whether people with obsessive-compulsive disorder (OCD) are more aware of their own heartbeat than people who do not have OCD. A matched pairs design was used. This involved 10 people with OCD and 10 people without OCD. The researcher asked each participant to estimate how fast his or her heart was beating (in beats per minute) and this was compared to his or her actual heartbeat. It was found that people with OCD were more accurate at estimating their own heartbeat than people without OCD.

- | | | | |
|---|---|--|-------------------|
| 2 | 0 | Identify the independent variable in this study. | <i>(1 mark)</i> |
| | | | |
| 2 | 1 | This study is a quasi-experiment. Explain why this study is a quasi-experiment. | <i>(2 marks)</i> |
| | | | |
| 2 | 2 | The researcher used a matched pairs design. Identify one relevant variable that could have been used to match participants in this study. | <i>(1 mark)</i> |
| | | | |
| 2 | 3 | Outline one advantage of using a matched pairs design in this study. | <i>(2 marks)</i> |
| | | | |
| 2 | 4 | Outline and briefly evaluate cognitive therapy as a treatment for OCD. | <i>(4 marks)</i> |
| | | | |
| 2 | 5 | Discuss the psychodynamic explanation of phobias and the use of psychodynamic therapy as a treatment for phobias. | <i>(10 marks)</i> |

Topic: Autism

A researcher investigated social interaction in children. A matched pairs design was used. This involved 10 children with autism and 10 children without autism. Each child was observed in a playroom, with toys, in the presence of his or her mother. The researcher recorded the number of times each child picked up a toy and showed it to his or her mother. It was found that children with autism were much less likely to show toys to their mother than children without autism.

- | | | |
|----|--|------------|
| 26 | Identify the independent variable in this study. | (1 mark) |
| 27 | This study is a quasi-experiment. Explain why this study is a quasi-experiment. | (2 marks) |
| 28 | The researcher used a matched pairs design. Identify one relevant variable that could have been used to match participants in this study. | (1 mark) |
| 29 | Outline one advantage of using a matched pairs design in this study. | (2 marks) |
| 30 | What is meant by <i>lack of joint attention</i> ? Refer to this study in your answer. | (2 marks) |
| 31 | Explain why autism is considered to be a syndrome. | (2 marks) |
| 32 | Discuss biological explanations of autism. Refer to evidence in your answer. | (10 marks) |

END OF QUESTIONS

There are no questions printed on this page



General Certificate of Education (A-level)
June 2013

Psychology B

PSYB2

(Specification 2185)

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

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner 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 examiners 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 examiner understands and applies it in the same correct way. As preparation for standardisation each examiner 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, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal 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: aqa.org.uk

Copyright © 2013 AQA and its licensors. All rights reserved.

Copyright

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales (company number 3644723) and a registered charity (registered charity number 1073334).
Registered address: AQA, Devas Street, Manchester M15 6EX.

Section A Social Psychology

Topic Social Influence

Question 01

[AO1 = 3]

AO1 Up to three marks for an outline of a recognisable study; students may briefly describe the aim, method, results and/or conclusion. Alternatively, students may gain **full credit** for focusing on two sections of the study only, when there is sufficient detail provided.

Likely studies include: Sanders et al 1978, Triplett 1898, Travis 1925, Zajonc 1969, Michaels 1973, Strube et al 1981.

If the study is not explicitly about distraction there must be reference to distraction for full marks. If no reference to distraction, **max 2**.

A classroom activity that illustrates the concept of distraction, **max 2**.

Question 02

[AO2 = 2]

AO2 Up to two marks for an explanation of one problem involved in studying distraction as a cause of arousal. Award one mark for a weak attempt at explaining a problem and two marks for a clear explanation.

For full credit the explanation must be linked to distraction.

Possible problems include: difficulty in defining/operationalising 'distraction'; the artificiality of the task/situation; separating the effects of distraction from other factors that may cause arousal; arousal is inferred rather than measured; the issue of generalising from animal studies. Credit reference to relevant ethical issues.

Possible answer: 'distraction' as a phenomenon is very difficult to define objectively/operationalise (1); what one participant considers to be 'distracting' in a study may be very different from what another considers to be distracting (1).

Question 03

[AO1 = 1]

AO1 Award one mark for a definition of compliance.

Possible answer: going along/agreeing with/conforming (to the group) publicly, but privately disagreeing (1).

Definitions of compliance as acceding to a request could be made relevant to this question.

Question 04

[AO1 = 2, AO2 = 2]

AO1 Award two marks for knowledge/identification of two factors that might affect whether or not Lisa and Sean will conform to the rest of the group. Likely factors: group size; social support/presence of an ally/dissenter; presence of a dissenter who then begins to conform; personality/self-esteem (of Lisa and Sean); opinion expressed in public;

perceived competence/status of group members; attractiveness of the group; cohesiveness; culture. Accept task difficulty if appropriately justified.
Accept other valid factors.

AO2 Award up to two marks for a brief explanation of how each of the chosen factors may affect conformity.

Possible answer: If the group size (1) is large/small this will increase/decrease the likelihood that Lisa and Sean will conform to the group (1).

Social support may affect conformity (1). As Lisa and Sean agree with each other, this will decrease the likelihood that they will conform to the rest of the group (1).

Credit explanations of why Lisa and Sean may or may not conform.

Question 05

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

[AO1 = 5, AO2 = 5]

AO1 Up to five marks for description/elaboration of at least two explanations of defiance of authority. Maximum of 3 for any one explanation. Likely explanations: the influence of disobedient role models/social support; being in an autonomous state; past experience. Also credit the inverse of factors/explanations usually used to explain obedience to authority, eg (lack of) proximity of authority figure; proximity of victim; (lack of) legitimacy of authority figure/uniform/setting; (lack of) authoritarian personality.

One mark only for simply listing/naming of explanations.

Credit description of relevant evidence up to two marks.

Likely studies include Milgram 1963, 1974, Bickman 1974, Hofling 1966, Feldman and Schelbe 1972, Gamson 1982, Hamilton 1978, Rochat and Modigliani 1995.

AO2 Up to five marks for discussion of at least two explanations of defiance of obedience. Use of evidence to support/illustrate the influence of the explanations chosen, eg specific studies of defiance and/or variations of Milgram's basic experiment that demonstrated increased defiance. Discussion of the wider implications of the explanations, eg in real-life situations of defiance (one per explanation). Credit any other social psychological concepts that are appropriately applied to defiance of authority. Comparison of relative power of explanations. Only credit evaluation of the methodology used in studies when made relevant to discussion of the explanations eg use of specific studies.

Maximum 6 marks if only one explanation

Maximum 6 marks if no evidence

Mark bands

9 – 10 marks Very good answers

There is accurate, well-organised and detailed description of at least two explanations of defiance of authority. The discussion is clear, coherent and detailed, providing evidence of thoughtful analysis.

There is appropriate reference to evidence. The answer is well-focused, with little or no misunderstanding.

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

6 - 8 marks Good answers

There is reasonably accurate and organised description of at least two explanations of defiance of authority, although some detail may be lacking. Discussion is present but may be limited in either depth or breadth. The answer is well-focused, with little or no misunderstanding. Maximum six marks if only one explanation and/or there is no reference to evidence.

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

3 – 5 marks Average to weak answers

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

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

1 – 2 marks Poor answers

There is very limited knowledge/discussion of explanation(s) of defiance of authority, but there must be some relevance. At the bottom of the band may be a list of relevant explanations only.

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

0 marks No relevant content

Topic Social Cognition

Question 06

[AO1 = 3]

- AO3** Up to three marks for an outline of a recognisable study; students may briefly describe the aim, method, results and/or conclusion. Alternatively students may gain **full credit** for focusing on two sections of the study only, when there is sufficient detail provided.
Likely studies include: Asch 1946, Luchins 1957, Jones et al 1968.

Question 07

[AO2 = 2]

- AO2** Up to two marks for an explanation of one problem involved in studying the primacy effect in impression formation. Award one mark for a weak attempt at explaining the problem, and two marks for a clear explanation.
For full credit the explanation must be linked to the primacy effect.

Possible answers include: the lack of information upon which participants are asked to make a judgement; the artificiality of the task/situation; the use of 'imaginary' characters rather than 'real' people.
Note that some of these points may overlap.

Possible answer: Often, in studies of the primacy effect, participants are asked to make a judgement based on much less information than they would receive about a person in real life (1), so the research might lack ecological validity (1).

Question 08

[AO1 = 1]

- AO1** Award one mark for a definition of the cognitive component of an attitude.
Possible answer: what someone knows/thinks/believes/perceives about an attitude object/something (1).

Question 09

[AO1 = 2, AO2 = 2]

- AO1** Award one mark for naming a relevant bias and one mark for elaboration of the bias.
Likely answer: This is the actor-observer effect (1) which is the tendency to explain/attribute one's own behaviour situationally/externally and others' behaviour dispositionally/internally (1).
Any relevant bias named and explained can get both marks.
- AO2** Award up to two marks for application to the scenario.

Possible answer: Mr Buss explained his own lateness situationally, as being due to traffic (1); but he explained the student's lateness dispositionally, as being due to his lack of organisation (1).

Note that students may name and explain self-serving bias or fundamental attribution error, as these could be made relevant to the scenario in part only (**max 3** in either case).

Question 10

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

[AO1 = 5, AO2 = 5]

AO1 Up to five marks for description of social identity theory and competition for resources as explanations of prejudice. Award a maximum of three marks for any one explanation.

Likely content: social identity theory – emphasises the role of cognitive and motivational factors in the development and maintenance of prejudice; the world is divided into us/them/social categorisation; the enhancement of in-group over out-group/social comparison. Competition for resources – resources such as housing/land/employment are scarce; competing/conflicting groups develop negative attitudes and prejudice towards each other.

Credit description of evidence up to two marks. Likely studies: Sherif 1961, Tajfel 1971, Brown 1986, Tyerman and Spencer 1983, Murrell et al 1994, Bobo 1988, Kerr and Park 2001, Mullen 1991, Brewer and Campbell 1976.

AO2 Up to five marks for discussion of the explanations which might include positive and negative points of each explanation: social identity theory may not apply to all cultural groups; people belong to many groups so the research has simplified human behaviour; much evidence supports the behaviours demonstrated in SIT both in research and real world relationships; competition for resources ignores the fact that prejudice can arise without competition, merely through categorisation; it can explain changes in prejudice over time and across contexts. Credit for specifically applying an explanation to an example, such as how members are identified as an in-group or as competitors (1 mark per explanation). Credit comparison between explanations and with alternatives, eg the authoritarian personality. Only credit evaluation of the methodology used in studies when made relevant to discussion of the explanations. Credit use of evidence.

Maximum 6 marks if only one explanation

Maximum 6 marks if no evidence

Mark bands

9 – 10 marks Very good answers

There is accurate, well-organised and detailed description of social identity theory and competition for resources. The discussion is clear, coherent and detailed, providing evidence of thoughtful analysis.

There is appropriate reference to evidence. The answer is well-focused, with little or no misunderstanding.

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

6 - 8 marks Good answers

There is reasonably accurate and organised description of social identity theory and competition for resources. Discussion is present but may be limited in either depth or breadth. The answer is well-focused, with little or no misunderstanding. Maximum six marks if only one explanation and/or there is no reference to evidence.

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

3 – 5 marks Average to weak answers

There is some knowledge of social identity theory and/or competition for resources. There may be exceptional description for five marks, with no discussion of the explanations described. The answer may lack focus. There may be inaccuracy and/or irrelevance.

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

1 – 2 marks Poor answers

There is very limited knowledge/discussion of social identity theory and/or competition for resources, but there must be some relevance.

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

0 marks No relevant content

Topic Remembering and Forgetting

Question 11

[AO1 =2, AO2 = 1]

- AO1** Award up to two marks for a definition of any two of the following:
- semantic – memory for facts/general knowledge;
 - episodic – memory for (life) events/experiences;
 - procedural – memory for (motor) skills/actions/known how to do things.
- No credit for stand-alone examples.

- AO2** Award one mark for a valid distinction/difference between the types of long-term memory chosen.

Possible answers: semantic/episodic – ‘knowing that’/declarative memory; available for conscious inspection – procedural – ‘knowing how’/non-declarative memory; often unavailable for conscious inspection.

Semantic – may not recall when we learned/encoded these memories

– episodic – stored with reference to time and place.

Credit distinctions based on the durability/resistance to forgetting of different types of memory; the fact that evidence suggests that these types of memory reside in different areas of the brain.

Credit other valid distinction points.

Note that the explanation of the difference must make reference to **both** types of memory.

Question 12

[AO1 = 1, AO2= 2]

- AO1** Award one mark for knowledge of an appropriate limitation of the levels of processing model of memory.
- Likely limitations include: the concept of depth of processing is difficult to measure/operationalise/circular; evidence supporting the model tends to be artificial; the difficulty/impossibility of controlling how participants process information in studies; some studies show that phonetic processing leads to greater recall.

- AO2** Up to two marks for explanation/expansion of the limitation given.

Possible answer: the concept of depth of processing is difficult to measure (1) and is based on circular reasoning (1): deep processing is assumed to have occurred (in the semantic condition) since/only because recall was higher for that condition (1).

Question 13

[AO1 = 2, AO2= 2]

- AO1** Award up to two marks for relevant knowledge of the working memory model. Credit knowledge/identification of each store/sub-systems (not episodic buffer); the idea that two tasks using separate stores can be performed simultaneously; performing two tasks that involve the same store impairs performance.
- Credit reference to limited capacity.
- Credit reference to the allocation of tasks by the central executive.

Students may gain both marks by referring to specific stores or more general, relevant features of the model.

AO2 Up to two marks for application to the scenario.

For full credit answers must refer to both sets of tasks.

Possible answer: Claire is able to search for photos and listen to music as these tasks involve different sub-systems in working memory (1) – the visuo-spatial sketch/scratch pad and the articulatory/phonological loop/store/primary acoustic store (1). Claire finds it difficult to read her e-mails and talk on the phone as these tasks involve the same store (1) – the articulatory/phonological loop/store/primary acoustic store (1).

Question 14

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

[AO1 = 5, AO2 = 5]

AO1 Up to five marks for description of research studies in which decay has been investigated and research studies in which interference has been investigated. Credit description of procedure/methods, ie what participants were asked to do, detail of conditions and description of relevant findings. Award up to three marks for any one study.

Note that there are no marks available here for description of trace decay and/or interference as explanations of forgetting.

Likely studies include: Ebbinghaus (1885), Jenkins and Dallenbach (1924), McGeogh (1942), Brown (1958), Peterson and Peterson (1959), Underwood (1957), Keppel and Underwood (1962), Waugh and Norman (1965), Baddeley and Hitch (1977), Schmidt et al (2000).

AO2 Up to five marks for evaluation of the studies described. Likely content: Evaluation of the methodology of studies described, eg high control in lab studies; artificiality of setting; artificiality of task; sampling issues; lack of control in field studies, etc. Note that for the higher bands these should be explained rather than 'listed'. Discussion of broader issues, eg studies rely on the learning of artificial stimuli such as nonsense syllables, lists of unrelated words, etc; difficulties associated with testing trace decay – relies on a 'blank' period of time between learning and recall during which no new information can be introduced; problems of interpretation of findings – some studies supporting trace decay might also be read as supporting interference, and vice versa; or as supporting other explanations of forgetting such as displacement; lab studies of interference involve learning similar material in compressed time-frames, and these conditions are rare in everyday life. Credit analysis of the implications of findings, ie explanation of why studies support/contradict the named explanations.

Maximum 6 marks if only studies of either only decay or only interference

Mark bands

9 – 10 marks Very good answers

There is accurate, well-organised and detailed description of at least one study of interference and at least one study of decay. The evaluation is clear, coherent and detailed, providing evidence of thoughtful analysis. The answer is well-focused, with little or no misunderstanding.

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

6 - 8 marks Good answers

There is reasonably accurate and organised description of research studies that have investigated decay and interference although some detail may be lacking. Evaluation may be present but may be limited in either depth or breadth. The answer is well-focused, with little or no misunderstanding. Maximum six marks if only studies of decay or interference.

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

3 – 5 marks Average to weak answers

There is some knowledge of research studies that have investigated decay and/or interference. There may be exceptional description for five marks, with no evaluation present. The answer may lack focus. There may be inaccuracy and/or irrelevance.

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

1 – 2 marks Poor answers

There is very limited knowledge of research studies that have investigated decay and/or interference, but there must be some relevance.

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

0 marks No relevant content

Topic Perceptual Processes

Question 15

[AO1 = 1]

AO1 Award one mark for identification/description of one monocular depth cue.
Likely answers: relative size; height in plane; superimposition/overlap/occlusion; texture gradient; linear perspective; motion parallax. Could be identified by description.

Question 16

[AO1 = 1, AO2 = 1]

AO1 Award one mark for a definition of shape constancy.

Possible answer: the ability to perceive objects as the same shape when viewed from different angles/despite changes in the retinal image.

AO2 Award one mark for a relevant example.

Possible answer: a door is still perceived as rectangular/the same shape/'door-shaped' even when viewed from different angles.

Award both marks if definition is embedded within the example.

Question 17

[AO1 = 1, AO2 = 2]

AO1 Award one mark for knowledge of an appropriate limitation of Gestalt explanations of perceptual organisation.

Likely answers: tendency only to describe organisation of 2D images; descriptive rather than explanatory; lack of evidence for neurological basis; set of principles rather than unified theory.

AO2 Up to 2 marks for explanation/expansion of the limitation given.

Possible answer: Gestalt principles tend to describe 2D images (1), as opposed to the 3D images/objects that we are used to seeing in everyday life. (1) As such, many Gestalt displays may have low ecological validity (1).

Question 18

[AO1 = 2, AO2 = 2]

AO1 Award up to two marks for brief explanation of the effect of expectation and motivation on perception (one mark per factor).

AO2 Award up to two marks for application to the scenario.

Possible answer: Expectation – previous experience/the immediate context influences what we notice/attend to within our environment/creates perceptual set (1).

Geoff has just bought a green car and so is more likely to notice other green cars in the car park (1).

Motivation – wanting something increases its attractiveness/appeal (1) which explains why Geoff has bought more food than he usually would (because he is hungry) (1).

Credit reference to perceptual accentuation/sensitisation.

For full credit answers must refer to both the cars and the food.

Question 19

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

[AO1 = 5, AO2 = 5]

AO1 Up to five marks for knowledge of one distortion illusion and one ambiguous figure and how each works. Award a maximum of three marks for any one illusion/figure.

Likely distortion illusions: Ponzo illusion; Muller-Lyer illusion; Ebbinghaus illusion/Titchener circles; moon illusion.

Likely ambiguous figures: Necker cube; Rubin's vase; Boring's old/young woman/Leeper's lady; duck-rabbit illusion.

Credit description of how/why the illusion/figure works, eg Ponzo illusion – top line seen as longer; converging lines are perceived as railway lines/a road giving the impression of distance; use of depth cues – linear perspective; misapplied size constancy – line perceived as 'further away' is scaled up making it appear longer.

Necker cube – figure perceived as cube that can be seen from two perspectives; brain generates two hypotheses and cannot decide between the two; image appears to 'flip'. Credit diagram(s) as description.

Credit description of evidence up to one mark. Likely studies: Segall 1963, Coren et al, 1999.

AO2 Up to five marks for discussion of what ambiguous figures and distortion illusions tell us about perception.

Possible content: reveal brain's tendency to perceive 2D drawings in terms of 3D world; use of monocular depth cues to infer depth/distance; use of size constancy to mentally enlarge objects perceived as 'further away'; brain engages in hypothesis testing; we look for symmetry/distinguish figure from ground; suggests that perception is an active process that relies on learning/past experience; support top-down rather than bottom-up processing. Credit reference to influence of culture/environment on perception/carpentered world hypothesis. Credit links to theory – Gregory, Gestalt principles. Credit evaluation of illusions, eg Gibson's criticism that they are artificial situations designed to 'induce' error and tell us little about perception in the real world.

Credit use of evidence.

Maximum 6 marks if distortion illusion or ambiguous figure only

Mark bands

9 – 10 marks Very good answers

There is accurate, well-organised and detailed description of one distortion illusion and one ambiguous figure. The discussion of each type is clear,

coherent and detailed, providing evidence of thoughtful analysis. The answer is well-focused, with little or no misunderstanding. There need not be a balance between the two types for the top band.

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

6 - 8 marks Good answers

There is reasonably accurate and organised description of one distortion illusion and one ambiguous figure, although some detail may be lacking. Discussion is present but may be limited in either depth or breadth. The answer is well-focused, with little or no misunderstanding. Maximum six marks if distortion illusion or ambiguous figure only.

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

3 – 5 marks Average to weak answers

There is some knowledge of one distortion illusion and/or one ambiguous figure. There may be exceptional description for five marks, with no discussion present. The answer may lack focus. There may be inaccuracy and/or irrelevance.

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

1 – 2 marks Poor answers

There is very limited knowledge of one distortion illusion or one ambiguous figure or both, but there must be some relevance.

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

0 marks No relevant content

Topic Anxiety Disorders

Question 20

[AO3 = 1]

AO3 One mark for identifying the independent variable in this study.
Likely answer: whether the participants in the study have OCD or not.

Question 21

[AO3 = 2]

AO3 Award two marks for an explanation of why this study is a quasi-experiment.

Possible points: This study is a quasi-experiment because the IV (whether the participants have OCD or not) is pre-existing/naturally occurring (1) the IV has not been manipulated/could not have been controlled by the researcher (1) random allocation is not possible (1).

Question 22

[AO3 = 1]

AO3 One mark for identifying one relevant variable that could have been used to match participants in this study.
Likely answers: gender; age; health; IQ; ethnicity; weight.

Question 23

[AO3 = 2]

AO3 Award one mark for an outline of an advantage of matched pairs and one further mark for an explanation of why this is an advantage. For two marks there must be some application to the study described.

One mark only for an advantage of matched pairs not linked to the study described.

Possible answer: One advantage of matched pairs is that participant variables/individual differences are controlled/reduced (1) so the researcher can be more confident that the results are due to OCD, rather than other variables (1).

Do not credit participant variables are eliminated/removed.

Question 24

[AO1 = 2, AO2 = 2]

AO1 Award up to two marks for an outline of how cognitive therapy would be used to treat OCD.

Likely points: identifying/describing catastrophic thoughts; challenging distorted thinking with counter-statements/cognitive restructuring/'thought-stopping'; cognitive rehearsal; testing the reality of negative expectations; habituation training; keeping records of unwelcome thoughts.

AO2 Award up to two marks for brief evaluation which may be for two brief points or a single point that is elaborated.

Likely points: successful in reducing the frequency of obsessive thoughts; less successful at dealing with compulsive behaviours; more effective when combined with behaviour therapy/drug therapy; addresses the root cause of OCD (if the cause is obsessive thoughts). Credit reasoned discussion of issues such as time, cost, etc. Credit use of evidence as part of the discussion. Credit reasoned comparison with alternative treatments/therapies.

Question 25

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

[AO1 = 5, AO2 = 5]

AO1 Up to five marks for description of the psychodynamic explanation of phobias and the use of psychodynamic therapy as a treatment for phobias. Award up to three marks for description of the explanation: the ego is threatened by unconscious conflict; uses displacement to focus the unconscious thoughts onto something external; phobic object/situation is a 'symbol' of underlying, unconscious fear. Accept alternative explanations for other phobias such as agoraphobia.
Award up to three marks for description of the treatment/therapy: aims to provide client with insight into the unconscious cause of the symptoms; description of techniques including free association to encourage verbalisation so that the ego eventually cannot censor the content; dream analysis in which manifest content is interpreted to uncover latent content.
Credit description of evidence up to 1 mark, eg Little Hans.

AO2 Up to five marks for discussion/evaluation of the explanation and the treatment/therapy. Likely content: difficulty of testing the explanation; limited evidence/evidence from case studies; premise that phobias only occur due to repressed experiences; psychodynamic therapy attempts to address the root cause of phobias; analysis relies on subjective interpretation by the therapist. Credit reasoned discussion of therapy based on time, cost, etc. Credit ethical issues associated with therapy. Credit critical comparison with alternative explanations and/or treatments, eg Behaviourist. Only credit evaluation of the methodology used in studies when made relevant to discussion of the explanation and/or therapy.
Credit use of evidence.

Maximum 6 marks if explanation or therapy only

Mark bands

9 – 10 marks Very good answers

There is accurate, well-organised and detailed description of both the psychodynamic explanation of phobias and the use of psychodynamic therapy to treat phobias. Discussion is clear, coherent and detailed, providing evidence of thoughtful analysis.

The answer is well-balanced and well-focused, with little or no misunderstanding. The answer is well-structured, with effective use of paragraphs, sentences and psychological terminology. There are few errors of spelling and punctuation.

6 - 8 marks Good answers

There is reasonably accurate and organised description of the psychodynamic explanation of phobias and the use of psychodynamic therapy to treat phobias. Discussion is present but may be limited in either depth or breadth. The answer is well-focused, with little or no misunderstanding. Maximum of six marks if answer includes explanation or therapy only.

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

3 – 5 marks Average to weak answers

There is some knowledge of the psychodynamic explanation of phobias and/or the use of psychodynamic therapy to treat phobias and/or basic/limited evaluation. There may be exceptional description for five marks, with no discussion of the explanation or therapy. The answer may lack focus. There may be inaccuracy and/or irrelevance.

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

1 – 2 marks Poor answers

There is very limited knowledge/discussion of the psychodynamic explanation of phobias or the use of psychodynamic therapy to treat phobias, but there must be some relevance.

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

0 marks No relevant content

Topic Autism

Question 26

[AO3 = 1]

AO3 One mark for identifying the independent variable in this study.
Likely answer: whether the participants in the study have autism or not.

Question 27

[AO3 = 2]

AO3 Award two marks for an explanation of why this study is a quasi-experiment.

Possible points: This study is a quasi-experiment because the IV (whether the participants have autism or not) is pre-existing/naturally occurring (1) the IV has not been manipulated/could not have been controlled by the researcher (1) random allocation is not possible (1).

Question 28

[AO3 = 1]

AO3 One mark for identifying a relevant variable that could have been used to match participants in this study.
Likely answers: gender; age; verbal ability; mental age/IQ.

Question 29

[AO3 = 2]

AO3 Award one mark for an outline of an advantage of matched pairs and one further mark for an explanation of why this is an advantage. For two marks there must be some application to the study described.

One mark only for an advantage of matched pairs not linked to the study described.

Possible answer: One advantage of matched pairs is that participant variables/individual differences are controlled/reduced (1) so the researcher can be more confident that the results are due to autism, rather than other variables (1).

Do not credit 'participant variables are eliminated/removed'.

Question 30

[AO2 = 2]

AO2 Award one mark for knowledge/understanding of lack of joint attention, and one mark for the link to the study.

Possible answer: Lack of joint attention is the failure to initiate/share interest in an object/event/person (1), which is why, in this study; children with autism were less likely to show toys to their mother (1).

Question 31

[AO1 = 2]

AO1 Award up to two marks for an explanation of why autism is considered a syndrome. Award one mark for knowledge of the term 'syndrome' and one mark for the link to autism.

Possible answer: a syndrome is a group of symptoms that tend to occur together/suggest a common origin, (1) as in the triad of impairments in cases of autism (1). Alternatively, the three components of the triad may be named for the second mark (poor communication; poor social interaction; repetitive/stereotyped behaviour or lack of symbolic play).

Question 32

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

[AO1 = 5, AO2 = 5]

AO1 Up to five marks for description of biological explanations of autism. Genetic explanation: credit reference to inherited predisposition/familial influence; explanation of concordance; reference to links with other genetic conditions such as Fragile X syndrome and/or Tourette's syndrome; specific chromosomes/gene analysis, eg HOSA1 gene, chromosomes 2,6,15 and 16. Neurological correlates: suggests that there is a relationship/correlation between the symptoms of autism (triad of impairments) and brain damage/structural abnormalities; areas of damage are commonly identified through post-mortems or scanning techniques, eg MRI, PET, SPECT; credit description of specific areas of damage/structural abnormalities that have been identified through studies, eg cerebellum, frontal lobe, etc. No marks for simply naming explanations. Credit description of evidence up to 2 marks, eg genetic - Folstein and Rutter (1977) Folstein and Piven (1991), Ritvo et al (1985), Bolton (1994); neurological correlates – Zilbovicius et al (2000), Ohnishi et al (2000), Courchesne et al (1994), Piven et al (1995), Fombonne (1999), Allen et al (2004), Roder (2000), Baron-Cohen et al (2000).

AO2 Up to five marks available for discussion of the explanations. Discussion of the genetic explanation might include problems of twin studies such as small sample sizes, environmental influence as a confounding factor, etc; Carson et al (2000) – 80-90% of variance is related to genetic factors, but transmission not yet understood; ethical issues associated with genetic research such as the possibility of pre-natal screening. Discussion of neurological correlates might include issue of cause and effect; explanation does not account for the full range of autistic symptoms. Credit also general discussion of issues related to the biological approach, eg reductionism, determinism. Credit critical comparison with alternative explanations, eg cognitive. Only credit evaluation of the methodology used in studies when made relevant to discussion of the explanations. Credit use of evidence.

Maximum 6 marks if only one explanation
Maximum 6 marks if no evidence

Mark bands

9 – 10 marks Very good answers

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

The answer is well-focused, with little or no misunderstanding. The answer is well-structured, with effective use of paragraphs, sentences and psychological terminology. There are few errors of spelling and punctuation.

6 - 8 marks Good answers

There is reasonably accurate and organised description of two biological explanations of autism, although some detail may be lacking. Discussion is present but may be limited in either depth or breadth. The answer is well-focused with little or no misunderstanding. Maximum six marks if only one explanation and/or no evidence.

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

3 – 5 marks Average to weak answers

There is some knowledge of biological explanation(s) of autism and/or basic/limited discussion. There may be exceptional description for five marks, with no discussion present. The answer may lack focus. There may be inaccuracy and/or irrelevance.

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

1 – 2 marks Poor answers

There is very limited knowledge/discussion of biological explanation(s) of autism, but there must be some relevance.

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

0 marks No relevant content

Assessment Objectives Grid

Question	AO1	AO2	AO3
Social Influence			
1	3		
2		2	
3	1		
4	2	2	
5	5	5	
Total	11	9	
Social Cognition			
6	3		
7		2	
8	1		
9	2	2	
10	5	5	
Total	11	9	
Memory			
11	2	1	
12	1	2	
13	2	2	
14	5	5	
Total	10	10	
Perception			
15	1		
16	1	1	
17	1	2	
18	2	2	
19	5	5	
Total	10	10	
Anxiety Disorders			
20			1
21			2
22			1
23			2
24	2	2	
25	5	5	
Total	7	7	6
Autism			
26			1
27			2
28			1
29			2
30		2	
31	2		
32	5	5	
Total	7	7	6

UMS conversion calculator www.aga.org.uk/umsconversion