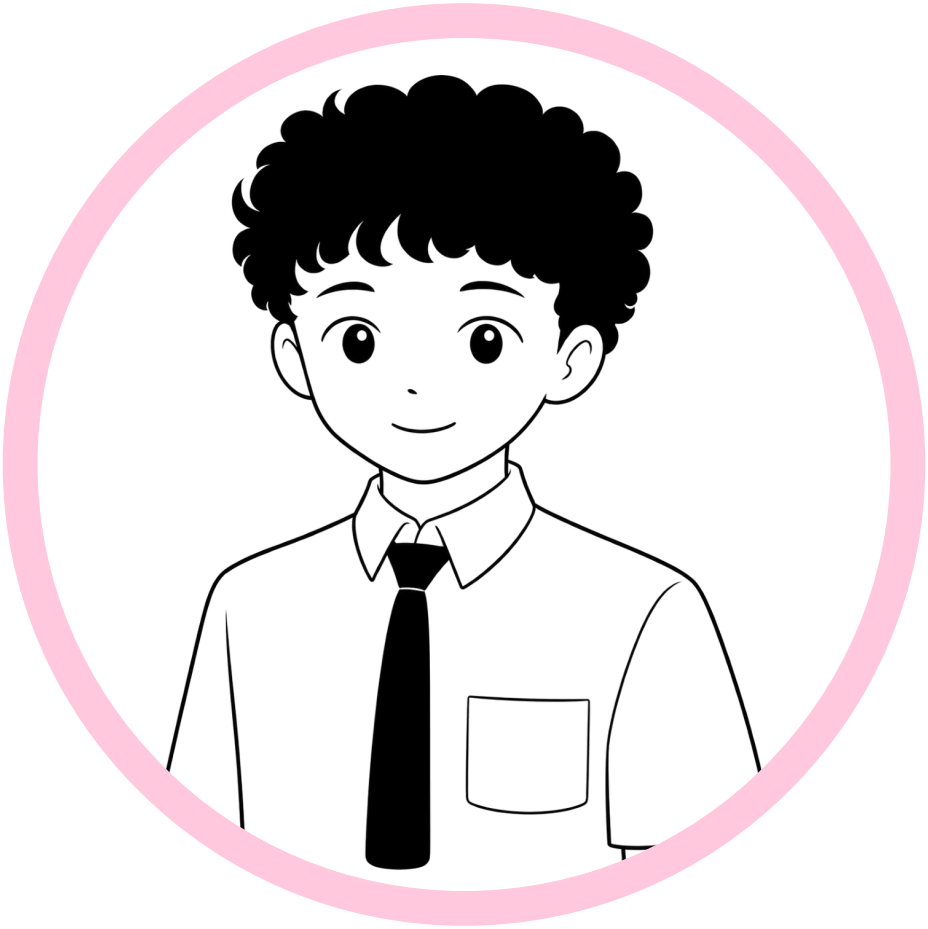
AQA A-LEVEL PSYCHOLOGY · 7182

PSYCHOLOGY



MARK SCHEME

3.3.2 PARASOCIAL RELATIONSHIPS

SCORE	PERCENTAGE
/24	%

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Q1.

(a) **[AO2 = 4]**

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

- identify strata / sub-groups in their population, e.g. the four different schools
- calculate the required proportion from each stratum based on the proportion in the population
- select sample at random from each school / stratum / sub-group
- use a random selection method, e.g. assign each student a number then use a computer, calculator or random number table to select specified number of numbers between 0 and X (or hat method).

Credit answers based on other strata / sub-groups, e.g. male and female etc.
3rd and 4th bullet point can only be credited if preceded by strata and proportionality.

4

(b) **[AO3 = 4]**

For **each** suggestion, award marks as follows:

2 marks for a detailed, coherent, relevant suggestion

1 mark for a brief or muddled, relevant suggestion

0 marks for just naming an ethical issue

Possible content:

- confidentiality: advise students that their data is to be kept confidential so their individual responses will not be identifiable and will not be accessible to anyone other than the researchers / their agents
- withdrawal of data: ensure students are told they have the right to withdraw their data after the event even if they consented to the survey and were aware of the aim at the start
- protection from harm: ensure that no one has been upset or offended by questions on the survey, e.g. if they were felt to be intrusive or offensive, or upset by feelings aroused during the survey. If so, then discuss that these feelings are normal etc
- debrief: explain the full purpose / aim of the survey, check again that they are willing to allow their data to be used.

Answers may be verbatim or as above.
Can gain full credit without naming the issue.
Credit other relevant suggestions consistent with BPS guidelines.

4

(c) **[AO1 = 3 AO2 = 2 AO3 = 3]**

Level	Mark	Description
4	7-8	Knowledge of the attachment theory explanation for parasocial relationships is accurate with some detail. Application is effective. Discussion

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		is thorough and effective. Minor detail and / or expansion of argument is sometimes lacking. The answer is clear, coherent and focused. Specialist terminology is used effectively.
3	5-6	Knowledge of the attachment theory explanation for parasocial relationships is evident but there are occasional inaccuracies / omissions. Application and / or discussion is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.
2	3-4	Limited knowledge of the attachment theory explanation for parasocial relationships is present. Focus is mainly on description. Any application / discussion 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 attachment theory explanation for parasocial relationships is very limited. Discussion / application 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:

- parasocial relationships can be linked to attachment problems in childhood (insecure-resistant type)
- characteristics of parasocial relationships as linked to attachment e.g. protest at loss of attachment figure
- Bowlby's noted that failure to attach / poor attachment / insecure attachment led to late problems, e.g. affectionless behaviour, poor internal working model of relationships, delinquency etc
- people with childhood attachment problems form parasocial relationships to meet their need for attachment / affection
- such relationships do not involve same fear of rejection as real-life relationships
- knowledge of theory embedded in evidence.

Possible application:

- according to attachment theory students who reported happy / secure childhood would have positive relationships with friends
- these students would also be less interested in celebrities because they did not have an unfulfilled need for attachment.

Credit the same ideas expressed in the opposite way i.e. students who reported unhappy / insecure childhood.

Possible discussion points:

- use of evidence to support/refute the attachment theory explanation
- problem of establishing validity of retrospective information about childhood relationships
- parasocial relationships can be positive and are not just about fulfilling attachment, e.g. safe exploration of emotions etc
- implications of accepting the attachment explanation
- discussion in the context of levels of parasocial relationships and other theories, e.g. absorption-addiction model.

Credit other relevant material.

8

[16]

Q2.

[AO1 = 2]

1 mark each for any of the two following points:

- parasocial relationships make up for deficits in real life relationships
- parasocial relationships enable a sense of identity
- addictive nature means that parasocial relationships escalate through series of stages

Q3.

[AO3 = 6]

Level	Marks	Description
3	5 – 6	Explanation of two limitations is clear and effective. The answer is coherent and well organised with effective use of specialist terminology.
2	3 – 4	Explanation of two limitations is mostly effective although one or both lack explanation. The answer is mostly clear and organised, with appropriate use of specialist terminology. **OR** One limitation is explained at top of Level 3.
1	1 – 2	At least one limitation is presented. Explanation lacks detail/is minimal/is muddled. Specialist terminology is either absent or inappropriately used. **OR** One limitation is explained at top of Level 2.
	0	No relevant content.

Possible limitations:

- Views parasocial relationships as psychopathological and thus is negative in contrast to the positive/active view
- Evaluative comparison with attachment explanation
- The absorption–addiction model provides a description rather than an explanation of the processes involved in parasocial relationships.
- Use of evidence against the absorption–addiction model
- Broader scientific issues eg difficulty showing cause and effect

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- Limited availability of evidence – problems of testability

Credit other relevant limitations.

Q1.

Marks were awarded independently for part (a) so many answers gained a mark for identification of strata. Whilst the stem was meant to cue the students in to ‘the 4 schools’ as strata, some students invented possible strata of their own, for example, male / female or A Level subjects studied. Thereafter, marks were less easily gained because further credit was dependent on whether or not students could explain the need for proportionality in the sample. References to proportionality were not always explicit; other terms could receive credit, for example, many students used the word ‘ratio’ which was accepted. It was also acceptable and quite commonly the case that the idea was explained through the use of a concrete example, or via a mathematical formula. Having achieved marks for strata and proportionality, it was then possible to be credited for the random selection from each stratum. Relatively few answers did attain full marks.

Part (b) tended to yield high marks, with confidentiality, withdrawal of data, enquiries about possible harm and explanation of the aim as the basis of most answers. Verbatim responses tended to gain the higher marks, usually because they included fairly elaborate explanation as would typically occur when dealing with real participants. Some answers strayed into reasons why certain points would be important, which was not really answering the question. Despite taking a fairly eclectic approach to what might be construed as ‘ethical’, examiners occasionally noted points of general small talk that were not deemed creditworthy, such as ‘Have you travelled far?’

Performance on part (c) depended on whether or not students were able to organise their response efficiently and address the three skills in a relatively short time. Less well scoring answers got bogged down in theory of maternal deprivation and barely mentioned parasocial relationships, or wasted time explaining the three different levels or types of parasocial relationship and forgot to mention attachment theory. There was some confusion with the absorption-addiction model. Effective discussion tended to centre around use of evidence or the possible benefits of parasocial relationships, but was not very common. Students sometimes wasted valuable time on anecdotal account of the effects of the death of famous people.

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