

INTERNATIONAL AS PSYCHOLOGY PS01

Unit 1 Introductory Topics in Psychology

Mark scheme

January 2024

Version: 1.0 Final



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

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

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Level of response marking instructions

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

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

Step 1 Determine a level

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

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

Step 2 Determine a mark

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

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

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

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

Section A: Memory

Total for this section: 30 marks

Question	Marking Guidance	Total Marks
01	The phonological loop is a component of the working memory model. Which of the following statements best describes the function of the phonological loop? Answer key: D – Holds auditory information in short-term memory.	1 AO1 = 1

Question	Marking Guidance	Total Marks
02	The visuo-spatial sketchpad is a component of the working memory model. Describe the visuo-spatial sketchpad. Award marks as follows: 3 marks: The description of the visuo-spatial sketchpad is detailed. The answer is clear with appropriate use of specialist terminology. 2 marks: The description of the visuo-spatial sketchpad lacks detail. The answer lacks clarity in places. 1 mark: The description of the visuo-spatial sketchpad is briefly presented. The answer is very limited/vague/muddled. Possible content • Limited capacity of 3-4 items. • A temporary store of visual and/or spatial information. • Subdivides into the visual cache and the inner scribe. • The inner scribe acts as a visual rehearsal mechanism. • The visual cache is a store for visual information. Credit other relevant material. No credit for identifying the visuo-spatial sketchpad as a component of working memory.	3 AO1 = 3

Question	Marking Guidance	Total Marks
03	Eliana is talking to her friend, Nadia. Eliana says, “You won’t believe what happened to me yesterday. I was running next to the river. I slipped and fell into the water. The last time I went swimming was 10 years ago, but I started to swim without thinking about it.” Nadia says, “Everyone knows that you should never run next to water. I can’t believe that you forgot that fact.” Use your knowledge of three different types of long-term memory to explain the conversation between Eliana and Nadia. Award marks as follows For each of the types of long term-memory: 2 marks for a clear application of a type of long-term memory. 1 mark for a muddled or vague application of a type of long-term memory. Possible application • When Eliana recalled that the last time she went swimming was ten years ago/when she remembered falling in yesterday, these are events which took place in her life (episodic memory). • When Nadia mentions not running near water, this is recall of a fact (semantic memory). • When Eliana says she was able to swim without thinking about it, this is memory for an action without conscious awareness (procedural memory). Credit other relevant material. No credit for simply naming types of LTM.	6 AO2 = 6

Question	Marking Guidance	Total Marks						
04	Describe and evaluate research into the effects of leading questions on the accuracy of eyewitness testimony. Possible content • Accuracy of recall can be affected at both storage and retrieval as a result of leading questions. • Leading questions have a greater influence on peripheral elements of a memory, or memories with high anxiety. • Response-bias explanation, leading questions do not affect the memory itself, just the choice of answer by the witness. • Substitution explanation, the question wording distorts the actual memory of the event. • Knowledge of studies into the effects of leading questions on the accuracy of EWT including description of relevant studies, eg Loftus and Palmer (1974), Loftus and Zanni (1975). Possible evaluation • Use of research evidence to support effects of leading questions, eg Loftus and Palmer (1974), Loftus and Zanni (1975). • Use of research evidence to criticise response-bias/substitution explanation, eg Sutherland and Hayne (2001). • Research into leading questions has led to better awareness of their impact/influence on memory and has led to the development of the cognitive interview, as a way of minimising these effects. • Practical application to the criminal justice system and the reduced reliance on eyewitness accounts as evidence in trials. • Controlled laboratory experiments; replicable, internal validity and cause and effect. • Ecological validity; many studies lack application to real crime situations, eg use of video clips. • Demand characteristics; participants may have altered their behaviour giving inaccurate results. • Participants respond differently to leading questions, due to individual differences, eg confidence. • Methodological issues with research evidence, eg use of artificial materials, lack of consequences in laboratory experiments. Note: Credit given to ethical issues if made relevant to evaluation of research into leading questions. Credit other relevant material. <table border="1"> <thead> <tr> <th>Level</th><th>Description</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>4</td><td>Knowledge of research into the effects of leading questions on eyewitness testimony is mostly accurate and generally well detailed. Evaluation is mostly effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear</td><td>16–20</td></tr> </tbody> </table>	Level	Description	Marks	4	Knowledge of research into the effects of leading questions on eyewitness testimony is mostly accurate and generally well detailed. Evaluation is mostly effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear	16–20	20 AO1 = 8 AO3 = 12
Level	Description	Marks						
4	Knowledge of research into the effects of leading questions on eyewitness testimony is mostly accurate and generally well detailed. Evaluation is mostly effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear	16–20						

		and focused. Specialist terminology is mostly used effectively.		
	3	Knowledge of research into the effects of leading questions on eyewitness testimony is evident but there are occasional inaccuracies/omissions. There is some effective evaluation. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is mostly used appropriately.	11–15	
	2	Limited knowledge of research into the effects of leading questions on eyewitness testimony is present. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is occasionally used appropriately.	6–10	
	1	Knowledge of research into the effects of leading questions on eyewitness testimony is very limited. Evaluation is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.	1–5	
	0	No creditable content.	0	

Section B: Social Psychology

Total for this section: 30 marks

Question	Marking Guidance	Total Marks
05	What is meant by the term compliance? Award marks as follows: 2 marks for a clear definition of compliance. 1 mark for a muddled or vague definition of compliance. Possible content • When behaviour or attitudes change temporarily in response to group pressure. • A person will conform publicly, but privately disagrees, the most superficial type of conformity. • It is most likely to result from normative influence. Note: Credit use of appropriate examples.	2 AO1 = 2

Question	Marking Guidance	Total Marks
06	What is meant by the term internalisation? Award marks as follows: 2 marks for a clear definition of internalisation. 1 mark for a muddled or vague definition of internalisation. Possible content • When behaviour or attitudes change for the long term, or even permanently, in response to group pressure. • A person adopts the group views at a deeper level and these become part of their way of viewing the world. • It is most likely to result from informational influence. Note: Credit use of appropriate examples.	2 AO1 = 2

Question	Marking Guidance	Total Marks
07	Identify one variable that affects conformity as investigated by Asch. Outline the procedure used to investigate this variable. Award 1 mark for correct identification of an appropriate variable; group size/unanimity/task difficulty. Award further 2 marks as follows: 2 marks for a clear outline of the procedure used by Asch to investigate this variable. 1 mark for a muddled or vague outline of the procedure used by Asch to investigate this variable. Possible content • Group size: manipulated the number of confederates by using 1, 2, 3, 4, 8, 10 and 15 in the group. • Unanimity (dissenter): confederate just before the participant replaced by a dissenter giving correct answers. • Task difficulty: lengths of lines made more similar. Credit other relevant material. Maximum 1 mark for general details of original study.	3 AO1 = 3

Question	Marking Guidance	Total Marks
08	Briefly explain one strength of Asch's investigations into conformity. Award marks as follows: 2 marks for a clear explanation of a strength of Asch's investigations into conformity. 1 mark for a muddled or vague explanation of a strength of Asch's investigations into conformity. Possible strengths • High levels of control over extraneous variables, eg number of people present, visual distractions. This increases the validity of his conclusions. • By completing follow up interviews asking participants why they conformed, Asch added depth and detailed meaning to the quantitative findings, improving our understanding of participants' behaviour. • There have been successful replications of Asch's findings in relation to group size suggesting the findings are robust, eg Stang (1976), Campbell and Fairey (1989). Credit other relevant material.	2 AO3 = 2

Question	Marking Guidance	Total Marks															
09	Describe at least two ways Milgram investigated the effects of proximity on obedience. Possible content - Initially the experimenter was in the same room as the teacher, and the learner was in a room next door. - Proximity variation decreasing proximity of the authority figure; experimenter removed from the room and instructed to give the teacher orders over the phone. - Proximity variation increasing proximity to the subject of the harmful order; learner brought into the same room as the teacher where he could be seen and heard. - Touch variation (highest proximity to subject of the harmful order); learner had to voluntarily place his hand onto the shock plate. When he refused to do this the teacher had to force his hand down onto the plate. Credit other relevant material. <table border="1"> <thead> <tr> <th>Level</th><th>Description</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>3</td><td>Description of at least two ways Milgram investigated the effects of proximity on obedience is detailed and appropriate. The answer is clear with appropriate use of terminology.</td><td>5–6</td></tr> <tr> <td>2</td><td>Description of at least two ways Milgram investigated the effects of proximity on obedience is relevant but detail is lacking. The answer lacks clarity in places. OR one proximity variation procedure at level 3.</td><td>3–4</td></tr> <tr> <td>1</td><td>Description of at least two ways Milgram investigated the effects of proximity on obedience is very limited. The answer is vague/muddled. OR one proximity variation procedure at level 2.</td><td>1–2</td></tr> <tr> <td>0</td><td>No creditable content.</td><td>0</td></tr> </tbody> </table>	Level	Description	Marks	3	Description of at least two ways Milgram investigated the effects of proximity on obedience is detailed and appropriate. The answer is clear with appropriate use of terminology.	5–6	2	Description of at least two ways Milgram investigated the effects of proximity on obedience is relevant but detail is lacking. The answer lacks clarity in places. OR one proximity variation procedure at level 3.	3–4	1	Description of at least two ways Milgram investigated the effects of proximity on obedience is very limited. The answer is vague/muddled. OR one proximity variation procedure at level 2.	1–2	0	No creditable content.	0	6 AO1 = 6
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0	No creditable content.	0															

Question	Marking Guidance	Total Marks															
10	Evaluate Milgram’s investigations into obedience. Possible evaluation • Low ecological validity of the procedure. It is unclear whether obedience would occur in the same way if the order was less harmful and more in line with the kind of orders we do follow in everyday life. • Low (population) validity of the sample; Milgram used an all-male sample from an individualistic society. It is unclear whether obedience in this scenario would be seen at the same levels in females and other cultures. • Low (internal) validity; Milgram himself stated that only 75% of participants believed the shocks were genuine. This could suggest that obedience was only happening in an acted role as a result of demand characteristics. • Ethical considerations, eg deception, failure to protect participants from harm, right to withdraw. • Reliability was very high because the procedure was highly controlled. • Supported by findings of other studies showing (internal) validity eg participants giving real shocks to a puppy, 100% of female participants gave a ‘fatal’ shock (Sheridan and King, 1972). Credit other relevant material. <table border="1"> <thead> <tr> <th>Level</th><th>Description</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>3</td><td>Evaluation of Milgram’s investigations into obedience is detailed, appropriate and mostly effective. The answer is clear with appropriate use of terminology.</td><td>7–9</td></tr> <tr> <td>2</td><td>Evaluation of Milgram’s investigations into obedience is relevant but detail is lacking. There is some effectiveness. The answer lacks clarity in places.</td><td>4–6</td></tr> <tr> <td>1</td><td>Evaluation of Milgram’s investigations into obedience is very limited. The answer is vague/muddled.</td><td>1–3</td></tr> <tr> <td>0</td><td>No creditable content.</td><td>0</td></tr> </tbody> </table>	Level	Description	Marks	3	Evaluation of Milgram’s investigations into obedience is detailed, appropriate and mostly effective. The answer is clear with appropriate use of terminology.	7–9	2	Evaluation of Milgram’s investigations into obedience is relevant but detail is lacking. There is some effectiveness. The answer lacks clarity in places.	4–6	1	Evaluation of Milgram’s investigations into obedience is very limited. The answer is vague/muddled.	1–3	0	No creditable content.	0	9 AO3 = 9
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Question	Marking Guidance	Total Marks															
11	David is leaving a stadium after attending a concert. Volunteers in yellow jackets tell people which exit they should use to leave the stadium. David does not want to queue to use the exit shown to him by one of the volunteers, so he goes in the other direction. A police officer tells David to turn back. David turns and then queues at the exit he had been told to use by the volunteer. Using your knowledge of explanations for obedience, explain David's behaviour. Possible application • David is in an autonomous state when he ignores the volunteers and goes in the other direction. • David goes through the agentic shift when he sees the police officer. • David is in an agentic state when he turns around and returns to queue for the exit he was originally told to use. • David does not see the volunteers in yellow jackets as legitimate authority figures. • David does see the police officer as a legitimate authority. • The police officer is a legitimate authority because of his social role and this is indicated by his uniform. Credit references to David having a more internal locus of control. Situational variables affecting obedience can be credited if appropriately applied to the scenario. <table border="1"> <thead> <tr> <th>Level</th><th>Description</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>3</td><td>Application of knowledge of explanations for obedience is detailed and appropriate. The answer is clear with appropriate use of terminology.</td><td>5–6</td></tr> <tr> <td>2</td><td>Application of knowledge of explanations for obedience is relevant but detail is lacking. The answer lacks clarity in places.</td><td>3–4</td></tr> <tr> <td>1</td><td>Application of knowledge of explanations for obedience is very limited. The answer is vague/muddled.</td><td>1–2</td></tr> <tr> <td>0</td><td>No creditable content.</td><td>0</td></tr> </tbody> </table>	Level	Description	Marks	3	Application of knowledge of explanations for obedience is detailed and appropriate. The answer is clear with appropriate use of terminology.	5–6	2	Application of knowledge of explanations for obedience is relevant but detail is lacking. The answer lacks clarity in places.	3–4	1	Application of knowledge of explanations for obedience is very limited. The answer is vague/muddled.	1–2	0	No creditable content.	0	6 AO2 = 6
Level	Description	Marks															
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0	No creditable content.	0															

Section C: Psychopathology

Total for this section: 30 marks

Question	Marking Guidance	Total Marks
12	Ahan has a phobia of fish. When he sees fish he will scream, shake and run away. Ahan will avoid movies and books that feature fish, and will not go to restaurants with his wife, which upsets them both. Ahan also struggles to complete his job, working in a supermarket. He is embarrassed about his phobia as he knows that not many people are afraid of fish. Using your knowledge of three definitions of abnormality, explain why Ahan's behaviour could be described as abnormal. Award marks as follows For each of the definitions of abnormality: 2 marks for a clear application of a definition of abnormality. 1 mark for a muddled or vague application of a definition of abnormality. Possible application • Ahan's behaviour is rare/uncommon as not many people are afraid of fish. (statistical infrequency). • Ahan does not conform to what is considered to be normal by society as he will not watch films or read books that feature fish or go out to restaurants that serve fish (deviation from social norms). • Ahan's phobia causes personal distress to him and others, his behaviour upsets him and his wife (failure to function). • Ahan is anxious fish and finds seeing fish stressful as he shakes and runs away from them, suggesting he is not resistant to stress. (deviation from ideal mental health) • Ahan is struggling to cope with the demands of everyday living as he struggles to go to work in a supermarket (failure to function). • Ahan is failing to achieving his full potential in his work (deviation from ideal mental health). No credit for simply naming definitions. The same portion of the stem may be applied to different definitions, credit can be given provided the explanation is correct.	6 AO2 = 6

Question	Marking Guidance	Total Marks												
13	Evaluate failure to function adequately as a definition of abnormality. Possible evaluation • A benefit of this definition is that it puts the individual at the centre, only identifying those who would benefit from help. • It can be difficult to apply in situations where behaviour is abnormal but there may not be personal distress, eg psychopathy. • Many behaviours are maladaptive, eg smoking, but are not a sign of psychological abnormality, which is not recognised by this definition. • It can be difficult to apply to some individuals as coping mechanisms may allow someone to (appear to) continue to function despite living with a psychological abnormality that would benefit from treatment. • It is not a universal definition as what can be seen as a good level of daily functioning can vary across cultures. • The definition is not objective; judgements regarding levels of function are based on opinions, even with the use of the GAF scale. Credit other relevant material. <table border="1"> <thead> <tr> <th>Level</th><th>Description</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>2</td><td>Evaluation of failure to function adequately is accurate with some detail. The answer is clear with appropriate use of specialist terminology.</td><td>3–4</td></tr> <tr> <td>1</td><td>Evaluation of failure to function adequately is limited, vague or muddled. Specialist terminology is either absent or inappropriately used.</td><td>1–2</td></tr> <tr> <td>0</td><td>No creditable content.</td><td>0</td></tr> </tbody> </table>	Level	Description	Marks	2	Evaluation of failure to function adequately is accurate with some detail. The answer is clear with appropriate use of specialist terminology.	3–4	1	Evaluation of failure to function adequately is limited, vague or muddled. Specialist terminology is either absent or inappropriately used.	1–2	0	No creditable content.	0	4 AO3 = 4
Level	Description	Marks												
2	Evaluation of failure to function adequately is accurate with some detail. The answer is clear with appropriate use of specialist terminology.	3–4												
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0	No creditable content.	0												

Question	Marking Guidance	Total Marks															
14	Describe the two-process model as an explanation of phobias. Possible content • Mowrer suggested a combination of classical and operant conditioning can explain how phobias are learned and maintained. • Phobia acquisition through classical conditioning; a fear response is associated with a stimulus which should be neutral but becomes a conditioned stimulus due to being paired with a fear inducing stimulus (accept a diagram to illustrate this process). • Generalisation can occur resulting in the phobia being extended to other similar objects/scenarios. • Phobia maintenance through operant conditioning; avoidance behaviours strengthened through the reduction in unpleasant feelings, negative reinforcement. • Avoidance behaviour makes phobias difficult to extinguish. • Use of examples as elaboration. Credit other relevant material. <table border="1"> <thead> <tr> <th>Level</th><th>Description</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>3</td><td>Description of the two-process model as an explanation of phobias is detailed and appropriate. The answer is clear with appropriate use of terminology.</td><td>5–6</td></tr> <tr> <td>2</td><td>Description of the two-process model as an explanation of phobias is relevant but detail is lacking. The answer lacks clarity in places.</td><td>3–4</td></tr> <tr> <td>1</td><td>Description of the two-process model as an explanation of phobias is very limited. The answer is vague/muddled.</td><td>1–2</td></tr> <tr> <td>0</td><td>No creditable content.</td><td>0</td></tr> </tbody> </table>	Level	Description	Marks	3	Description of the two-process model as an explanation of phobias is detailed and appropriate. The answer is clear with appropriate use of terminology.	5–6	2	Description of the two-process model as an explanation of phobias is relevant but detail is lacking. The answer lacks clarity in places.	3–4	1	Description of the two-process model as an explanation of phobias is very limited. The answer is vague/muddled.	1–2	0	No creditable content.	0	6 AO1 = 6
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Question	Marking Guidance	Total Marks
15	Name one characteristic of depression. Possible characteristics • Low mood. • Reduced activity/productivity. • Reduced speech. • Reduced movement. • Appetite disturbance. • Sleep disturbance. • Negative views of the self. • Feelings of helplessness. Accept other relevant characteristics specific to depression.	1 AO1 = 1

Question	Marking Guidance	Total Marks												
16	Briefly describe cognitive behaviour therapy as a treatment for depression. Possible content • Based on the idea that faulty thinking/cognitions cause depression. • Beck's approach focuses on identifying and altering negative beliefs with a 'client as scientist' approach. • Ellis' rational emotive behaviour therapy (REBT) is a form of CBT which focuses on challenging irrational beliefs using rational and empirical dispute. • Other techniques used as part of CBT include behavioural activation, graded homework, thought-catching/diaries, cognitive restructuring (to help people notice and change their negative thinking patterns) and problem solving. • Most clients have around 20 sessions over 16 weeks (or less). • Focuses on the present rather than events in the past. Credit other relevant material. <table border="1"> <thead> <tr> <th>Level</th><th>Description</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>2</td><td>Description of CBT as a treatment for depression is accurate with some detail. The answer is clear with appropriate use of specialist terminology.</td><td>3–4</td></tr> <tr> <td>1</td><td>Description of CBT as a treatment for depression is limited, vague or muddled. Specialist terminology is either absent or inappropriately used.</td><td>1–2</td></tr> <tr> <td>0</td><td>No creditable content.</td><td>0</td></tr> </tbody> </table>	Level	Description	Marks	2	Description of CBT as a treatment for depression is accurate with some detail. The answer is clear with appropriate use of specialist terminology.	3–4	1	Description of CBT as a treatment for depression is limited, vague or muddled. Specialist terminology is either absent or inappropriately used.	1–2	0	No creditable content.	0	4 AO1 = 4
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17	Evaluate cognitive behaviour therapy as a treatment for depression. Possible evaluation • Use of evidence to support or contradict the effectiveness of cognitive therapies, eg Fava et al. (1994). • Therapy attempts to address the cause of depression rather than just treating symptoms. • Success may depend more on the quality of the client-therapist relationship, eg Robinson et al. (1990), Kuyken and Tsvrikos (2009). • Severely depressed people may not be able to engage with cognitive therapies as they require commitment and motivation. • This treatment may not be appropriate for individuals with rigid attitudes, who are resistant to change, or have high stress levels. • Focusing on the present may frustrate some people who want to explore their past. • A more interactionist approach may be more effective, eg Keller et al. (2000). Credit other relevant material. <table border="1"> <thead> <tr> <th>Level</th><th>Description</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>3</td><td>Evaluation of cognitive behaviour therapy as a treatment for depression is detailed, appropriate and mostly effective. The answer is clear with appropriate use of terminology.</td><td>7–9</td></tr> <tr> <td>2</td><td>Evaluation of cognitive behaviour therapy as a treatment for depression is relevant but detail is lacking. There is some effectiveness. The answer lacks clarity in places.</td><td>4–6</td></tr> <tr> <td>1</td><td>Evaluation of cognitive behaviour therapy as a treatment for depression is very limited. The answer is vague/muddled.</td><td>1–3</td></tr> <tr> <td>0</td><td>No creditable content.</td><td>0</td></tr> </tbody> </table>	Level	Description	Marks	3	Evaluation of cognitive behaviour therapy as a treatment for depression is detailed, appropriate and mostly effective. The answer is clear with appropriate use of terminology.	7–9	2	Evaluation of cognitive behaviour therapy as a treatment for depression is relevant but detail is lacking. There is some effectiveness. The answer lacks clarity in places.	4–6	1	Evaluation of cognitive behaviour therapy as a treatment for depression is very limited. The answer is vague/muddled.	1–3	0	No creditable content.	0	9 AO3 = 9
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PS01 grid

	AO1	AO2	AO3	Total
Section A				
01	1			1
02	3			3
03		6		6
04	8		12	20
Section B				
05	2			2
06	2			2
07	3			3
08			2	2
09	6			6
10			9	9
11		6		6
Section C				
12		6		6
13			4	4
14	6			6
15	1			1
16	4			4
17			9	9
Unit total	36	18	36	90