

Mark Scheme

Psychopathology

1.

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.

2.

(a)

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

(b)

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

Approaches

1.

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.

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.

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.

4.

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.