AQA

AS PSYCHOLOGY 7181/2

Paper 2 Psychology in Context

Mark scheme

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

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, i.e. 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's 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

Approaches in Psychology

0 1 Explain the function of the endocrine system.

[4 marks]

Marks for this question: AO1 = 4

Level	Marks	Description
2	3–4	There is a clear explanation of function of the endocrine system with some accurate detail. The answer is generally coherent with effective use of appropriate terminology.
1	1–2	There is limited or partial explanation of function of the endocrine system and some detail. The answer lacks coherence and use of appropriate terminology.
	0	No relevant content.

Possible content:

- to regulate cell or organ activity within the body and control vital physiological processes in the body
- to release hormones/chemical messengers from glands into the bloodstream which then bind with specific receptors in order to regulate the activity of cells or organs in the body
- examples of specific hormones to illustrate effects such as adrenaline and fight or flight response
- reference to how imbalance in hormones might lead to dysfunction for example, high levels of cortisol causing Cushing's disease.

Maximum Level 1 if the response just lists glands with their hormones.

0 2 Which of the following is **not** a feature of the cognitive approach in psychology?

Shade **one** box only.

Internal mental processes are studied:

[1 mark]

Marks for this question: AO1 = 1

Answer: B

0 3 Briefly outline **one** limitation of the cognitive approach in psychology.

[1 mark]

Marks for this question: AO3 = 1

1 mark for **any** of the following possible limitations of the cognitive approach in psychology.

Possible content:
- over-reliance on computer models
- focus on how rather than why a process might occur
- relies on artificial testing

Credit other relevant material such as answers related to debates like reductionism as long as the limitation is made clear.

Do not accept statements such as 'it ignores X approach'

0 4 Use your knowledge of **three** features of the social learning explanation of behaviour to explain Jamil's behaviour.

[6 marks]

Marks for this question: AO1 = 3 marks and AO2 = 3 marks

For each of the three features chosen allocate a maximum of 2 marks per feature

AO1

1 mark for accurate knowledge of a feature of the social learning explanation. Do **not** credit just the name of the feature (imitation, modelling, identification, vicarious reinforcement, mediational processes.)

Plus

AO2

1 mark for clear application which matches Jamil's behaviour/situation with the feature described.

Possible features and application:

- copying of observed behaviour of someone is imitation: as when Jamil copies the car-washing behaviour of Sahib using a bowl of water and toy cars
- copying the behaviour of a specific person or role model is called modelling: in this case Jamil washes the cars that are available to him
- when a specific person produces behaviour that is a positive role model, this is also modelling: such as Sahib washing the family car which shows Jamil how to wash 'something'
- when an observer is influenced by some quality of the person they observe to copy their actions, this is identification. Jamil is attracted to the fact that his brother is older/male and wants to be like him
- when an observer experiences indirect rewards/sees someone rewarded for actions this is vicarious reinforcement: as when Jamil sees Sahib praised by Dad for car-washing and doing a similar act in the hope of a similar reward
- mental processes like attention/motor reproduction affect whether or not an observer can copy a seen behaviour and these are mediational processes. Here Jamil cannot wash the family car but is able to wash his own cars.

Full credit can be given for answers which just focus on three separate mediational processes.

0 5 Describe **and** evaluate the biological approach in psychology.

[12 marks]

Marks for this question: AO1 = 6 and AO3 = 6

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

Possible content:

- humans are viewed as biological beings and it is expected that behaviour will/can/should be explained using references to biology
- genetic basis of behaviour – genes, genotype and phenotype
- the human nervous system
- structure and function of the brain including localisation of brain functions and subsequent behaviours
- neurotransmitters and example(s) of how these affect behaviour
- evolution and the importance of natural selection.

Possible evaluation points:

- real life applications of the approach – the use of drugs to counteract neurotransmitter imbalance – examples of these. Benefits of these
- the scientific methods used by biologists/biopsychologists might reduce behaviours to unrealistic actions and therefore lose sight of the possible impact of factors such as cognition and culture on behaviour
- the danger of looking for biological cause of all behaviours has led to problems like the search for the 'criminal gene'
- difficulty of separating the likely impact of both nature and nurture – the positive contributions of other approaches in psychology
- emphasis on scientific methods – rigour of experimentation, scanning techniques, twin and family studies. Relevant research examples to support this point

- using the experimental method involves a high level of control, allows inference of cause and effect/increases reliability and validity of conclusions drawn
- comparisons with other approaches.

Credit other relevant material such as reference to debates like reductionism and determinism.

Section B

Psychopathology

0 6 Outline **two** definitions of abnormality.

[4 marks]

Marks for this question: AO1 = 4

For **each** definition

2 marks for a clear and coherent outline with some elaboration.

1 mark for a limited/muddled outline.

No marks for naming the definitions.

Possible content:

Deviation from social norms:
- behaviour is abnormal if it is very different to the acceptable behaviour being produced by other members of the same society/cultural group
- behaviour is unexpected by other group members
- behaviour offends in some way the other members of that society/cultural group.

Failure to function adequately:
- abnormality judged as inability to deal with the demands of everyday living
- behaviour is maladaptive, irrational or dangerous
- behaviour causes personal distress and distress to others.

Statistical infrequency:
- behaviour is abnormal as it is numerically rare
- the characteristics of the behaviour are less common/typical
- this definition focuses on the quantity of behaviour measured in standard deviations from the mean rather than the quality.

Deviation from ideal mental health:
- absence of signs of mental health used to judge abnormality
- failure to meet (Jahoda's) criteria – inaccurate perception of reality; problems with self-actualisation; inability to cope with stress; negative attitude towards self; lack of autonomy/independence; poor environmental mastery
- the more criteria someone fails to meet, the more abnormal they are.

Credit other relevant material.

0 7 Give **two** cognitive characteristics that might occur in someone who has obsessive compulsive disorder (OCD).

[2 marks]

Marks for this question: AO1 = 2

One mark each for **any two** of the following cognitive characteristics

Possible content:
- awareness that the behaviour is irrational
- awareness that the behaviour is not being resisted
- recurrent/obsessive thoughts
- intrusive/irrational thoughts
- maintaining alertness – being hypervigilant
- catastrophic thinking
- attentional bias.

Credit other relevant cognitive characteristics.

0 8 . 1 What is a matched pairs design?

[2 marks]

Marks for this question: AO1 = 2 marks

One mark each for the following:

- participants are matched/paired according to key variables
- each person from a pair goes into a different condition.

0 8 . 2 How is using a matched pairs design an improvement on an independent groups design?

[1 mark]

Marks for this question: AO3 = 1 mark

Possible points:
- this will reduce possible effects of participant variables
- this increases the ability of the researcher to conclude that differences in results are due to different conditions (not different people).

Credit other relevant improvements.

0 9 Identify **one** other variable on which the clients must be matched in this study.

[1 mark]

Marks for this question: AO2 = 1 mark

Possible content:
- severity of OCD
- type of OCD
- 'satisfaction with life' rating before therapy
- reference to other therapy they may be taking such as drugs.

Credit other relevant variables. Do **not** credit age or gender as these are matched.

1 0 What do the median values in **Table 1** suggest?
Justify your answer.

[4 marks]

Marks for this question: AO2 = 4 marks

Level	Marks	Description
2	3–4	There is a clear explanation of what all the results suggest with supporting justification with some accurate detail. The answer is generally coherent with effective use of appropriate terminology.
1	1–2	There is limited or partial explanation of what the results suggest with some supporting justification and some detail. The answer lacks coherence and use of appropriate terminology. Or answers without justification.
	0	No relevant content.

Possible content:
- the clients/participants were well-matched at the start of the study as their median satisfaction ratings were very similar (0.5 difference) before they had experienced their courses
- therapy B is a more successful course than therapy A as the final ratings increased (by 5.0) more for B than for A
- both therapies were successful as the ratings at the end of the courses were both higher than the matching ratings at the start of the therapies (therapy A +4.5 and therapy B +9.5)

1 1 Explain why collecting qualitative data in this study might have been a more useful way of assessing the effectiveness of the two therapies.

[2 marks]

Marks for this question: AO2 = 2 marks

2 marks for a clear and coherent explanation linked to the study.

1 mark for a limited/muddled explanation linked to the study.

Possible content:

- qualitative data allows the clients to express fully their reasons for their therapy ratings so the researchers can be more sure that their conclusions about the therapies are both valid and reliable
- the single number ratings about their feelings before and after therapy do not explain in any detail how the therapy affected the clients.

Credit other relevant information.

1 2 Describe **and** evaluate the two-process model as an explanation of phobias.

[8 marks]

Marks for this question: AO1 = 4 marks and AO3 = 4 marks

Level	Marks	Description
4	7–8	Knowledge of the two-process model is accurate with some detail. Evaluation of the model is effective. Minor detail and/or expansion is sometimes lacking. The answer is clear and coherent. Specialist terminology is used effectively.
3	5–6	Knowledge of the two-process model is evident but there are occasional inaccuracies/omissions. There is some effective evaluation of the model. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately.
2	3–4	Limited knowledge of the two-process model is present. Focus is mainly on description. Any evaluation of the model is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1–2	Knowledge of the two-process model is very limited. Evaluation of the model is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

Possible content:

- the model emphasises the role of learning in phobias
- Mowrer suggested that a combination of classical and operant conditioning can explain how phobias are learned and why they are difficult to extinguish
- classical conditioning – a fear response is associated with a stimulus which should be neutral but which becomes a conditioned stimulus due to being paired with a 'threatening' stimulus. (Accept a diagram to illustrate this process). Acquisition of phobia
- the process of generalisation may occur (as in Little Albert)
- operant conditioning maintains the fear response. Avoidance behaviours strengthened through the reduction in unpleasant feelings.

Possible evaluation points:

- provides strategies for treating phobias that have proved extremely successful especially in specific phobias (expect examples)
- many people with phobias cannot identify incident/trauma DiNardo (1990)
- other factors like cognitive processes of modelling might account for the development of a phobia
- the person with a phobia is not always avoiding the unpleasant response such as the agoraphobic who stays in to feel safe
- conditioning is not the only way fears are acquired, some phobias have an evolutionary aspect – a biological preparedness
- genetic vulnerability – people experience the same incident, but not all develop phobia.

Credit other relevant information.

Section C

Research Methods

1 3 Identify the type of experiment used in this study. Shade **one** box only.

[1 mark]

Marks for this question: AO2 = 1

B: Laboratory

1 4 Identify the experimental design used in this study. Shade **one** box only.

[1 mark]

Marks for this question: AO2 = 1

F: Repeated measures

1 5 Identify the operationalised dependent variable in this study.

[2 marks]

Marks for this question: AO2 = 2

2 marks for identification of the operationalised dependent variable: number/amount of words recalled correctly (from word lists or word list A and word list B).

1 mark for dependent variable not identified or operationalised fully: correct words/number of words.

0 marks for incorrect answers, e.g. reference to the IV.

1 6 In order to produce the two word lists, a set of 50 words was identified. These were allocated to two word lists of equal length by a process of randomisation.

Explain how randomisation could be used to produce **Word list A** and **Word list B**.

[3 marks]

Marks for this question: AO2 =3

Possible methods:
Allocate **one** mark for each stage that is correctly described

	Raffle method 1	**Raffle method 2**	**Computer method**
Stage 1	All 50 words into a container (1)	All 50 words into a container (1)	All 50 words numbered (1)
Stage 2	Draw out a word for list A then one for list B then back to one for list A (1)	Draw out 25 words for list A (1)	Set parameters for randomisation/computer program/calculator to produce two sets of 25 numbers (1)
Stage 3	Stop when there are two lists of 25 words each (1)	Draw out remaining 25 words for list B (1)	Convert the numbers back into the words to create two word lists (1)

1 7 Explain the benefit of using randomisation to produce the word lists for this study.

[2 marks]

Marks for this question: AO2 = 2

2 marks for a clear and coherent explanation of the benefit of randomisation linked to the study.

1 mark for a limited/muddled explanation linked to the study.

Possible content:
- eliminates investigator effect/bias - one word list could not be made to be easier or harder than the other when the lists are constructed
- this is because the investigator has no control/choice over which words appear on which list.

1 8 The 50 words used to make **Word list A** and **Word list B** were not standardised in any way.

Explain how the words that were used to make the two lists should be matched in order to improve the study.

[2 marks]

Marks for this question: AO3 = 2

One mark each for the following:

- words would be chosen/matched as having equal/same level of difficulty as each other (accept examples such as same number of syllables/letters/type of word)
- each word in list A should have a comparable/matched word in list B

OR

For **two marks**:

- **all** the (50) words should be chosen/matched as having equal/same level of difficulty as each other (accept examples such as same number of syllables/letters/type of word)

1 9 What conclusions might be drawn from the data in **Table 2**? Refer to the means and standard deviations in your answer.

[4 marks]

Marks for this question: AO2 = 2 and AO3 = 2

Mean:
1 mark for any **one** of the following points:
- participants' memory improves when learning and recall locations match
- participants' memory worsens when learning and recall locations do not match
- matching locations improve memory because the location acts as a retrieval cue or vice versa.

Plus
1 mark for an accurate justification using the pattern of the mean scores in each condition that matches the conclusion drawn above:
- mean number is greater/higher in Condition 1 than Condition 2
- mean number is lower in Condition 2 than Condition 1.

Standard deviation:
1 mark for:
- the spread of performance is consistent/similar in Conditions 1 and 2.

Plus
1 mark for an accurate justification using the pattern of the standard deviations in each condition:
- standard deviations are extremely similar in Conditions 1 and 2.

Note: 0 marks for just stating the figures from the table, eg the mean and SD values.

2 0 Initially, the researcher had calculated the ranges for both conditions. However, one participant in **Condition 1** had remembered all of the words when recalling **Word List A**.

Given the information above, explain why it was more appropriate to use the standard deviation rather than the range.

[3 marks]

Marks for this question: AO2 = 3

1 mark each for any of the following bullet points to a maximum of 3 marks.

- SD is not easily distorted by extreme scores (such as the anomalous score in Condition 1)
- SD takes into account the distance of each score from the mean, not just take the distance between the highest and lowest scores
- SD uses every piece of data/value collected
- the comparison of the variations in performance would be more accurate.

Credit other relevant information or information presented as the range being less appropriate.

2 1 Name an appropriate graph that could be used to display the means shown in **Table 2**.

Suggest appropriate X and Y axis labels for your choice of graph.

[3 marks]

Marks for this question: AO2 = 3

1 mark for each bullet point:

- a bar chart
- appropriate X-axis label, e.g. 'same location and different locations'; 'Location Conditions', etc.
- appropriate Y-axis label, e.g. 'Mean/Average number of words recalled (/25).'

Credit axis labels presented the other way around.

Note: these are independently awarded marks, e.g. students can achieve 2 marks for correctly labelled axes despite an incorrect graph type.

2 2 The participants all gave their consent before taking part in the study.

Identify **one other** ethical issue that should have been addressed in this study.
Explain why it should have been addressed and how it could have been dealt with.

[3 marks]

Marks for this question: AO3 = 3

1 mark for identification of an appropriate ethical issue: confidentiality, respect, protection from harm, right to withdraw, privacy and so on.

No marks for consent.

Plus
1 mark for an explanation of why it should have been addressed.

Plus
1 mark for a practical description of how it could have been dealt with.

Note: these three marks should match so that the issue that has been identified is then explained and dealt with providing a coherent response.

Credit other relevant ethical issues.