

**AS
PSYCHOLOGY
7181/2**

Paper 2 Psychology in context

Mark scheme

June 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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from [aqa.org.uk](https://www.aqa.org.uk)

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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'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
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 Outline the emergence of psychology as a science.**[4 marks]****Marks for this question: AO1 = 4**

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

Possible content:

- in 1879 Wundt opened a laboratory designated to the scientific study of psychological enquiry under controlled conditions facilitating accurate measurements and replication
- in the early 1900s behaviourism emerged where researchers such as Watson and Skinner conducted controlled experiments on observable and thus objective behaviour
- in the 1950s the cognitive approach legitimised the study of the mind using controlled experiments. Cognitive psychologists used concrete computer models to help explain mental processes
- in the 1980s the biological approach used controlled measures like fMRIs to study observable behaviours and to objectively measure physiological processes as they happen. Advances in technology also allowed genetic testing to investigate the relationship between genes and behaviour.

Full credit can be awarded for a description of Wundt's contributions to the emergence of psychology as a science.

Credit other relevant content.

0 2 Describe how Bandura investigated social learning.

[4 marks]

Marks for this question: AO1 = 4

Level	Marks	Description
2	3–4	There is a clear description of how Bandura investigated social learning with some accurate detail. The answer is generally coherent with effective use of appropriate terminology.
1	1–2	There is limited or partial description of how Bandura investigated social learning. The answer lacks coherence and use of appropriate terminology.
	0	No relevant content.

Possible content:

- children were matched on pre-existing aggression levels and allocated into either the aggressive model condition, the non-aggressive model condition or the control group (no model)
- in the aggressive model condition, the children observed an adult hitting a bobo doll with a hammer and being verbally abusive towards it
- in the non-aggressive model condition, the children observed an adult playing quietly and ignoring the bobo doll
- the children were then placed into a room for 20 minutes which contained various toys including the bobo doll
- observations of the children's behaviour were made through a one-way mirror every 5 seconds.

Credit other relevant content, for example variations on the original study.

0 3 Briefly explain **one** limitation of the way Bandura investigated social learning.

[2 marks]

Marks for this question: AO3 = 2

2 marks for a clear and coherent explanation of one limitation explicitly linked to Bandura's studies.

1 mark for a muddled or limited explanation of one possible limitation.

Possible content:

- artificial – there was no interaction between the child and model, the child and model were strangers, the bobo doll was unfamiliar, imitations were immediate etc
- demand characteristics – the children may have thought that they were expected to strike the bobo doll
- ethics – possible harm to children who were exposed to the aggressive model
- problems with generalisability – children all from Stanford University nursery, all aged 3-6 etc.

Credit other relevant limitations.

0 4 Outline **one** role of schema according to the cognitive approach.

[2 marks]

Marks for this question: AO1 = 2

2 marks for a clear and coherent outline of one role of schema according to the cognitive approach.

1 mark for a muddled or limited outline of one role of schema according to the cognitive approach.

Possible content:

- schema help us predict what will happen in our world based on previous experiences
- schema enable us to process vast amounts of information rapidly
- schema prevent us from becoming overwhelmed by environmental stimuli.

Credit other relevant content.

0 5 **Figure 1** shows a typical motor neuron. Four components of the motor neuron are labelled A, B, C and D.

Using the letters given in **Figure 1**, correctly identify the components of the motor neuron in the table below.

[4 marks]

Marks for this question: AO1 = 4

Award **1 mark** for **each** of the following:

	Component
A	Cell body/soma
B	Dendrites
C	Node of Ranvier/axon
D	Terminal button/presynaptic terminal/axon terminal

0 6 Describe and evaluate the biological approach in psychology.

[8 marks]

Marks for this question: AO1 = 4, AO3 = 4

Level	Marks	Description
4	7–8	Knowledge of the biological approach is accurate with some detail. Evaluation 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 biological approach is evident but there are occasional inaccuracies/omissions. There is some appropriate evaluation. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately.
2	3–4	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	1–2	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:

- human behaviour can be explained using biology, eg genes, biochemistry, brain physiology etc
- genetic basis of behaviour, eg the relationship between genotype and phenotype
- the human nervous system, eg the role of the ANS in the fight or flight response
- structure and function of the brain including localisation of brain functions and subsequent behaviours
- neurotransmitters and hormones with example(s) of how these affect behaviour, eg the role of low levels of serotonin in OCD
- evolution and the importance of natural selection, eg potential adaptive advantage of genes linked to OCD.

Possible evaluation:

- real life application, eg the use of drugs to counteract neurotransmitter imbalance with examples of these and their benefits
- use of scientific methods might reduce behaviours to unrealistic actions and therefore underplay the possible impact of factors such as cognition and environment on behaviour
- the danger of looking for biological cause of all behaviours has led to problems, eg the search for the 'criminal gene'
- difficulty separating the 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 with examples of these
- 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 content such as reference to debates like reductionism and determinism.

Section B

Psychopathology

0 7 People with obsessive-compulsive disorder (OCD) show certain behavioural characteristics.

Which **two** of the following behaviours are characteristically shown by people with OCD?

Shade **two** boxes only.

[2 marks]

Marks for this question: AO1 = 2

Award **1 mark** for **each** of the following:

A – Constantly checking the oven is switched off

D – Constantly washing their hands

0 8 . **1** Calculate the mean improvement score for Group 1 (CBT). Give your answer to **two** significant figures.

[2 marks]

Marks for this question: AO2 = 2

2 marks for correct answer given to two significant figures = 4.4

1 mark for correct answer but not given to 2 significant figures, eg 4 **OR** for correct workings only, eg 40/9

0 8 . **2** The psychologist found a mean improvement score of 1.5 for Group 2 (counselling).

Give **one** conclusion about the effectiveness of the therapies using the mean scores for **both** groups. Explain your answer.

[2 marks]

Marks for this question: AO2 = 1 and AO3 = 1

Award **1 mark** for **each** bullet point:

- CBT is more effective at treating depression than counselling
- as the mean improvement of depression score was higher (by 2.9).

Note: Accept a conclusion and explanation in the opposite direction.

OR

Award **1 mark** for **each** bullet point:

- Both CBT and counselling are effective at treating depression
- as the mean improvement of depression score increased in both groups

0 9 Explain Tyler's phobia of the dentist using the two-process model.

[6 marks]

Marks for this question: AO2 = 6

Level	Marks	Description
3	5–6	Explanation of Tyler's phobia of the dentist using the two-process model is clear and generally well detailed. The answer is generally coherent with appropriate use of terminology.
2	3–4	Explanation of Tyler's phobia of the dentist using the two-process model is evident. The answer lacks clarity in places. Terminology is used appropriately on occasions. Maximum 4 marks for an explanation of Tyler's phobia using only one type of conditioning at Level 3.
1	1–2	Explanation of Tyler's phobia of the dentist using the two-process model is limited. The answer as a whole lacks clarity and has inaccuracies. Terminology is either absent or inappropriately used.
	0	No relevant content.

Possible content:

- Tyler's phobia has been acquired via classical conditioning – an association has formed between the neutral stimulus of the dentist and the unconditioned stimulus of the pain felt when Tyler had a tooth removed when he was four years old
- the conditioned response of fear is now triggered every time someone mentions the dentist to Tyler. The dentist has become a conditioned stimulus
- Tyler's phobia has generalised to include the word 'dentist'
- Tyler's phobia is maintained via operant conditioning through negative reinforcement. Reduction in fear/anxiety strengthens Tyler avoiding the dentist (by locking himself in his room).

Credit other relevant content such as an annotated classical conditioning diagram.

1 0 Describe and evaluate the behavioural approach to the treatment of phobias.

[12 marks]

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

Level	Marks	Description
4	10–12	Knowledge of the behavioural approach to the treatment of phobias 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 behavioural approach to the treatment of phobias 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 behavioural approach to the treatment of phobias 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 behavioural approach to the treatment 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.
	0	No relevant content.

Possible content:

Systematic desensitisation

- based on classical conditioning – counterconditioning
- relaxation training – fear and relaxation cannot coexist (reciprocal inhibition)
- formation of anxiety hierarchy
- gradual exposure (stepped approach) leading to eventual extinction.

Flooding

- immediate exposure to phobic stimulus
- exhaustion of phobic response
- prevention of avoidance.

Possible evaluation:

Systematic desensitisation

- use of supporting evidence of effectiveness, eg Gilroy et al. (2003), Wechsler et al. (2019) etc
- the client is in control as it allows people to make progress in small steps/in their own time scale rather than that required by the therapist
- low attrition rates/high completion rates because the gradual process of the therapy allows respite and the relaxation is pleasant
- gradual exposure is considered to be less traumatic
- may be more successful for certain individuals, eg children, people with learning difficulties etc
- time-consuming as the person with the phobia needs to be trained in relaxation techniques and gradual exposure can take many sessions

- progress in therapy may not generalise outside of the clinical setting when the person with the phobia must face their fear without the support of the therapist
- may not be appropriate for more generalised phobias, such as social phobia, where there is no obvious target behaviour so difficult to devise a hierarchy.

Flooding

- cost effective as it is clinically effective at treating phobias and is relatively cheap
- may not be appropriate for more complex phobias, such as social phobia, where sufferers do not simply experience an anxiety response but also think unpleasant thoughts about the social situation
- immediate exposure is considered to be more traumatic
- high attrition rates/low completion rates because the immediate process of the therapy does not allow respite and is unpleasant.

Credit other relevant content including comparison.

Section C**Research Methods**

1 1 Identify the type of interview used in this study. Explain your answer.

[2 marks]

Marks for this question: AO2 = 2

Award **1 mark** for **each** bullet point:

- structured interview
- the psychologist had written the six questions beforehand/each teacher was asked the same six questions in the same order.

1 2 Write a suitable hypothesis for use with this question.

[3 marks]

Marks for this question: AO2 = 3

3 marks for a clearly stated and appropriate non-directional operationalised hypothesis: There is a (significant) difference in the teachers obedience ratings (on a scale of 1–10) of Year 2 children and Year 5 children

OR

There is a (significant) difference in obedience ratings (on a scale of 1–10) given by the teachers of Year 2 children and Year 5 children.

2 marks for a non-directional hypothesis with both conditions of the IV and the DV present but either the IV or DV is not fully operationalised.

1 mark for a muddled non-directional hypothesis with both the IV and DV present but neither is fully operationalised.

0 marks for expressions of aim/questions, for correlational/directional hypotheses or for statements with only the IV or DV or one condition of the IV present.

Accept a null hypothesis.

1 3 Write **one** suitable open question the psychologist could use in their interview.

[1 mark]

Marks for this question: AO2 = 1

1 mark for a suitable open question the psychologist could use in their interview about how children respond to instructions in class, eg 'how do the children in your class respond when you give them an instruction?'

0 marks for open question which is not about how children respond to instructions or for a closed question.

1 4 Identify the population the psychologist was interested in studying.

[2 marks]

Marks for this question: AO2 = 2

2 marks for a correctly identified population, eg all the Year 2 and Year 5 teachers in their city.

1 mark for a limited population, eg teachers in their city, Year 2 and Year 5 teachers

1 5 Identify the sample used by the psychologist in the study.

[1 mark]

Marks for this question: AO2 = 1

1 mark for a correctly identified sample, eg the Year 2 and Year 5 teachers in the four schools.

1 6 Explain how the psychologist might have selected the five schools using random sampling.

[2 marks]

Marks for this question: AO2 = 2

Award **1 mark** for **each** bullet point:

- put the names of all the primary schools in their city into hat/computer random name generator
- draw out/computer generate five names.

1 7 Identify **one** 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: AO2 = 3

Award marks as follows:

1 mark for identification of an appropriate ethical issue in this study: lack of the right to withdraw, lack of informed consent, lack of confidentiality, lack of protection from harm etc.

Plus

1 mark for an explanation of why it should have been addressed, eg the teachers have the right to know full details of what they are agreeing to do so they are not deceived; the teachers should have the right to withdraw from the study at any point and without penalty, etc.

Plus

1 mark for a practical description of how it could have been dealt with, eg the teachers could be told the aim of the study and full details of their involvement so they can make an informed decision as to whether to take part; the teachers could have been told beforehand, afterwards and reminded throughout that they have the right to withdraw at any time, etc.

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

1 8 . 1 Calculate the median and mode obedience ratings for the Year 2 teachers. **[2 marks]**

Marks for this question: AO2 = 2

Median

1 mark for correct answer = 7

Mode

1 mark for correct answer = 3, 8 (both are needed for the mark)

1 8 . 2 Explain why the median may be a more appropriate average to use with the data for the Year 2 teachers in Question **18.1** than the mode. **[2 marks]**

Marks for this question: AO2 = 2

2 marks for a clear and coherent explanation of why the median may be more appropriate than the mode with reference to the calculated median and mode ratings.

1 mark for a muddled or limited explanation.

Possible content:

- the median is more useful as there is one clear average rating (of obedience)
- the mode is less useful as there are two modes which give two very different average ratings (of obedience) which are quite far apart.

Credit other relevant content

1 9 Psychologists often observe the behaviour of children.

Suggest how you could carry out an observation of obedient behaviour in Year 5 primary school children.

In your answer, you will be awarded credit for providing appropriate details about the following:

- the type of observation you would carry out
- **at least two** examples of appropriate operationalised behavioural categories you would observe
- the behavioural sampling method you would use for your observations.

[6 marks]

Marks for this question: AO3 = 6

Level	Marks	Description
3	5–6	Suggestions are generally detailed and practical, showing sound understanding of observational techniques. All three elements are presented appropriately. The answer is mostly clear and coherent. Specialist terminology is used effectively. Minor detail and/or explanation sometimes lacking.
2	3–4	Some suggestions are sensible and practical, showing some understanding of observational techniques. At least two elements are presented. The answer may lack clarity, accuracy and organisation in places. There is some appropriate use of specialist terminology.
1	1–2	At least one element is addressed but knowledge of observational techniques is limited. The whole answer lacks clarity, has inaccuracies and is poorly organised.
	0	No relevant content.

Three elements of design to be credited:

- **type of observation** – eg covert or overt, naturalistic or controlled, non-participant or participant
- **operationalised behavioural categories** – detail of at least two specific and observable behaviours to be recorded, eg obeying an instruction from a teacher, obeying an instruction from a peer, following the school rules etc
- **behavioural sampling method** – recordings can take place at specified time intervals (time sampling), eg every minute or as the behaviour occurs (event sampling), eg number of times a child obeys an instruction from a teacher. The type(s) of sampling must be appropriate for the behaviours chosen.