AS PSYCHOLOGY 7181/2

Paper 2 Psychology in Context

Mark scheme

June 2020

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 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, 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'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 Outline Wundt's method of introspection.

[3 marks]

Marks for this question: AO1 = 3

3 marks for a clear and coherent outline of Wundt's method of introspection with full elaboration.
2 marks for an outline of Wundt's method of introspection using some of the detail given below.
1 mark for a muddled or limited outline of Wundt's method of introspection.

Possible content:
- introspection is a systematic analysis of one's own conscious experience
- experiences are analysed in terms of their component parts/reference to 'structuralism'
- these parts are elements like sensation, emotional reactions etc
- people were trained to do this analysis to make the data objective rather than subjective
- people were presented with standardised sensory events like a ticking metronome and asked to report their reactions.

Credit other relevant description of the method of introspection.

0 2 . 1 Name the division of the nervous system labelled **X** in **Figure 1**.

[1 mark]

Marks for this question: AO1 = 1

Autonomic nervous system.

0 2 . 2 Name the division of the nervous system labelled **Y** in **Figure 1**. Explain the action of this part of the nervous system.

[3 marks]

Marks for this question AO1 = 3

1 mark for identifying the somatic nervous system.

PLUS

2 marks for a clear and coherent explanation of the action of the somatic nervous system.
1 mark for a muddled or limited explanation of the action of the somatic nervous system.

Possible content:
- transmits sensory information from the body/sense receptors to the brain/central nervous system
- transmits information from the brain (via the spinal cord) to muscles/effectors to produce (voluntary) movements
- the somatic nervous system integrates the brain with the outside world
- some movements are involuntary such as in the reflex arc.

Credit other relevant information.

0 3 Referring to Carissa's experiences, explain the role of mediational processes in learning.

[4 marks]

Marks for this question: AO2 = 4

Level	Marks	Description
2	3–4	The role of mediational processes relevant to Carissa's situation is clear with some accurate detail. The answer is generally coherent with effective use of appropriate terminology.
1	1–2	The role of mediational process(es) relevant to Carissa's situation is partial or has limited detail. The answer lacks coherence and use of appropriate terminology.
	0	No relevant content.

Possible content:
Credit mediational processes relevant to Carissa's situation: attention, competence/reproduction, retention/memory, motivation.

- Carissa pays attention when her aunt is knitting – watches her carefully
- Carissa assesses her own ability or competence – as she thinks about whether she can do the same or can reproduce the actions
- Carissa remembers her aunt holding the needles/pulling the wool – thinks about what her aunt is doing and tries copying it
- Carissa is motivated to pay attention – she wants her knitting to be neat and accurate.

Credit other relevant content/alternative wording.

0 4 . 1 Outline **one** difference between classical conditioning and operant conditioning.

[2 marks]

Marks for this question: AO1 = 2

2 marks for a clear and coherent outline of one difference between classical and operant conditioning.

1 mark for a muddled/limited outline.

Possible differences:
- the response is involuntary in CC but voluntary in OC
- responses are reinforced in OC but not in CC
- CC explains acquisition of response, OC explains maintenance of response
- CC is is learning by association between two stimuli in time, whereas operant conditioning is learning by association between response and consequence'.

1 mark if a difference is stated but type of conditioning not made explicit, eg voluntary vs involuntary response.

Credit other relevant differences.

Credit reference to examples, eg phobias used to convey difference.

0 4 . 2 Explain the type of reinforcement being used by the teacher in this investigation.

[3 marks]

Marks for this question: AO2 = 3

3 marks for a clear and coherent explanation of the type of reinforcement being used by the teacher with full elaboration.

2 marks for an explanation of the type of reinforcement being used by the teacher with some of the detail given below.

1 mark for a muddled or limited explanation or for an explanation that is not applied.

Possible content:
- this is positive reinforcement for both Group A and Group B
- the reward of either ticks and comments and smiley stickers for Group A or ticks and comments for Group B follows the behaviour
- the rewards/consequences increase the likelihood of the behaviour of good work being repeated
- the rewards shape the behaviours of the children as desired by the teacher.

Credit other relevant content.

0 4 . 3 Explain **one** way the teacher could change the experimental design to deal with this issue.

[2 marks]

Marks for this question AO3 = 2

2 marks for a clear and coherent way of changing the experimental design.

1 mark for a muddled/limited way.

Improvements:
- matched pairs design: the children could be matched for their abilities/standard of work/gender/attendance
- repeated measures design: the same group of children could be used for the smiley sticker and non-smiley sticker conditions
- random allocation: children could be randomly assigned to Group A and Group B.

Do **not** accept age as a relevant way of matching.

Credit other relevant improvements.

0 5 Explain **one** assumption of the cognitive approach.

[3 marks]

Marks for this question: AO1 = 3

3 marks for a clear and coherent explanation of one assumption of the cognitive approach with full elaboration.

2 marks for an explanation with some detail.

1 mark for a limited/muddled explanation.

Possible assumptions:
- psychology should be the study of internal mental processes, eg memory, perception, etc
- the importance of the role of schema
- it is appropriate to make inferences about cognitive processes
- the use of models of explanation – theoretical and computer
- the possibility of combining cognitive processes and biological structures (cognitive neuroscience).

Credit other relevant assumptions.

0 6 Explain **one** limitation of the cognitive approach.

[3 marks]

Marks for this question: AO3 = 3

3 marks for a clear and coherent explanation of one limitation of the cognitive approach.

2 marks for an explanation with some detail.

1 mark for a limited/muddled explanation.

Possible limitations:
- reliance on inference which is not objective
- machine reductionism of computer modelling
- use of scientific methods: limitations of these
- use of case studies: limitations of these.

Credit comparisons with other approaches if used to support explanation of limitation.

Credit other relevant information.

Section B

Psychopathology

0 7 Outline **two** characteristics of obsessive-compulsive disorder. Refer to Sami in your answer.

[4 marks]

Marks for this question AO1 = 2, AO2 = 2

In each case award:

1 mark for an outline of a characteristic of OCD.

Plus

1 mark for appropriate application to Sami.

Possible characteristics:
- irrational belief/catastrophic thought/obsession – Sami thinking her family are in danger or she might make them ill
- feelings of extreme anxiety – being terrified of germs
- performing repetitive actions/compulsions – washing food items three times/not touching food with bare hands.

Credit other relevant characteristics.

0 8 Explain why it would not be appropriate to conclude that therapy increases well-being ratings.

[2 marks]

Marks for this question: AO3 = 2

2 marks for a clear and coherent explanation of why such a conclusion would be inappropriate with some elaboration.

1 mark for a muddled/limited explanation.

Possible content:
- there was no manipulation of an IV, therefore cause and effect between therapy and well-being cannot be inferred
- a third, untested variable may be causing the positive relationship between therapy and well-being.

0 9 How could Stan's phobia be explained using the two-process model?

[4 marks]

Marks for this question AO2 = 4

Level	Marks	Description
2	3–4	Application of the two-process model to Stan's phobia is clear with some accurate detail. The answer is generally coherent with effective use of appropriate terminology.
1	1–2	Application of the two-process model to Stan's phobia is partial/limited. The answer lacks coherence and use of appropriate terminology.
	0	No relevant content

Possible content:
- Stan's phobia developed/acquired through association of the fear felt when stuck in a lift (classical conditioning)
- this learned response is now triggered whenever he sees a lift, (CS-CR)
- his phobia has generalised to similar situations where moving items might stop such as escalators/roller coasters
- phobia is maintained as it is (negatively) reinforced (operant conditioning) by feeling calm when he avoids lifts and uses stairs.

Credit other relevant information.

1 0 Briefly outline flooding as a treatment for phobias.

[2 marks]

Marks for this question: AO1 = 2

1 mark for **each** of the following points:
- exposure/bombardment to phobic stimulus (without avoidance)
- until anxiety subsides/extinction of fear response occurs.

Accept the above embedded within an example.

1 1 Outline and evaluate the biological approach to explaining **and/or** treating obsessive-compulsive disorder.

[12 marks]

Marks for this question: AO1 = 6 marks, AO3 = 6 marks

Level	Marks	Description
4	10–12	Knowledge of the biological approach to explaining and/or treating OCD 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 mostly used effectively.
3	7–9	Knowledge of the biological approach to explaining and/or treating OCD 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 inappropriately.
2	4–6	Limited knowledge of the biological approach to explaining and/or treating of OCD 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 to explaining and/or treating of OCD 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:

Explanation

- genetic vulnerability to OCD
- specific candidate genes eg gene 9, COMT gene, SERT gene, 5HT1-D beta gene
- OCD appears polygenic with up to 230 genes involved
- low levels of neurotransmitters eg serotonin may be removed too quickly from the synapse before impulses have been passed on
- communication within certain areas of the brain (e.g. the basal ganglia system) is disturbed and might account for the repetitive behaviours seen in OCD
- abnormal activity in the orbital frontal cortex/thalamus related to impaired decision making
- abnormal functioning of the parahippocampal gyrus related to the regulation of unpleasant emotions.

Treatment

- use of drug therapy to 'correct' imbalance of neurochemicals, eg serotonin, to reduce symptoms
- SSRIs – prevent the reabsorption and breakdown of serotonin in the brain, continue to stimulate the postsynaptic neuron
- typical daily dosage, eg Fluoxetine (an SSRI) which may be increased if not benefitting the patient as appropriate
- timescale – typically 3–4 months of daily use for SSRIs to impact upon symptoms
- alternatives to SSRIs – tricyclics, SNRIs
- other drugs – benzodiazepines for general relaxation.

Credit other relevant information.

Possible evaluation

Explanation

- use of evidence to support/contradict biological explanations of OCD, eg Nestadt *et al*. (2010)
- findings from twin/family studies could be explained by shared environments as well as shared genes
- little predictive validity due to the vast number of candidate genes identified
- improvement rates from use of SSRIs are only 50% so low serotonin cannot be the sole cause
- problems with cause and effect with neural explanations
- neurophysiological factors are not consistent between sufferers
- some explanations relate only to one aspect/characteristic of the disorder so do not offer a complete explanation of OCD.

Treatment

- use of evidence to support/contradict effectiveness of drug treatments, eg Soomro et al. (2009)
- many patients are not helped by drug treatment
- reasoned discussion of cost, time, etc, eg with reference to alternative treatments such as CBT, ERP, etc
- discussion of possible side-effects, eg weight gain, sexual dysfunction, etc
- reliability of evidence, eg vested interest of drug companies (Goldacre, 2013)
- delayed effects of drugs - patients may look to other treatment options
- not all case of OCD may be biological in origin, eg influence of trauma, etc.

Credit other relevant evaluation points.

Section C

Research Methods

1 2 Should the hypothesis for this observation be directional or non-directional? Explain your answer.

[2 marks]

Marks for this question AO2 = 2

Award **one mark** for each of the following:
- the hypothesis should be non-directional
- previous research is contradictory.

1 3 Which **two** of the following procedures did the researchers use in this study?

[2 marks]

Marks for this question AO2 = 2

B and **D**

1 4 Explain why watching students covertly should reduce demand characteristics in this study.

[2 marks]

Marks for this question AO2 = 2

2 marks for a clear and coherent explanation for why watching students covertly should reduce demand characteristics with some elaboration.

1 mark for a muddled/limited explanation.

Possible content:
- the students are unaware they are being watched so they do not have an opportunity to change their behaviour in the study spaces
- this means what they are doing is their natural behaviour in the library.

1 5 Summarise the findings of this study using the data in **Table 2**.

[4 marks]

Marks for this question AO2 = 2, AO3 = 2

Level	Marks	Description
2	3–4	The data is used accurately to present clear and appropriate summaries about student choices. The answer is generally coherent with effective use of appropriate terminology.
1	1–2	The data is used to present appropriate summaries about student choices. The answer lacks coherence and use of appropriate terminology. Or only **one** conclusion at Level 2.
	0	No relevant content.

Possible points:
- more students choose to use the settees rather than either the single desks/table – 303 chose this space 71 + 45 for the other spaces
- more students choose to use the work spaces in the afternoon than the morning – 243>176
- fewer students choose to use a large table and chairs – 45<71<303
- there is a clear difference in usage of settees between the morning and the afternoon.

Credit other relevant points.

1 6 Explain **one** way in which using open questions, in addition to closed questions, might improve the questionnaire.

[2 marks]

Marks for this question AO3 = 2

2 marks for a clear and coherent explanation.

1 mark for a muddled/limited explanation.

Possible content:
- open questions might give the researcher detailed insight into reasons for behaviour
- open questions could lead to ideas for further investigation
- respondents find open questions less frustrating than forced choice.

Credit other relevant information.

1 7 Compare the results given in **Table 2** with those seen in **Table 3**.

What conclusion could now be made from these two sets of data? Explain your answer.

[4 marks]

Marks for this question AO2 = 2, AO3 = 2

AO2
2 marks for a clear and coherent explanation of the differences in the data in the two tables.

1 mark for a limited/partial explanation.

- The data in the two tables is contradictory.
- There were many more responses on the questionnaire that claimed they preferred to work at a single desk, whereas settees were much more popular during the observation.

AO3
2 marks for a clear and coherent conclusion that can be drawn from the differences in the data in the two tables.

1 mark for a limited/partial conclusion.

- This suggests that students may have lied on the questionnaire/given socially desirable responses.
- They may have wanted to appear more studious as settees are associated with relaxing.

Accept other relevant conclusions.

1 8 Briefly explain ethical issues that the researchers involved in these studies of student behaviour should have considered.

[4 marks]

Marks for this question AO2 = 4

Level	Marks	Description
2	3–4	There is appropriate explanation of relevant ethical issues that should have been considered in these studies. The answer is generally coherent with effective use of appropriate terminology.
1	1–2	There is limited or partial explanation of relevant ethical issues that should have been considered in these studies. The answer lacks coherence and use of appropriate terminology. Or **one** ethical issue is explanation at level 2.
	0	No relevant content.

Possible content:
- anonymity/confidentiality and how this would be managed in terms of the observation and/or the questionnaire – use numbers rather than names
- consent and right to privacy (in public places)
- withdrawal and debriefing opportunities.

Credit other relevant information.

1 9 Explain what is meant by operationalisation and suggest **two** ways in which 'type of work' could be operationalised.

[4 marks]

Marks for this question AO1 = 2, AO3 = 2

2 marks for a clear and coherent explanation of operationalisation.

1 mark for a muddled/limited explanation.

Content: operationalisation:
- clear identification/definition of the observable actions/behaviours to be recorded
- this enables the behaviour under review to be measured objectively.

Plus
1 mark each for two observable behaviours that could represent 'type of work', eg making notes, using a laptop, reading a book.

Credit any relevant observable behaviour.

Assessment Objective Grid				
	AO1	**AO2**	**AO3**	**Total**
1	3			3
2.1	1			1
2.2	3			3
3		4		4
4.1	2			2
4.2		3		3
4.3			2	2
5	3			3
6			3	3
Total	**12**	**7**	**5**	**24**
7	2	2		4
8			2	2
9		4		4
10	2			2
11	6		6	12
Total	**10**	**6**	**8**	**24**
12		2		2
13		2		2
14		2		2
15		2	2	4
16			2	2
17		2	2	4
18		4		4
19	2		2	4
Total	**2**	**14**	**8**	**24**