

# A-LEVEL PSYCHOLOGY

(7182)

**Marked responses – specimen assessment materials (SAMs) set 3**  
7182/1

Using Paper 1 from the third set of SAMs, see responses to different types of questions and understand how the mark scheme is applied.

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## EXAMPLE RESPONSES



Please note that these responses have been reproduced exactly as they were written and have not been subject to the usual standardisation process.

## Section A – Social influence

### Question

02 Using an example, explain the role of social influence processes in social change.

[6 marks]

### Mark scheme

Marks for this question AO1 = 6

Level	Marks	Description
3	5–6	Knowledge of the role of social influence processes in social change is clear and accurate. The example selected is relevant and description of this thorough. The answer is clear and coherent. Specialist terminology is used effectively.
2	3–4	Knowledge of the role of social processes in social change is evident but there may be some detail missing/lack of clarity. The example selected is relevant but description of it may be partial. There are some inaccuracies. There is some appropriate use of specialist terminology.
1	1–2	Knowledge of the role of social processes in social change is limited and lacks detail with serious omissions/inaccuracy. The example selected may be inappropriate or absent. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

#### Possible content

- Social change refers to the change that occurs in a society and not at the individual level.
- Minorities bring about social change by being consistent, flexible and committed. Through social crypto-amnesia and the snowball effect, gradually the minority turns into the majority.
- Governments/lawmakers can bring about social change through power and through the process of obedience.
- Credit reference to conformity processes that may influence social change such as normative and/or informational social influence.
- 'Processes' may refer to insights gained through explanations/theories and/or studies though detailed descriptions of studies (eg Moscovici) are only relevant if they are used effectively to show how they have helped our understanding.
- A wide range of examples are acceptable eg changing attitudes in relation to 'green' issues such as recycling; the smoking ban; changing views on homosexuality; votes for women, etc. but students must demonstrate how social influence processes affect the change in attitude, behaviour, etc.

Credit other relevant material.

## Student response

Social influence (when people are influenced by or influence others in society) helps to bring about social change. For example, minority influence can help to bring about social change. Minorities who want to cause a social change first draw attention to the issue. They then cause cognitive conflict which is conflict between what the majority currently believe and what they are being told by the minority. They then must be consistent and committed (the augmentation principle) until the snowball effect occurs and more people hear about it and social change is more likely to happen.

## Examiner commentary

### This is a level 1 response

There is sound knowledge of minority influence in this answer, which is relevant to social change, and accurate use of specialist terminology. However, this answer is a clear illustration of failing to address the actual question set. The directive in the question is 'use an example to explain...' and there is no example in this response and therefore this is reflected in the mark that can be awarded. Where there is an absence of an example the mark is limited to Level 1 on the mark scheme.

## Question

- 03 Steph and Jeff are student teachers who recently joined other members of staff on a one-day strike. When asked why they decided to do so, Steph replied, 'I never thought I would strike but I listened to the other teachers' arguments and now I have become quite passionate about it'.

Jeff's explanation was different: 'To be honest, everyone else seemed to be striking and I didn't want to be the only one who wasn't'.

Discuss explanations for conformity. Refer to Steph and Jeff as part of your discussion.

**[16 marks]**

## Mark scheme

Marks for this question: AO1 = 6, AO2 = 4 and AO3 = 6

Level	Marks	Description
4	13–16	Knowledge of explanations for conformity is accurate and generally detailed. Discussion is thorough and effective. Application to the stem is appropriate and links between the explanations and the stem content are explained. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and/or expansion of argument sometimes lacking.
3	9–12	Knowledge of explanations for conformity is evident. Discussion is apparent and mostly effective. There are occasional inaccuracies. Application to the stem is appropriate although links to the explanations are not always well explained. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5–8	Knowledge of explanations of conformity is present but is vague/inaccurate <b>or</b> one explanation only is present. Focus is mainly on description. Any discussion is only partly effective. Application to the stem is partial. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1–4	Knowledge of research into explanation(s) of conformity is limited. Discussion is limited, poorly focused or absent. Application is limited 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

Knowledge of at least two explanations for conformity (usually those named in the specification and implied in the stem):

#### Normative social influence

- Refers to the social rules that govern behaviour and the need to be seen as a member of the social group/fit in.
- This relates to a desire for social approval/acceptance/avoidance of rejection.
- Suggests that conformity is public agreement with the group and not private agreement (compliance).

- Change in attitude/behaviour is temporary.

#### Informational social influence

- Refers to the idea that the individual believes the group has more knowledge/expertise.
- Suggests that conformity is agreement with the group due to uncertainty about correct responses or behaviour on the part of the individual.
- When public behaviour and private opinion match (internalisation).
- Conformity is driven by the need to be right/have accurate perception of reality.
- Change in attitude/behaviour is likely to be more permanent.
- Credit description of evidence eg Sherif (1935), Asch (1951), Anderson et al (1992), Baron, Vandello & Brunsman (1996).

#### Application

- Links to the stem: Steph – conformed for informational reasons – explanation of why this; has become ‘quite passionate’ suggesting the change in attitude is permanent; internalisation has taken place.
- Jeff – conformed for normative reasons – explanation of why this is; didn’t want to be the ‘odd one out’; suggests behaviour is temporary; compliance.

#### Possible discussion

- Use of evidence to evaluate/discuss the explanations.
- Normative social influence can explain the results of conformity studies in unambiguous situations eg Asch.
- Informational influence can explain conformity in ambiguous situations in which both public and private agreement occurs eg Sherif, Jenness.
- Analysis of Asch variations when linked to normative social influence or informational social influence.
- Credit use of examples to illustrate explanations.
- Discussion of alternative explanations of conformity eg dispositional factors and other explanations such as ingratiation.
- Discussion of difficulty measuring and/or distinguishing between the two explanations.
- Only credit evaluation of the methodology used in studies when made relevant to the discussion of the explanations.

Credit other relevant material.

## Student response

Normative social influence is an explanation for conformity. It occurs when people want to fit in and feel the need to be accepted and liked by a group of people who they either want to be like, or are scared to get on the wrong side of. The best way of gaining the acceptance of others is to agree with them publicly however this does not necessarily mean that they agree with them privately. This shows that normative social influence often results in compliance where they publicly but not privately agree with the group’s opinions. Jeff’s explanation displayed normative social influence as he states that he only joined in with the striking because he “didn’t want to be the only one who wasn’t” which demonstrates how he only wanted to fit in and not be excluded from the group.

Informational social influence is another explanation for conformity and occurs when people think about what the best thing to do would be and look to others for the correct answer and act like



them in order to be right themselves. Informational social influence often results in internalisation as individuals adjust their behaviour and opinions to be those of a group. Steph's explanation displayed informational social influence as when she was uncertain about whether to strike, she looked to the other teachers who expressed their opinion and as a result helped to shape her own thoughts and behaviour; eventually becoming passionate about it.

Research to support normative social influence can be illustrated with Asch's (1951) line study. This was where Asch got participants to conform to answers given by others that were obviously incorrect – if the participants gave the correct answers they risked being ridiculed by the majority. He found that on the 12 'incorrect answer' trials, 37% of the responses made by the participants were incorrect. This study therefore demonstrates normative social influence as the participants wanted to fit in and feel accepted by the group as well as not wanting to be embarrassed. An advantage of this research is that it was a control group therefore it was clear that the incorrect answers were due to conformity, helping to support that normative social influence is an explanation for conformity. However, all participants were male students who belonged to the same age group which means the study lacks population validity. The experiment also used an artificial task to measure conformity and therefore means the study lacks ecological validity; with the results unable to be generalised to other real-life situations of conformity.

Research to support informational social influence can be demonstrated with Jenness' Jelly bean study (1932). This was where Jenness gave participants a task with no clear answer which was to estimate how many jelly beans were in a jar. He found that once participants discussed the estimates, the typicality of opinion was increased with individual's second estimates tending to converge the group estimate. This study therefore demonstrates informational social influence because the task itself is ambiguous therefore people are unsure of what the right answer is, as a result look to others to see if they have another answer which may fit more to the group estimate. An advantage of this study was that although Jenness did not tell participants what the aims of the study were, the deception was less severe than in other social influence studies such as Asch's line study so therefore the study could be regarded as more ethically sound. However, it was a laboratory based experiment using an artificial situation therefore lacks mundane realism as it's not an everyday event to be asked the amount of sweets there are in a jar and so it does not reflect actual behaviour in real life situations. As well as this, the study tells us little about majority influence in non-ambiguous situations where people conform to obviously wrong answers.

## Examiner commentary

### This is a level 3 response

There is good knowledge of both types of social influence and research that supports each. The links to the stem are accurate although could be a little more detailed. For example, Steph's passion for the cause could be linked to internalisation, which is mentioned earlier but not explained ie the change in attitude and behaviour becomes permanent. There is some discussion of the research evidence although this could be linked back to the theory more overtly ie if the research by Jenness does not reflect behaviour in real-life (as stated) what does this mean for the informational social influence explanation? The answer is mostly clear and organised with effective use of specialist terminology. To improve on the mark/level this answer would need further discussion linked to theory.

## Section B – Memory

### Question

- 06 Psychologists conducted a case study of Patient X, an individual who developed severe amnesia following a car accident. Patient X has difficulty storing new long-term memories, though his short-term memory and his memory for events that happened before the accident are unaffected.

The same psychologists conducted an experiment with Patient X where he was given the task of tracking a rotating disc every day for a week. It was found that Patient X's performance on the task improved with practice, though he had no recollection of ever having done the task, and could not remember the names of the psychologists who conducted the experiment.

With reference to the experiment involving Patient X, outline **two** types of long-term memory.

[4 marks]

### Mark scheme

Marks for this question AO2 = 4

**2 marks** for an outline of two types of LTM from the following (1 for each type):

- episodic – memory for events/autobiographical memory
- semantic – memory for facts/general knowledge/the rules of language
- procedural – memory for motor skills/actions/'muscle memory'.

Plus

**2 marks** for linking the two types to the information in the stem (1 for each type):

- episodic – he had no recollection of ever doing the task
- semantic – he could not remember the names of the psychologists
- procedural – his performance improved on the rotating disc task over consecutive days.

### Student response

There are 3 types of long-term memory – episodic which is personal memories eg where we went on holiday, semantic which is general knowledge such as the capital of France is Paris and finally procedural memory for skills such as driving a car.

### Examiner commentary

Mark awarded = 2 marks

Although the response has not addressed all of the question, there is detail of two types of long-term memory which would gain 2 marks. There is no reference to Patient X for the final 2 marks.

## Question

- 07 Discuss **two** differences between the types of long-term memory you have outlined in your answer to **Question 06**.

[4 marks]

## Mark scheme

Marks for this question AO3 = 4

Level	Marks	Description
2	3–4	Discussion of two differences is clear and mostly accurate. For full marks, there must be reference to both types of memory within each difference discussed. The answer is generally coherent with effective use of specialist terminology.
1	1–2	Discussion of two differences are both incomplete/partly accurate. For 1 mark there may be one difference briefly stated. Specialist terminology is not always used appropriately.
	0	No relevant content.

### Content

Possible differences (depends on the types of LTM chosen):

- semantic/episodic – ‘knowing that’/declarative memory; available for conscious inspection – procedural – ‘knowing how’/non-declarative memory; often unavailable for conscious inspection
- semantic – may not recall when we learned/encoded these memories – episodic – stored with reference to time and place
- credit differences based on the durability/resistance to forgetting of different types of memory
- the fact that evidence suggests that these types of memory reside in different areas of the brain
- credit use of evidence as part of the discussion of the differences.

Credit other valid differences.

Do not credit differences that merely restate the definitions of both types of memory.

## Student response

A procedural memory would be how to ride a bike whereas this is different to an episodic memory which is what you had for lunch.

## Examiner commentary

This is a level 0 response

The question appears to have been misunderstood and there is no relevant content.



## Question

08 Outline retrieval failure as an explanation for forgetting.

[3 marks]

## Mark scheme

Marks for this question: AO1 = 3

### Possible content

- Forgetting occurs in the absence of appropriate cue/prompts/triggers/clues/'tip-of-the-tongue' forgetting.
- **Context dependent** – being in a different place may inhibit memory.
- **State dependent** – being in a different mood/state of arousal may inhibit memory.
- **Category dependent** – lack of organisation may inhibit memory.
- Credit reference to the encoding specificity principle.
- Credit explanation if embedded within an example.

**1 mark** for naming types only

**2 marks** only if answer is couched in terms of 'remembering' rather than forgetting

Credit other relevant material.

## Student response

Retrieval failure is a theory that says information is not accessible because the appropriate retrieval cues are not being used. This could be a context-dependent cue which is missing, for example I am not in the same room doing this exam as I was when I revised and now I cannot remember the answer as it is a different context.

## Examiner commentary

Mark awarded = 3 marks

There is good knowledge of retrieval failure with reference to 'cues', 'context-dependent' and an example that explains context-dependent forgetting clearly (and poignantly!).

## Question

- 09 Explain how the cognitive interview is used to improve the accuracy of eyewitness testimony.

[6 marks]

## Mark scheme

Marks for this question: AO1 = 6

Level	Marks	Description
3	5–6	Knowledge of the cognitive interview is clear and accurate. There is clear explanation of how it improves the accuracy of eyewitness testimony. The answer is clear and coherent. Specialist terminology is used effectively.
2	3–4	Knowledge of the cognitive interview is present though there may be some inaccuracy/lack of clarity. There is some explanation of how it improves eyewitness testimony. The answer is mostly clear and organised. There is some appropriate use of specialist terminology.
1	1–2	Knowledge of the cognitive interview is briefly stated with little elaboration. The explanation of how it improves eyewitness testimony may be partial or absent. The answer may include inaccuracies and be poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

### Possible content

Not all features of the cognitive interview need to be covered for full marks:

- context reinstatement – trying to mentally recreate an image of the situation, including details of the environment, the individual's emotional state including their feelings at the time of the incident – may all act as cues/triggers to recall
- recall from a changed perspective – trying to mentally recreate the situation from different points of view eg describing what another witness present at the scene would have seen – promotes more 'holistic' view of the event which may enhance recall
- recall in reverse order – the witness is asked to describe the scene in a different chronological order eg from the end to the beginning – to verify accuracy
- report everything – the interviewer encourages the witness to report all details about the event, even though these details may seem unimportant – may highlight something that has been 'overlooked'.

The main additional features of the enhanced cognitive interview are:

- encourage the witness to relax and speak slowly – reduction in anxiety may enhance recall
- offer comments to help clarify witness statements – may improve detail of statement
- credit links to theory to explain how accuracy may be improved eg retrieval failure – importance of context.

## Student response

The Cognitive Interview is a technique that helps to make eyewitness testimony more reliable and is used by the police when interviewing an eyewitness to an incident. It tries to increase the number of retrieval cues by trying to encourage the use of context as a retrieval cue and also by using different ways to access the information. The interview would recreate the context by asking the witness to think about the environment and emotions when the incident took place. Reporting everything even minor details that might be considered unimportant. Recounting in different orders rather than just beginning to end, maybe start at the end and go backwards. Finally state what you think someone else there might have seen from their point of view. So in a bank raid, what it would have looked like from someone in the queue for example.

## Examiner commentary

### This is a level 2 response

There is quite a lot of detail regarding the four steps used in the cognitive interview and the answer is largely accurate. What it fails to do effectively is relate the steps to improving recall. It does refer at the beginning to 'increasing the number of retrieval cues' which is a general point on how this interview technique improves recall and therefore there is some explanation of how it improves eyewitness testimony. The answer is mostly clear and organised. There is some appropriate use of specialist terminology.

## Section C – Attachment

### Question

- 14 Two researchers wanted to investigate the influence of early attachment on later relationships. They asked 20 teenagers aged 14-16 to write an essay on the importance of family and friends. Ten of the teenagers had been raised by their mother and father. The other ten had spent the first five years of their lives in care (and were then adopted).

The researchers used content analysis to analyse the teenagers' essays. The researchers devised a set of categories to do this, two of which were 'references to love' and 'references to fear of rejection'.

The results of the investigation for references to love and references to fear of rejection are shown in **Table 1** below:

**Table 1: The total number of references to love and references to fear of rejection in essays written by the care group and the non-care group**

	Total number of references to love	Total number of references to fear of rejection
<b>Non-care group</b>	40	5
<b>Care group</b>	16	15

Explain Bowlby's monotropic theory. Refer to the data in **Table 1** in your answer.

[6 marks]

### Mark scheme

Marks for this question: AO1 = 4 and AO2 = 2

Level	Marks	Description
3	5–6	Knowledge of Bowlby's monotropic theory is clear and accurate. There is appropriate use of the data in Table 1 and clear links made to Bowlby's theory. The answer is clear and coherent. Specialist terminology is used effectively.
2	3–4	Knowledge of Bowlby's monotropic theory is present though there may be some inaccuracy/lack of clarity. There is some attempt to use the data in Table 1 though the links to Bowlby's theory may not always be clear. There is some appropriate use of specialist terminology.
1	1–2	Knowledge of Bowlby's theory is briefly stated with little elaboration. The use of data in Table 1 in the context of Bowlby's theory may be inappropriate or absent. The answer may include inaccuracies and be poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

**Possible content**

Knowledge of Bowlby's monotropic theory:

- unique 'monotropic' relationship with mother-figure
- notion of critical/sensitive period up to approx. 2 years
- importance of internal working model for future relationships
- social releasers to facilitate bond
- reciprocal process.

Accept other valid points.

**Possible application**

- The care group made fewer references to love in their essays/more reference to fear of rejection which suggests their lack of monotropic bond may have affected the quality of their future relationships.
- Failure to form internal working model in the care group.
- Adopted at 5 so missed critical period for formation of bond.

## Student response

Bowlby's monotropic theory is evolutionary because it suggests that we are biologically pre-programmed. He uses five key parts to explain his theory. Monotropy is the idea that infants must have one secure parent or caregiver to form an attachment. The internal working model suggests how from forming an attachment a child will learn what to expect from a relationship. The critical/sensitive period indicates that attachments must be formed within 6 months to 3 years of an infant's life. Continuity hypothesis refers to the way in which attachments were formed early in life will effect how we form attachments in later life. Social releasers are the innate, infant social behaviours that stimulate interaction. Table 1 suggests that those who are the caregiver are in more fear of rejection and so this reflects Bowlby's theory as he says attachment is vital and those who are attached would know this best.

## Examiner commentary

**This is a level 2 response**

There are a number of appropriate 'Monotropic Theory' ideas proposed in this response but the answer goes for breadth above depth and the points are not outlined with clarity. For example, 'social releasers' are an appropriate concept but should be explained in relation to monotropy ie that they help to trigger an emotional response in the caregiver and build attachment. There is an attempt to link the answer to the data in the table but this is unclear. There is some appropriate use of specialist terminology.

## Question

- 15 Briefly evaluate Bowlby's monotropic theory. In your answer, refer to multiple attachments and the role of the father.

[6 marks]

## Mark scheme

Marks for this question: AO3 = 6

Level	Marks	Description
3	5–6	Discussion of Bowlby's monotropic theory is clear and accurate. There is appropriate reference to multiple attachments <b>and</b> the role of the father. The answer is clear and coherent. Specialist terminology is used effectively.
2	3–4	Discussion of Bowlby's monotropic theory is present though there may be some inaccuracy/lack of clarity. There is some reference to multiple attachments <b>and/or</b> the role of the father. There is some appropriate use of specialist terminology.
1	1–2	Discussion of Bowlby's theory is brief with little elaboration. The reference to multiple attachments <b>and/or</b> the role of the father may be inappropriate or absent. The answer may include inaccuracies and be poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

### Possible content

Discussion of Bowlby's monotropic theory:

- idea of monotropy not supported by research eg Schaffer and Emerson (1964) demonstrated importance of **multiple attachments**
- credit reference to stages of attachment within this context
- cross-cultural research supports forming of multiple bonds
- Bowlby underestimated the **role of the father** – saw father's role as primarily economic
- outdated sexist view – importance of equal responsibility for childcare in many families/father as primary caregiver.

Accept other valid discussion points not related to multiple attachments or role of the father eg use of evidence to contradict/support internal working model, social releasers, etc.

## Student response

Bowlby's monotropic theory has been used by right-wing political figures as scientific proof that women should be at home mothering children, however although Bowlby sees fathers as minor attachment figures, research suggests that fathers can be attachment figures in their own right. Bowlby has been criticised that imprinting mainly applies to animals as they are far more mobile than humans when they are born. Also Schaffer and Emerson found that you form multiple attachments which are equally as important, which highly goes against his theory of monotropy. Despite this research evidence does support the continuity hypothesis that there is a consistency between early attachment types and later relationships.



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## Examiner commentary

### This is a level 2 response

Although there are plenty of points in this answer, and reference to ‘multiple attachments’ and the ‘role of the father’ as instructed in the question, the points lack discussion. For example, in order for the evaluative point on ‘imprinting’ to make sense there needs to be some discussion about Bowlby favouring an evolutionary explanation for attachment based on animal research. There is a lack of detail/discussion of some of the points made, although there is some appropriate use of specialist terminology.

## Section D – Psychopathology

### Question

17 Outline and discuss **one** biological explanation for obsessive-compulsive disorder.

[6 marks]

### Mark scheme

Marks for this question: AO1 = 2 and AO3 = 4

Level	Marks	Description
3	5–6	Outline of one biological explanation for OCD is clear and accurate. Discussion is thorough and effective. The answer is clear and coherent. Specialist terminology is used effectively.
2	3–4	Outline of one biological explanation for OCD is present though there may be some inaccuracy/lack of clarity. Discussion is present but may lack detail. There is some appropriate use of specialist terminology.
1	1–2	Outline of one biological explanation for OCD may be brief with little elaboration or clear but there is no discussion present. Attempted discussion may be partial or inappropriate. The answer may include inaccuracies and be poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

#### AO1 Possible content

- Genetic influence – inherited predisposition/vulnerability; based on concordance rates within family/twin studies.
- Biochemical causes eg low levels of serotonin in the brain; linked to obsessive thoughts.
- Neurophysiological causes eg hyperactivity of basal ganglia; linked to repetitive motor functions.

Accept other valid explanations.

#### AO3 Possible discussion

- Use of evidence to support/contradict explanations.
- Confounding influence of environment in genetic explanation.
- Effectiveness of drug treatment eg SSRIs.
- Not effective for all patients.
- Issues of generalisation/replication.
- Broader issues: determinism; reductionism.

Accept other valid discussion points.

Do not accept methodological evaluation of evidence unless used explicitly to discuss the explanation.

## Student response

One explanation for obsessive compulsive disorder (OCD) is a Biochemical explanation. OCD seems to respond to drugs that affect serotonin, suggesting that OCD is related to low levels of the neurotransmitter serotonin. When patients with OCD are given drugs that increase the amount of serotonin in the brain, such as the SSRIs, then it is found that the symptoms of OCD improve. This provides support for the theory that low levels of the neurotransmitter serotonin may be responsible for OCD.

There are a number of problems with this explanation for OCD however. First of all, the drugs that increase serotonin don't work for everyone which suggests there might be other explanations for OCD. For example, an alternative explanation by the behaviourists is the 2-Process theory which accounts for the cause of OCD and why it is maintained. Another problem with this biological explanation is that the time delay before any improvement is felt cannot be explained because taking SSRI drugs increases serotonin levels in the brain within hours but it can be up to 10 weeks before improvement in OCD symptoms is felt. This suggests that it is not as simple as low levels of serotonin.

## Examiner commentary

### This is a level 3 response

There is good knowledge of the biochemical explanation for OCD and the rationale for the effectiveness of SSRI's is sound. Although brief, the explanation for OCD is clear and accurate. Discussion is effective with reference to an appropriate alternative explanation. The answer is clear and coherent. Specialist terminology is used effectively.

## Question

- 18 Discuss **two** behavioural treatments for phobias. Refer to the conversation above in your answer.

[16 marks]

## Mark scheme

Marks for this question: AO1 = 6, AO2 = 4 and AO3 = 6

Level	Marks	Description
4	13–16	Knowledge of two behavioural treatments for phobias is accurate and generally detailed. Discussion is thorough and effective. Application to the stem is appropriate and links between the treatments and the stem content are explained. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and/or expansion of argument sometimes lacking.
3	9–12	Knowledge of two behavioural treatments for phobias is evident. Discussion is apparent and mostly effective. There are occasional inaccuracies. Application to the stem is appropriate although links to the treatments are not always well explained. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5–8	Knowledge of two behavioural treatments for phobias is present but is vague/inaccurate <b>or</b> one treatment only is present. Focus is mainly on description. Any discussion is only partly effective. Application to the stem is partial. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1–4	Knowledge of one/two behavioural treatments for phobias is limited. Discussion is limited, poorly focused or absent. Application is limited 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.

## Content

Knowledge of two behavioural treatments for phobias (usually those named in the specification and implied in the stem):

Systematic desensitisation

- Relaxation training
- Formation of anxiety hierarchy
- Stepped approach/gradual exposure
- Based on idea that two opposite emotions cannot co-exist/reciprocal inhibition

Flooding/implosion therapy

- Bombarded by fear
- Based on idea that anxiety will eventually subside
- In vivo/in vitro
- Credit description of evidence to support/challenge effectiveness

**Application**

- Links to the stem: mother – stepped approach/gradual exposure; credit additional steps/levels of hierarchy that could be applied to ‘treatment’ of a fear of water/swimming.
- Father – flooding/bombardment of fear; credit for pointing out that such ‘treatment’ would not be appropriate for a 10-year-old.

**Discussion**

- Use of evidence to support/challenge effectiveness.
- Ethical issues (in flooding especially).
- Issue of generalisation outside of the clinical setting.
- Reasoned discussion of time, cost implications.
- More likely to be effective for specific phobias.
- Theoretical underpinnings – classical conditioning; principle of extinction.
- Comparison between the two treatments.
- Comparison with alternatives eg drugs, psychodynamic therapy, etc.

Credit other relevant material.

**Student response**

Systematic desensitisation is one behavioural approach to the treatment of phobias. This is based on the fact that you cannot have 2 competing emotions together so you cannot be fearful and relaxed at the same time. First of all the patient is taught to relax. Then an anxiety hierarchy is developed together with the least frightening thing at the bottom and the most frightening thing at the top. For example if you have a phobia of spiders the least frightening thing might be a picture of a spider and the most fear would be from having to hold a spider. The patient then relaxes and starting at the bottom of the hierarchy works up from the least to most frightening and at each step remaining relaxed before they move on upwards. Eventually the patient should be able to hold a spider whilst remaining completely relaxed and the phobia has been cured. Another type of behavioural treatment is Flooding. This means filling the individual's senses with the feared thing so that the person realises that they are in no danger. So if a person is fearful of spiders, flooding would mean they might be put into a room full of live spiders (their most feared situation). The patient if at first overwhelmed and very fearful but after a while calms down and the patient will realise that no harm will occur. One of the problems with systematic desensitisation is that it can only be used when a thing or situation that is feared can be identified. For example it works with a phobia of spiders but is no good for social phobia. In addition, although this type of treatment works well in the therapy situation and it is usually quick and therefore not costly, the effects do not always generalise to the patient's every day life. The main criticism with flooding is that this has ethical considerations because it produces high levels of fear and this can be very traumatic and could even give the patient a heart attack!

The conversation links to these two treatments as the mother suggests her son is introduced to the water/swimming slowly which is systematic desensitisation. The father, on the other hand, said throw him in the deep end which is like flooding. As mentioned above, this really would be unethical.

## Examiner commentary

### This is a level 3 response

There is good knowledge of two behavioural treatments for phobias. There is some discussion which is mostly effective but is brief. Application to the stem is appropriate although links to the treatments are not always well explained. The answer is mostly clear and organised but would benefit from better use of paragraphing. Specialist terminology is mostly used effectively. Although the answer is well focused it would need to include some further discussion of both the links to the stem and evaluation in order to access the next level.



## Get help and support

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