

INTERNATIONAL AS PSYCHOLOGY

PS01

Unit 1 Introductory Topics in Psychology

Mark scheme

June 2025

Version: 0.1 Pre-Standardisation



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 ww.oxfordaqa.com

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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 | <p>Outline two differences between episodic memory and procedural memory.</p> <p>Credit each difference as follows 2 marks for a clear difference between episodic and procedural memory. 1 mark for a muddled or vague difference between episodic and procedural memory or where the difference is implicit.</p> <p>Possible content</p> <ul style="list-style-type: none"> • Difference in content; episodic memory is memory of events, whereas procedural memory is memory of how to carry out an action. • Difference in learning awareness; episodic memory is time stamped, we remember when the event happened, whereas procedural memory is not, we do not recall when we learnt this. • Difference in recall; episodic memory requires conscious recollection, we have to actively recall the memory, whereas procedural memory does not require conscious recall. • Difference in difficulty to explain; episodic memories are easier to explain to others, the explaining of an event is not overly challenging, whereas procedural memories and explaining how to do something can be hard to explain to someone else. <p>Credit other relevant material.</p> <p>Note: No credit awarded for reference to semantic memory.</p> | <p>4</p> <p>AO3 = 4</p> |

| Question | Marking Guidance | Total Marks |
|----------|--|---------------------------------------|
| 02 | <p>There has been some concern about the possible effects of post-event discussion on the accuracy of eyewitness testimony.</p> <p>What is meant by post-event discussion?</p> <p>Award marks as follows 2 marks for a clear definition of post-event discussion. 1 mark for a muddled or vague definition of post-event discussion.</p> <p>Possible content</p> <ul style="list-style-type: none"> • Post-event discussion occurs when witnesses talk about what they have seen with other people, eg a co-witness. <p>Credit alternative wording.</p> | <p>2</p> <p>AO1 = 2</p> |

| Question | Marking Guidance | Total Marks |
|----------|--|---------------------------------------|
| 03 | <p>Outline the procedure of one research study that investigated post-event discussion.</p> <p>Award marks as follows 3 marks: Outline of the procedure of one research study into post-event discussion is detailed. The answer is clear with appropriate use of specialist terminology. 2 marks: Outline of the procedure of one research study into post-event discussion lacks detail. The answer lacks clarity in places. 1 mark: Outline of the procedure of one research study into post-event discussion is briefly presented. The answer is very limited/vague/muddled.</p> <p>Possible content Students are likely to outline Gabbert (2003).</p> <ul style="list-style-type: none"> • Participants were put into pairs. Each pair then watched a clip of a crime. • Each watched the event from a different perspective, eg one of the pair could see the title on a book while the other person did not see this information. • Participants were put back in pairs and asked to discuss what they had seen. • There was also a control group where no discussion took place. • Participants were asked to answer questions about the clip individually. <p>Credit other relevant material.</p> | <p>3</p> <p>AO1 = 3</p> |

| Question | Marking Guidance | Total Marks |
|----------|---|---------------------------------------|
| 04 | <p>Explain one strength of research into post-event discussion.</p> <p>Award marks as follows 3 marks: The strength of research into post-event discussion is detailed. The answer is clear with appropriate use of specialist terminology. 2 marks: The strength of research into post-event discussion lacks detail. The answer lacks clarity in places. 1 mark: The strength of research into post-event discussion is briefly presented. The answer is very limited/vague/muddled.</p> <p>Possible strength</p> <ul style="list-style-type: none"> • Research has important implications for dealing with witnesses of incidents, eg the police realise the importance of preventing witnesses from discussing the event. • Research has high internal validity. Due to the high control of extraneous variables, researchers are able to determine that post-event discussion reduces the accuracy of eyewitness testimonies. <p>Credit other relevant strengths.</p> | <p>3</p> <p>AO3 = 3</p> |

| Question | Marking Guidance | Total Marks |
|----------|---|---------------------------------------|
| 05 | <p>Explain one limitation of research into post-event discussion.</p> <p>Award marks as follows 3 marks: The limitation of research into post-event discussion is detailed. The answer is clear with appropriate use of specialist terminology. 2 marks: The limitation of research into post-event discussion lacks detail. The answer lacks clarity in places. 1 mark: The limitation of research into post-event discussion is briefly presented. The answer is very limited/vague/muddled.</p> <p>Possible limitation</p> <ul style="list-style-type: none"> • Research into eyewitness testimony is not realistic/lacks ecological validity, eg use of videos of crimes as experimental stimuli, therefore it does not reflect experience during which EWT occurs in real life, for example levels of anxiety. • Research may be considered unethical as it involves showing crimes or accidents. <p>Credit other relevant limitations.</p> | <p>3</p> <p>AO3 = 3</p> |

| Question | Marking Guidance | Total Marks | | | | | | | | | | | | | | | |
|----------|--|-------------|-------------|-------|---|---|-----|---|---|-----|---|--|-----|---|------------------------|---|---------------------------------------|
| 06 | <p>Zenab sees a car accident when she is walking home from school. A small red car has hit a big blue car.</p> <p>Later that day, a police officer interviews Zenab about the car accident.</p> <p>Explain how the police officer would question Zenab about the car accident using the cognitive interview.</p> <p>Possible application</p> <ul style="list-style-type: none"> • A police officer would ask Zenab to recall the context of the accident such as recalling details of the car accident, the weather on her walk home or how she was feeling at the time of the accident (context reinstatement). • The police officer would ask Zenab to report every single detail of the car accident even if it seemed trivial or irrelevant, such as the colour of the cars (report everything). • The police officer would ask Zenab to begin by recalling what happened at the end of the car accident and then work her way back in time towards the beginning of the car accident (reverse the order). • The police officer would ask Zenab to imagine she was the driver of the blue car and recall the events of the car accident from their perspective (change perspective). <p>Credit other relevant components such as those of the enhanced cognitive interview.</p> <p>Note: all four components of the cognitive interview do not need to be mentioned to gain full credit.</p> <table border="1" data-bbox="300 1283 1308 1895"> <thead> <tr> <th>Level</th> <th>Description</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>Application of the cognitive interview to question Zenab is detailed and appropriate. The answer is clear with appropriate use of specialist terminology.</td> <td>5–6</td> </tr> <tr> <td>2</td> <td>Application of the cognitive interview to question Zenab is relevant but appropriateness is lacking. The answer lacks clarity in places. Specialist terminology is occasionally used appropriately.</td> <td>3–4</td> </tr> <tr> <td>1</td> <td>Application of the cognitive interview to question Zenab is very limited. The answer is vague and/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 | 3 | Application of the cognitive interview to question Zenab is detailed and appropriate. The answer is clear with appropriate use of specialist terminology. | 5–6 | 2 | Application of the cognitive interview to question Zenab is relevant but appropriateness is lacking. The answer lacks clarity in places. Specialist terminology is occasionally used appropriately. | 3–4 | 1 | Application of the cognitive interview to question Zenab is very limited. The answer is vague and/or muddled. Specialist terminology is either absent or inappropriately used. | 1–2 | 0 | No creditable content. | 0 | <p>6</p> <p>AO2 = 6</p> |
| Level | Description | Marks | | | | | | | | | | | | | | | |
| 3 | Application of the cognitive interview to question Zenab is detailed and appropriate. The answer is clear with appropriate use of specialist terminology. | 5–6 | | | | | | | | | | | | | | | |
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| 0 | No creditable content. | 0 | | | | | | | | | | | | | | | |

| Question | Marking Guidance | Total Marks | | | | | | | | | | | | | | | |
|----------|---|-------------|-------------|-------|---|---|-----|---|--|-----|---|--|-----|---|------------------------|---|---------------------------------------|
| 07 | <p>Describe the multi-store model of memory.</p> <p>Possible description</p> <ul style="list-style-type: none"> • The model is divided into separate (unitary) components of sensory register, short-term memory (STM) and long-term memory (LTM). • Characteristics of the different stores, sensory register (modality specific, fraction of a second, infinite capacity) STM (acoustic, 7+/-2, 18-30 seconds) LTM (semantic, unlimited, to a lifetime). • Information passes from store to store in a linear way. • Attention is needed to pass information from the sensory register to STM. • Rehearsal is needed to pass information from STM to LTM or to keep information in STM. • Information is retrieved from LTM back to STM for recall. • Forgetting of information can occur from all three stores. <p>Credit other relevant material.</p> <p>Note: A fully labelled diagram can receive full credit.</p> <table border="1" data-bbox="300 976 1310 1554"> <thead> <tr> <th data-bbox="300 976 453 1043">Level</th> <th data-bbox="453 976 1174 1043">Description</th> <th data-bbox="1174 976 1310 1043">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="300 1043 453 1178">3</td> <td data-bbox="453 1043 1174 1178">Knowledge of the multi-store model is detailed. The answer is clear with appropriate use of specialist terminology.</td> <td data-bbox="1174 1043 1310 1178">5-6</td> </tr> <tr> <td data-bbox="300 1178 453 1350">2</td> <td data-bbox="453 1178 1174 1350">Knowledge of the multi-store model is relevant but detail is lacking. The answer lacks clarity in places. Specialist terminology is occasionally used appropriately.</td> <td data-bbox="1174 1178 1310 1350">3-4</td> </tr> <tr> <td data-bbox="300 1350 453 1485">1</td> <td data-bbox="453 1350 1174 1485">Knowledge of the multi-store model is very limited. The answer is vague and/or muddled. Specialist terminology is either absent or inappropriately used.</td> <td data-bbox="1174 1350 1310 1485">1-2</td> </tr> <tr> <td data-bbox="300 1485 453 1554">0</td> <td data-bbox="453 1485 1174 1554">No creditable content.</td> <td data-bbox="1174 1485 1310 1554">0</td> </tr> </tbody> </table> | Level | Description | Marks | 3 | Knowledge of the multi-store model is detailed. The answer is clear with appropriate use of specialist terminology. | 5-6 | 2 | Knowledge of the multi-store model is relevant but detail is lacking. The answer lacks clarity in places. Specialist terminology is occasionally used appropriately. | 3-4 | 1 | Knowledge of the multi-store model is very limited. The answer is vague and/or muddled. Specialist terminology is either absent or inappropriately used. | 1-2 | 0 | No creditable content. | 0 | <p>6</p> <p>AO1 = 6</p> |
| Level | Description | Marks | | | | | | | | | | | | | | | |
| 3 | Knowledge of the multi-store model is detailed. The answer is clear with appropriate use of specialist terminology. | 5-6 | | | | | | | | | | | | | | | |
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| 1 | Knowledge of the multi-store model is very limited. The answer is vague and/or muddled. Specialist terminology is either absent or inappropriately used. | 1-2 | | | | | | | | | | | | | | | |
| 0 | No creditable content. | 0 | | | | | | | | | | | | | | | |

| Question | Marking Guidance | Total Marks |
|----------|---|---------------------------------------|
| 08 | <p>Explain one limitation of the multi-store model of memory.</p> <p>Award marks as follows</p> <p>3 marks: The limitation of the multi-store model is detailed. The answer is clear with appropriate use of specialist terminology.</p> <p>2 marks: The limitation of the multi-store model lacks detail. The answer lacks clarity in places.</p> <p>1 mark: The limitation of the multi-store model is briefly presented. The answer is very limited/vague/muddled.</p> <p>Possible limitations</p> <ul style="list-style-type: none"> • Multi-store model views short-term memory (STM) as a single storage unit, it does not account for how different types of information are processed, eg visual and spatial information and auditory information. • The multi-store model cannot explain why people can do two different activities at once, for example, driving and singing. • The multi-store model views long-term memory (LTM) as a single storage unit. Evidence into the types of LTM shows there are separate stores (Tulving 1972, Sacks 1975). • The multi-store model states that rehearsal is essential, however meaningful information or emotive situations do not require rehearsal (Flashbulb memories, Brown and Kulik 1977, levels of processing model, Craik and Lockhart, 1972). <p>Credit other relevant limitations.</p> | <p>3</p> <p>AO3 = 3</p> |

Section B: Social Psychology

Total for this section: 30 marks

| Question | Marking Guidance | Total Marks | | | | | | | | | | | | |
|----------|---|-------------|-------------|-------|---|--|-----|---|---|-----|---|------------------------|---|---------------------------------------|
| 09 | <p>Outline Milgram’s findings and conclusions into the influence of proximity on obedience.</p> <p>Possible content</p> <ul style="list-style-type: none"> • Research has found that when orders are given over the phone obedience rates fall (65%–21%). • Milgram concluded that being able to see a legitimate authority figure increases legitimacy and increases the likelihood of obeying. • Research has shown that when a victim is in the same room obedience falls (65%–40%). • Milgram concluded that when we can see our victim and they are no longer dehumanised that we are less likely to obey orders. <p>Credit other relevant material.</p> <p>Note: Award a maximum of 3 marks if only findings or conclusions are outlined.</p> <table border="1" data-bbox="300 1003 1310 1480"> <thead> <tr> <th data-bbox="300 1003 451 1070">Level</th> <th data-bbox="451 1003 1174 1070">Description</th> <th data-bbox="1174 1003 1310 1070">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="300 1070 451 1245">2</td> <td data-bbox="451 1070 1174 1245">Knowledge of Milgram’s research findings and/or conclusions into proximity is accurate with some detail. The answer is clear with appropriate use of specialist terminology.</td> <td data-bbox="1174 1070 1310 1245">3–4</td> </tr> <tr> <td data-bbox="300 1245 451 1413">1</td> <td data-bbox="451 1245 1174 1413">Knowledge of Milgram’s research findings and/or conclusions into proximity is limited, vague or muddled. Specialist terminology is either absent or inappropriately used.</td> <td data-bbox="1174 1245 1310 1413">1–2</td> </tr> <tr> <td data-bbox="300 1413 451 1480">0</td> <td data-bbox="451 1413 1174 1480">No creditable content.</td> <td data-bbox="1174 1413 1310 1480">0</td> </tr> </tbody> </table> | Level | Description | Marks | 2 | Knowledge of Milgram’s research findings and/or conclusions into proximity is accurate with some detail. The answer is clear with appropriate use of specialist terminology. | 3–4 | 1 | Knowledge of Milgram’s research findings and/or conclusions into proximity is limited, vague or muddled. Specialist terminology is either absent or inappropriately used. | 1–2 | 0 | No creditable content. | 0 | <p>4</p> <p>AO1 = 4</p> |
| Level | Description | Marks | | | | | | | | | | | | |
| 2 | Knowledge of Milgram’s research findings and/or conclusions into proximity is accurate with some detail. The answer is clear with appropriate use of specialist terminology. | 3–4 | | | | | | | | | | | | |
| 1 | Knowledge of Milgram’s research findings and/or conclusions into proximity is limited, vague or muddled. Specialist terminology is either absent or inappropriately used. | 1–2 | | | | | | | | | | | | |
| 0 | No creditable content. | 0 | | | | | | | | | | | | |

| Question | Marking Guidance | Total Marks |
|----------|--|---------------------------------------|
| 10 | <p>Fred and Jess are taking part in a psychology experiment on conformity.</p> <p>They sit at a table with 10 other participants and they are all asked, “How many sweets are in this bottle?” All the participants say their answers out loud, one at a time.</p> <p>The first 10 participants give their answers and all say “100”.</p> <p>Fred gives his answer next. He does not agree with the other 10 participants and instead says “55”.</p> <p>Jess is the last participant to answer. She was not sure and was going to say 100 but after Fred’s answer, she says “75”.</p> <p>Using your knowledge of social support and locus of control, explain the answers given by Fred and Jess.</p> <p>Possible application Social Support</p> <ul style="list-style-type: none"> • Jess witnesses that Fred does not conform to the other participants and this may increase her confidence to go against the majority and not conform. • Jess is likely to not conform to the other participants’ answer of 100 as she is not as concerned about social rejection, because Fred has broken the unanimity. • Jess’ behaviour would be less likely to stand out from others as she is not alone in not conforming to the group norm of 100, she has an ally in Fred. <p>Locus of control</p> <ul style="list-style-type: none"> • Fred may have an internal locus of control where he feels that he can influence his own life and that his actions are his own choice and responsibility. • As Fred believes he is personally responsible for his actions he is more likely to base his decisions on his own belief that there are 55 sweets in the bottle resisting the influences of the other participants. • Jess may have an external locus of control where she looks to others for guidance. Originally she was going to say 100 but listening to Fred’s answer she conforms and says 75. <p>Credit other relevant material.</p> | <p>6</p> <p>AO2 = 6</p> |

| Level | Description | Marks |
|----------|---|------------|
| 3 | Application of locus of control and social support to Fred and Jess is detailed and appropriate. The answer is clear with appropriate use of specialist terminology. | 5–6 |
| 2 | Application of locus of control and/or social support to Fred and Jess is relevant but appropriateness is lacking. The answer lacks clarity in places. Specialist terminology is occasionally used appropriately. OR just locus of control or social support is applied at level 3. | 3–4 |
| 1 | Application of locus of control and/or social support to Fred and Jess is very limited. The answer is vague and/or muddled. Specialist terminology is either absent or inappropriately used. OR just locus of control or social support is applied at level 2 or 1. | 1–2 |
| 0 | No creditable content. | 0 |

| Question | Marking Guidance | Total Marks |
|----------|--|--|
| 11 | <p>Describe and evaluate Asch’s research into variables that affect conformity.</p> <p>Possible content</p> <ul style="list-style-type: none"> • Group size: Asch varied the number of confederates in the study from 1 through to 15, conformity rates were very low with just 1 or 2 confederates but increased to around 32% with 3 confederates. More than 3 confederates made little difference to conformity rates. • Task difficulty: Asch made the task harder by making the 3 comparison lines similar lengths so it became less obvious/more difficult to judge the matching line. Conformity rates rose in this situation. • Unanimity: Asch arranged for one of the confederates (usually seated 3rd) to go against the group and give either the correct answer or a different wrong answer to the rest of the majority. Conformity rates fell in both situations but were lowest when this confederate gave the correct answer (5.5%). <p>Possible evaluation</p> <ul style="list-style-type: none"> • Asch’s research involved laboratory experiments so had high control over extraneous variables (eg environmental distractions), therefore more confident in establishing cause and effect. • The results have been replicated many times so the results can be considered to be reliable. • Research findings may not be relevant today (child of its time/historically biased/lacks temporal validity) as the results may be influenced by attitudes of the 1950s where post-war attitudes and McCarthyism era meant people were generally more conformist anyway. • Artificial task was used (judging line lengths/with strangers), therefore not an ecologically valid measure of real-life conformity. • Limited sample of participants as Asch only used males (gender bias), therefore it may not reflect female behaviour. • Asch’s research may be unethical as he deceived his participants (believed they were taking part in a test of perception) and failed to protect them from harm (they were put in a stressful and embarrassing situation). <p>Credit other relevant material.</p> | <p>20</p> <p>AO1 = 8 AO3 = 12</p> |

| Level | Description | Marks |
|--------------|---|--------------|
| 4 | Knowledge of variables affecting conformity is accurate and generally well detailed. Evaluation is effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear and focused. Specialist terminology is used effectively. | 16–20 |
| 3 | Knowledge of variables affecting conformity is evident but there are occasional inaccuracies and/or omissions. There is some effective evaluation. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately. OR one variable at level 4. | 11–15 |
| 2 | Limited knowledge of variables affecting conformity is present. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is occasionally used appropriately. OR one variable at level 3. | 6–10 |
| 1 | Knowledge of variables affecting conformity 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. OR one variable at level 2 or 1. | 1–5 |
| 0 | No creditable content. | 0 |

Section C: Psychopathology

Total for this section: 30 marks

| Question | Marking Guidance | Total Marks |
|----------|--|---------------------------------------|
| 12 | <p>Outline statistical infrequency as a definition of abnormality.</p> <p>Award marks as follows: 2 marks for a clear outline of statistical infrequency. 1 mark for a muddled or vague outline of statistical infrequency.</p> <p>Possible content</p> <ul style="list-style-type: none"> • Identifies the most common behaviours and any rare behaviours are considered abnormal. • Uses averages and normal distributions to determine if a behaviour is abnormal. • If an individual is 2 or more standard deviations from the mean, their behaviour is classed as abnormal. <p>Credit other relevant material.</p> | <p>2</p> <p>AO1 = 2</p> |
| 13 | <p>Explain one strength of using statistical infrequency to define abnormality.</p> <p>Award marks as follows: 2 marks for a clear and detailed strength of using statistical infrequency to define abnormality. 1 mark for a muddled or vague strength of using statistical infrequency to define abnormality.</p> <p>Possible strengths</p> <ul style="list-style-type: none"> • Statistical infrequency is objective, it uses statistical data to determine if behaviour is abnormal. • There is a clear distinction between normal and abnormal. • It is appropriate to use for some disorders such as intellectual disability disorder. <p>Credit other relevant strengths.</p> | <p>2</p> <p>AO3 = 2</p> |

| Question | Marking Guidance | Total Marks | | | | | | | | | |
|----------|--|-------------|-------------|-------|---|--|-----|---|---|-----|---------------------------------------|
| 14 | <p>Nadir always worries about leaving his house and whether it is locked up securely. He thinks it will be broken into.</p> <p>When he leaves the house, Nadir has to check that every window and door is locked. This is making him late for work every day.</p> <p>While at work, Nadir always worries about his house. He cannot focus and is unable to complete his work tasks. His work colleagues are worried about him and often have to complete his tasks for him.</p> <p>Using your knowledge of deviation from ideal mental health and failure to function adequately, explain why Nadir’s behaviour might be considered abnormal.</p> <p>Possible application</p> <ul style="list-style-type: none"> Nadir’s behaviours are causing him to be late for work and therefore he could be deemed as abnormal as he is failing to successfully complete normal day-to-day activities. He is also not completing all his work. His work colleagues are worrying about him as he is unable to focus. (Failure to function adequately). Nadir is failing to meet some of the criteria for ideal mental health such as self-actualisation as he is risking his job by always being late; not showing a resistance to stress as he is always worrying about his house. He is not showing autonomy as his work colleagues have to complete his work tasks. (Deviation from ideal mental health). <p>Credit other relevant material.</p> <p>Note: Credit appropriate use of Nadir’s behaviours in the stem that are used for more than one definition.</p> <table border="1" data-bbox="300 1377 1310 1888"> <thead> <tr> <th>Level</th> <th>Description</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>Application of failure to function adequately and deviation from ideal mental health to Nadir is detailed and appropriate. The answer is clear with appropriate use of specialist terminology.</td> <td>5–6</td> </tr> <tr> <td>2</td> <td>Application of failure to function adequately and/or deviation from ideal mental health to Nadir is relevant but appropriateness is lacking. The answer lacks clarity in places. Specialist terminology is occasionally used appropriately. OR One definition at level 3.</td> <td>3–4</td> </tr> </tbody> </table> | Level | Description | Marks | 3 | Application of failure to function adequately and deviation from ideal mental health to Nadir is detailed and appropriate. The answer is clear with appropriate use of specialist terminology. | 5–6 | 2 | Application of failure to function adequately and/or deviation from ideal mental health to Nadir is relevant but appropriateness is lacking. The answer lacks clarity in places. Specialist terminology is occasionally used appropriately. OR One definition at level 3. | 3–4 | <p>6</p> <p>AO2 = 6</p> |
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|--|----------|---|------------|--|
| | 1 | Application of failure to function adequately and/or deviation from ideal mental health to Nadir is very limited. The answer is vague and/or muddled. Specialist terminology is either absent or inappropriately used. OR One definition at level 2 or 1. | 1–2 | |
| | 0 | No creditable content. | 0 | |

| Question | Marking Guidance | Total Marks |
|----------|---|---------------------------------------|
| 15 | <p>Beck suggests depression occurs when people have a negative triad.</p> <p>Which one of A, B, C or D is the correct description of Beck’s negative triad?</p> <p>Shade one box only.</p> <p>Answer key:</p> <p>D – Negative view of the future, negative view of the self, negative view of the world.</p> | <p>1</p> <p>AO1 = 1</p> |

| Question | Marking Guidance | Total Marks |
|----------|--|---------------------------------------|
| 16 | <p>Briefly evaluate Beck’s negative triad as an explanation for depression.</p> <p>Award marks as follows</p> <p>3 marks: The evaluation of Beck’s negative triad as an explanation for depression is detailed. The answer is clear with appropriate use of specialist terminology.</p> <p>2 marks: The evaluation of Beck’s negative triad as an explanation for depression lacks detail. The answer lacks clarity in places.</p> <p>1 mark: The evaluation of Beck’s negative triad as an explanation for depression is briefly presented. The answer is very limited/vague/muddled.</p> <p>Possible evaluation</p> <ul style="list-style-type: none"> • Use of evidence to support Beck’s negative triad, eg Alloy (1975), Hammen and Kratz (1976). • Cognitive explanations provide insight into thinking processes involved. • The explanation has enabled the development of successful cognitive therapies such as CBT, which is used to treat depression. • Not all negative thinking is irrational, some people may be too positive. Depressive realism is not considered to be irrational but rather more in line with reality. • Establishing cause and effect can be an issue for the explanation as the thoughts may be the cause but also may simply be the effect of other factors linked to the depression such as neurotransmitter imbalances. • Does not explain all aspects of depression, eg anger, delusions in manic depression. • Lack of consideration for biological factors in depression. Low levels of serotonin are correlated with the disorder and anti-depressants are prescribed to treat depression. <p>Credit other relevant material.</p> | <p>3</p> <p>AO3 = 3</p> |

| Question | Marking Guidance | Total Marks |
|----------|---|---------------------------------------|
| 17 | <p>Name and briefly describe two characteristics of depression.</p> <p>Award marks as follows: 1 mark for the name of each characteristic of depression and 1 mark for an accurate description for each chosen characteristic.</p> <p>Possible content</p> <ul style="list-style-type: none"> • Low mood – feeling sad/unhappy/a sense of worthlessness. • Anger – may be directed at themselves or others. • Reduced activity – person may speak/move less, eg stay in bed. • Disturbances to sleep – may result in either increased or decreased sleeping. • Disturbances to eating – may result in either increased or decreased eating. • Negative thoughts – focus on the negative aspects of a situation/constantly think negatively about themselves/others/future. • Feelings of helplessness – feel as if they cannot do anything to change the situation. • Poor concentration – unable to focus on tasks such as work or school. <p>Credit other relevant material and alternative wording.</p> | <p>4</p> <p>AO1 = 4</p> |

| Question | Marking Guidance | Total Marks | | | | | | | | | |
|----------|---|-------------|-------------|-------|---|--|-------|---|---|-----|---|
| 18 | <p>Describe and evaluate the behavioural explanation of phobias.</p> <p>Possible content</p> <ul style="list-style-type: none"> • Phobias can be explained through the two-process model. • Phobias are learnt through classical conditioning, via association. • The classical conditioning element suggests that the phobic object starts as a neutral stimulus which is associated with an unconditioned stimulus (eg shock) resulting in an unconditioned response of fear/anxiety. • The neutral stimulus then becomes a conditioned stimulus resulting in a conditioned response of fear/anxiety. • The phobia is maintained through operant conditioning and negative reinforcement. • Operant conditioning states the person actively avoids or escapes the phobic stimulus resulting in negative reinforcement so the phobia is maintained. <p>Possible evaluation</p> <ul style="list-style-type: none"> • Evidence to support the behavioural explanation of phobias, eg Watson & Rayner (1920), Bandura & Rosenthal (1966). • The behavioural explanation of phobias has practical applications to phobias through the development of behavioural treatments, eg systematic desensitisation and flooding. • The behavioural explanation of phobias does not consider evolutionary factors and that some phobias may be innate (Seligman 1971). • Genetic factors are ignored, eg Kendler (1992). • Many people have phobias of stimuli that they have not come across or had a negative experience with. • Not all avoidance behaviour is to reduce anxiety, eg to keep safe. • Comparison with other explanations, eg genetics, SLT and cognitive factors. <p>Credit other relevant material.</p> <table border="1" data-bbox="295 1397 1302 1906"> <thead> <tr> <th data-bbox="295 1397 448 1467">Level</th> <th data-bbox="448 1397 1169 1467">Description</th> <th data-bbox="1169 1397 1302 1467">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="295 1467 448 1671">4</td> <td data-bbox="448 1467 1169 1671">Knowledge of the behavioural explanation of phobias is accurate and generally well detailed. Evaluation is effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear and focused. Specialist terminology is used effectively.</td> <td data-bbox="1169 1467 1302 1671">10–12</td> </tr> <tr> <td data-bbox="295 1671 448 1906">3</td> <td data-bbox="448 1671 1169 1906">Knowledge of the behavioural explanation of phobias is evident but there are occasional inaccuracies and/or omissions. There is some effective evaluation. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.</td> <td data-bbox="1169 1671 1302 1906">7–9</td> </tr> </tbody> </table> | Level | Description | Marks | 4 | Knowledge of the behavioural explanation of phobias is accurate and generally well detailed. Evaluation is effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear and focused. Specialist terminology is used effectively. | 10–12 | 3 | Knowledge of the behavioural explanation of phobias is evident but there are occasional inaccuracies and/or omissions. There is some effective evaluation. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately. | 7–9 | <p>12</p> <p>AO1 = 6 AO3 = 6</p> |
| Level | Description | Marks | | | | | | | | | |
| 4 | Knowledge of the behavioural explanation of phobias is accurate and generally well detailed. Evaluation is effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear and focused. Specialist terminology is used effectively. | 10–12 | | | | | | | | | |
| 3 | Knowledge of the behavioural explanation of phobias is evident but there are occasional inaccuracies and/or omissions. There is some effective evaluation. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately. | 7–9 | | | | | | | | | |

| | | | |
|--|----------|--|------------|
| | 2 | Limited knowledge of the behavioural explanation of phobias is present. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is occasionally used appropriately. | 4–6 |
| | 1 | Knowledge of the behavioural explanation of phobias 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. | 1–3 |
| | 0 | No creditable content. | 0 |

PS01 grid

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