

AQA A-LEVEL PSYCHOLOGY

PSYCHOLOGY



EXAM QUESTION PACK

UNIT 2 (PSYA2) OLD SPECIFICATION PAPERS

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Please write clearly in block capitals.

Centre number

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Candidate number

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Surname

Forename(s)

Candidate signature

AS PSYCHOLOGY (SPECIFICATION A)

Unit 2 Biological Psychology, Social Psychology and
Individual Differences

Monday 23 May 2016

Afternoon

Time allowed: 1 hour 30 minutes

Materials

You will need no other materials.

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 72.
- Question 5 should be answered in continuous prose. You may use the space provided to plan your answer. In Question 5, you will be assessed on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.



J U N 1 6 P S Y A 2 0 1

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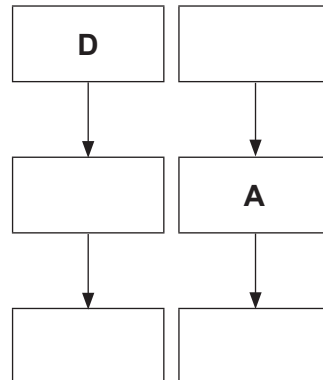
PSYA2

Section A Biological Psychology

Answer **all** questions in the spaces provided.

- 1 Complete the diagram below so that it shows stages of the pituitary-adrenal system and sympathomedullary pathway. For **each** stage write the appropriate letter in the correct box.

HYPOTHALAMUS



- A** adrenaline and nor adrenaline released
- B** cortisol/corticosteroids released
- C** immune system activated
- D** pituitary gland
- E** adrenal medulla
- F** decreased heart rate and blood pressure
- G** adrenal cortex
- H** increased heart rate and blood pressure
- I** liver stores energy

[4 marks]

4



2 Questionnaires are often used in stress research to investigate a wide range of different behaviours.

2 (a) Outline **two** advantages of using questionnaires.

[2 marks + 2 marks]

Advantage 1 _____

Extra space _____

Advantage 2 _____

Extra space _____

2 (b) Outline **one** ethical issue that may arise when using questionnaires.

[2 marks]



3 Nick was complaining to Rina about his week. Nick said that he had lost the keys to his motorbike and had to catch the bus to work all week. Due to the traffic he had been late for work a few times, and because of the bad weather cricket practice had been cancelled. Rina said she also had a bad week because she was just about to move house as well as start a new job soon.

3 (a) Identify **two** examples of daily hassles from the conversation above.

[2 marks]

3 (b) Decide who you think is more likely to suffer the negative effects of stress, Nick or Rina. Use psychological research to justify your decision.

[4 marks]

Extra space _____



4 (a) Outline stress inoculation therapy (SIT) as a method of stress management.

[4 marks]

Extra space _____

Turn over ►



4 (b) Explain **one or more** limitations of stress inoculation therapy (SIT).

[4 marks]

Extra space _____



Answer **all** questions in the spaces provided.

[12 marks]

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[illegible]

Extra space

Turn over ►



[illegible]

- 6** Patrick has just started his first work placement. At work, he spends a lot of time watching to see what the other people are doing before he does anything. Name **one** explanation for Patrick's conforming behaviour and justify your choice.

[2 marks]

Extra space

2

- 7** Describe the role of minority influence in social change.

[4 marks]

Extra space

4

Turn over ►



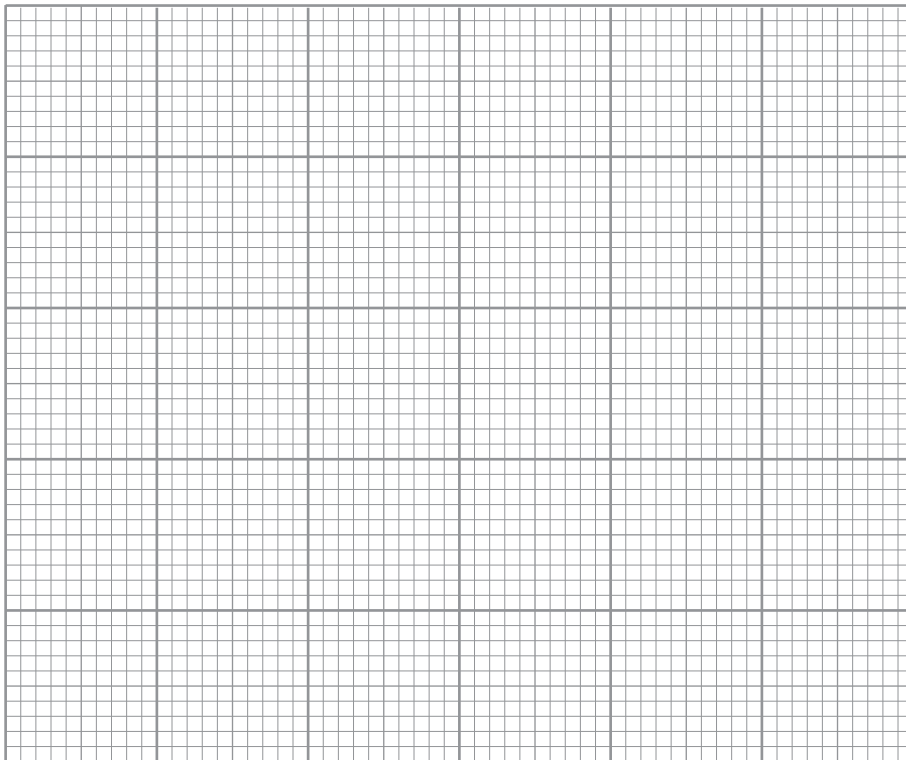
- 8** A researcher collected cross-cultural data on conformity. The results are shown in **Table 1**.

Table 1

Country	% Males who conformed	% Females who conformed
A	19	29
B	23	24
C	27	37

- 8 (a)** Sketch an appropriate bar chart to display the data presented in **Table 1**. Label your bar chart.

[4 marks]



8 (b) What do these results show about gender differences in conformity across cultures?

[2 marks]

6

Turn over for Section C

Turn over ►



Answer **all** questions in the spaces provided.

[6 marks]

[illegible][illegible]

6



[6 marks]

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Extra space _____

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

10 (b) Evaluate the biological approach to psychopathology.

[4 marks]

Extra space _____

10



11 Pavel has had a fear of snakes for as long as he can remember. He decides that he now needs to do something about it. A friend has advised that psychoanalysis might be the right therapy to help him overcome his fear of snakes.

11 (a) Explain what might be involved in psychoanalysis for Pavel's fear of snakes.

[4 marks]

Extra space _____

Turn over ►



After listening to his friend, Pavel is not sure that he wants this particular therapy. He asks his doctor if she can recommend an alternative psychological treatment.

- 11 (b)** Identify an alternative **psychological** therapy that the doctor might have suggested. Explain why this might be an appropriate alternative.

[4 marks]

Extra space _____

8

END OF QUESTIONS



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AS

Psychology Specification A

PSYA2 Biological Psychology, Social Psychology and Individual Differences

Mark scheme

2180
June 2016

Version 1.0: Final Mark Scheme

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 Assessment Writer.

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 aqa.org.uk.

Section A Biological Psychology

Question 1

Complete the diagram below so that it shows stages of the pituitary-adrenal system and sympathomedullary pathway. For each stage write the appropriate letter in the correct box.

[4 marks]

AO1 = 4 marks

1 mark for each correct letter in the correct box:

LHS: G, B

RHS: E, H

Question 2 (a)

Outline two advantages of using questionnaires.

[2 marks + 2 marks]

AO3 = 4 marks

Strengths of using questionnaires could include:

- compared to an interview they are easy to use (1 mark) because the researcher doesn't need special training to hand out the questionnaires (2nd mark for elaboration)
- people may be happier to disclose personal information on a questionnaire (1 mark) compared to a face-to-face situation like an interview (2nd mark elaboration)
- participants can answer the questions without the need for the researcher to be present (1 mark) so reducing experimenter bias (2nd mark elaboration)
- if the questionnaire used closed questions which generate quantitative data, this is easier to analyse (1 mark) than open questions which generate qualitative data which is difficult to analyse (2nd mark for elaboration)
- can be given to a large group of people at once (1 mark).

For each strength, 1 mark for identifying the strength and a further mark for explaining why it is a strength. The final bullet point is an example of a 1-mark answer as there is no explanation of why it is a strength.

Examiners should be aware that this question asks about the strengths of the method, not of the type of data collected. Answers that refer to data should not receive credit unless they are explicitly related to the type of question used (as illustrated in the bullet point above).

Question 2 (b)

Outline one ethical issue that may arise when using questionnaires. [2 marks]

AO3 = 2 marks

Ethical issues could include:

- informed consent
- anonymity
- confidentiality
- protection from harm (questions might cause respondent embarrassment or bring up painful memories)
- right to withdraw (although technically it would appear to be easy to withdraw from completing a questionnaire, respondents would need to be reassured that this was the case).

1 mark for identifying the ethical issue and a further mark for the elaboration/explanation. For example: confidentiality is an issue (1 mark) because the participant might be disclosing personal information that they want to keep private (2nd mark for elaboration).

Question 3 (a)

Identify two examples of daily hassles from the conversation above. [2 marks]

AO2 = 2 marks

Daily hassles from conversation = “lost keys”, “traffic and/or being late”, “bad weather”.
1 mark for identifying a daily hassle.

Question 3 (b)

Decide who you think is more likely to suffer the negative effects of stress, Nick or Rina. Use psychological research to justify your decision.

[4 marks]

AO2 = 4 marks

Nick is experiencing daily hassles while Rina is experiencing life events. Students could make a case for either being more likely to suffer the negative effects of stress.

Daily hassles are more common than life changes and some research has suggested these are more likely to lead to negative effects. Research such as that by Lazarus; Kanner et al; De Longis could be referred to. Credit can also be given to the ideas about frequency, duration and intensity.

Life changes are less common but have more serious consequences. The research of Holmes and Rahe developing the SRRS and Rahe et al using the scale could be used. Students do not have to draw any comparisons between Nick and Rina, although they may do so to elaborate their argument.

Students who justify both Nick and Rina could provide an effective explanation as long as a decision (Nick or Rina) is made by the end of the answer.

Answers which make no attempt to engage with the stem, maximum mark 2.

AO2 mark bands Application based on a stem
4 marks Effective Explanation demonstrates effective analysis of unfamiliar material. The selection and application of psychological knowledge to whether Nick or Rina is more likely to suffer the negative effects of stress is appropriate and effective.
3 marks Reasonable Explanation demonstrates reasonable analysis of unfamiliar material. The selection and applications of psychological knowledge to whether Nick or Rina is more likely to suffer the negative effects of stress is mostly appropriate.
2 marks Basic Explanation demonstrates basic analysis of unfamiliar material. The selection and application of psychological knowledge to whether Nick or Rina is more likely to suffer the negative effects of stress is sometimes appropriate.
1 mark Rudimentary Explanation demonstrates rudimentary analysis of unfamiliar material. The selection and application of psychological knowledge to whether Nick or Rina is more likely to suffer the negative effects of stress is muddled and/or mostly inappropriate.
0 marks No creditworthy material.

Question 4 (a)**Outline stress inoculation therapy (SIT) as a method of stress management. [4 marks]****AO1 = 4 marks**

Possible material could include some of the following:

- SIT aims to change the way a client thinks about the stressor (conceptualisation)
- clients might be asked to keep a diary of when and where the stressful experiences occurred
- therapists challenge the client's views asking them to defend them and provide evidence for them
- during SIT the client will learn specific skills and practice them with the therapist
- in the final stages, the client will try out these skills in the real world, as well as discussing how well they worked with the therapist.

AO1 mark bands Knowledge and understanding
4 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of SIT. There is appropriate selection of material to address the question, including some reference to the cognitive element.
3 marks Less detailed but generally accurate Generally accurate but less detailed answer that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.
2 marks Basic Basic answer that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled. There is little evidence of selection of material to address the question.
1 mark Very brief and/or flawed Very brief or flawed answer that demonstrates very little knowledge. Selection of material is largely inappropriate.
0 marks No creditworthy material.

Question 4 (b)**Explain one or more limitations of stress inoculation therapy (SIT).****[4 marks]****AO2 = 4 marks**

There are several limitations that could be considered:

- SIT takes time and commitment, the client must be motivated to engage in the therapy and so it will not suit everyone
- since it does take time, it is not a “fast” therapy and some people might find it takes too long before they see any benefits
- for someone with severe stress, this might not be suitable, as they may need a much faster-acting method of stress management
- it is not clear just which aspect of the therapy is most effective and some psychologists have suggested that it is the relaxation elements which are most effective and that the other elements are unnecessary and time-consuming.

There is a breadth/depth trade off here; students can consider one limitation in detail or more than one but in less detail.

AO2 mark bands	Consideration of limitation
4 marks Effective explanation	Consideration is accurate, reasonably detailed and demonstrates sound knowledge and understanding of one or more limitations of SIT. One limitation in depth or more than one but in less depth.
3 marks Reasonable explanation	Consideration is generally accurate but less detailed demonstrates reasonable knowledge and understanding of one or more limitations of SIT.
2 marks Basic explanation	Consideration demonstrates basic knowledge of one or more limitations of SIT.
1 mark Rudimentary explanation	Consideration demonstrates rudimentary knowledge of one limitation of SIT.
0 Marks	No creditworthy material.

Section B Social Psychology

Question 5

Discuss research into obedience to authority.

[12 marks]

AO1 = 6 marks

AO2 = 6 marks

The word research can refer to theories and/or studies.

AO1 credit can be for a description of studies into obedience, such as Milgram's experiments, Hofling et al, Bickman et al, although lengthy descriptions of procedures (at the expense of the important findings) might detract from the 'appropriate selection of material' requirement of the mark bands. However, one study described in detail could be sufficient for full marks.

Zimbardo's prison simulation study can only be credited where the description focuses on obedience.

Equally AO1 credit can be for a description of theories into obedience such as the agentic shift, legitimate authority, gradual commitment etc. The agentic shift explains obedience by suggesting that someone becomes an agent of the authority figure, moving out of the autonomous state. Consequently they are more likely to obey the order. Gradual commitment explains obedience in terms of starting off with a very small order, which is easily obeyed, and then slowly increasing the demands until the individual finds they are obeying a very unjust order.

AO2 can be achieved in several different ways. If the student has presented the studies as AO1 then a discussion about their strengths and weaknesses could be one way of commenting. Another way would be by considering other studies, which may or may not provide supporting evidence. It would also be creditworthy to discuss how the findings of these studies can be used to support or challenge some of the explanations.

If the student has presented the theories as their AO1 these can be discussed by considering how well they explain such behaviour (perhaps by reference to studies or to real world situations). For example, Milgram's experiment demonstrates the power of gradual commitment.

Examiners need to be mindful of which route a student has taken and to be careful in how AO1 and AO2 are awarded. For this reason clear annotation on the scripts themselves is very important.

AO1 mark bands Knowledge and understanding
6 marks Accurate and reasonably detailed Accurate and reasonably detailed description that demonstrates sound knowledge and understanding of research into obedience to authority. There is appropriate selection of material to address the question.
5-4 marks Less detailed but generally accurate Generally accurate but less detailed description that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.
3-2 marks Basic Basic description that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled. There is little evidence of selection of material to address the question.
1 mark Very brief and/or flawed Very brief or flawed description that demonstrates very little knowledge. Selection of material is largely inappropriate.
0 marks No creditworthy material.

AO2 mark bands Commentary
6 marks Effective commentary Effective use of material to address the question and provide informed commentary. Effective evaluation of research. Broad range of issues and/or evidence in reasonable depth, or a narrower range in greater depth. Clear expression of ideas, good range of specialist terms, few errors of grammar, punctuation and spelling.
5-4 marks Reasonable commentary Material is not always used effectively but produces a reasonable commentary. Reasonable evaluation of research. A range of issues and/or evidence in limited depth, or a narrower range in greater depth. Reasonable expression of ideas, a range of specialist terms, some errors of grammar, punctuation and spelling.
3-2 marks Basic commentary The use of material provides only a basic commentary. Basic evaluation of research. Superficial consideration of a restricted range of issues and/or evidence. Expression of ideas lacks clarity, some specialist terms used, errors of grammar, punctuation and spelling detract from clarity.
1 mark Rudimentary commentary The use of material provides only a rudimentary commentary. Evaluation of research is just discernible or absent. Expression of ideas poor, few specialist terms used, errors of grammar, punctuation and spelling often obscure the meaning.
0 marks No creditworthy material.

Question 6

Patrick has just started his first work placement. At work, he spends a lot of time watching to see what the other people are doing before he does anything. Name one explanation for Patrick's conforming behaviour and justify your choice.

[2 marks]

AO2 = 2 marks

The two explanations on the specification as to why people conform are informational social influence and normative social influence. Students could make a case for either. ISI because he believes his colleagues are more knowledgeable than he is and he wants to be right. NSI because he wants to be liked by his colleagues and to fit in.

1 mark for identification of ISI or NSI and a further mark for justification as suggested above.

Question 7**Describe the role of minority influence in social change.****[4 marks]****AO1 = 4 marks**

Minorities can play a considerable role in bringing about social change. However they have to possess certain characteristics in order for this to happen. The minority needs to be consistent, flexible and non-dogmatic, they can challenge the beliefs held by the majority. If the minority shows that it has made sacrifices for the 'cause' then they will have even more persuasive power. Over time, through the snowball effect the minority becomes the majority and then their beliefs become widely held.

Description of Moscovici's procedure are not credit worthy however findings and conclusions (minorities must be consistent) can be credited as can any other relevant research study.

AO1 marks Knowledge and understanding
4 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of the role of minority influence in social change. There is appropriate selection of material to address the question.
3 marks Less detailed but generally accurate Generally accurate but less detailed answer that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.
2 marks Basic Basic answer that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled. There is little evidence of selection of material to address the question.
1 mark Very brief and/or flawed Very brief or flawed answer that demonstrates very little knowledge. Selection of material is largely inappropriate.
0 marks No creditworthy material.

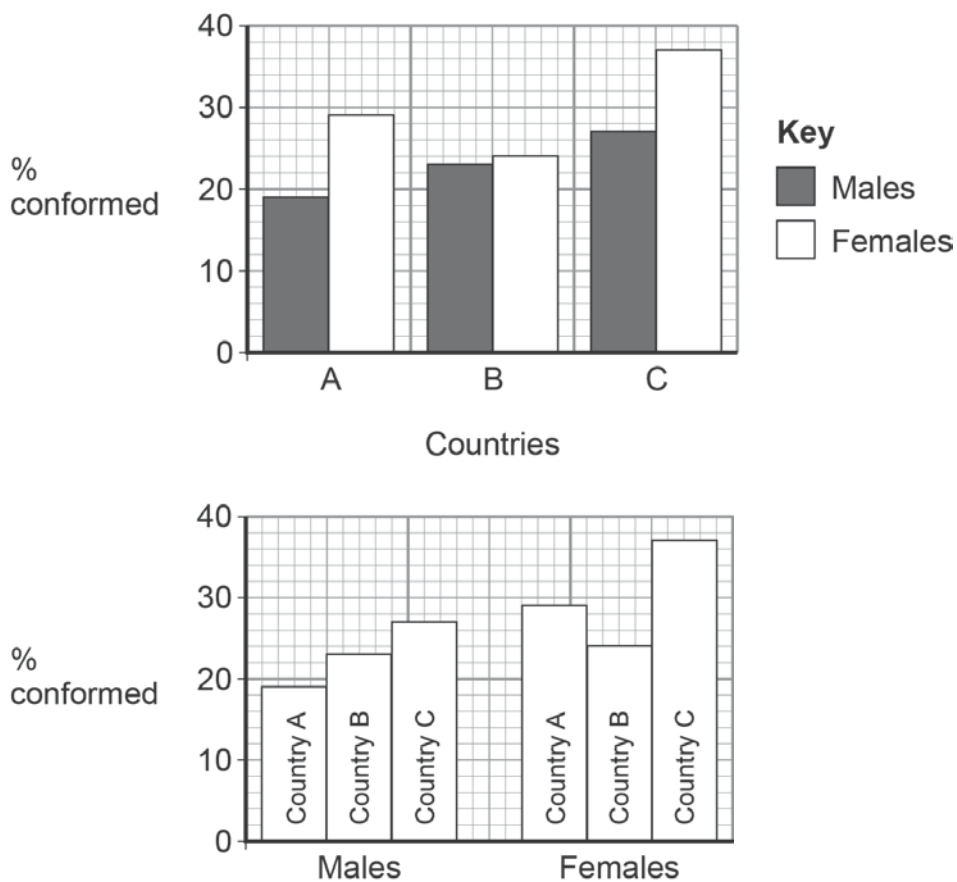
Question 8(a)

Sketch an appropriate bar chart to display the data presented in Table 1. Label your bar chart.

[4 marks]

AO3 = 4 marks

There are several possible ways this graph can be drawn and any bar charts are creditworthy as long as they accurately represent the data, for example countries on x-axis each country with two bars; or gender on x-axis and with three bars for each gender.



Marks to be given for: correctly labelled x-axis (1 mark) and y-axis (1 mark) bars need to be identified in some way, either by a key or written labels etc. (1 mark) and final mark for reasonably accurate height of bars.

Question 8 (b)

What do these results show about gender differences in conformity across cultures?[2 marks]

AO3 = 2 marks

Note: the question asks for gender differences so cultural differences are not creditworthy.

Note: there is no credit for simply restating the numbers.

Data shows:

- in all countries females conform more than males
- the spread of scores is smaller for males (range is 8) but for females the spread is much larger (range is 13)
- in some countries there is very little difference between the scores for males and females.

One point with elaboration or two points simply stated.

1 mark for a brief answer with a further mark for elaboration. For example, in all countries females conform more than males (1 mark) but in country B this difference is very small only 1% (2nd mark for elaboration). For example, In all countries females conform more than males (1 mark) in country A and C this difference is 10% (2nd mark for elaboration).

Section C Individual Differences

Question 9

Outline two definitions of abnormality.

[6 marks]

AO1 = 6 marks

There are three definitions of abnormality identified on the specification, but any other definition (eg statistical infrequency) is creditworthy. This is not a [3 marks + 3 marks] answer, so it is acceptable for a student to cover one definition in more depth than the other, but for marks in the top bands, two must be covered.

- Deviation from social norms: behaviour that differs from that which is acceptable in a given culture could be considered abnormal. This definition considers behaviour that is in some way deviant or undesirable to be abnormal.
- Failure to function adequately – an individual who cannot cope with the demands of their society, such as being unable to hold down a job or maintain personal hygiene. Rosenhan and Seligman suggested several criteria by which an individual could be judged as not functioning adequately; these included observer discomfort and behaving unpredictably.
- Deviation from ideal mental health – Jahoda suggested six criteria for what she called ideal mental health, necessary for optimal living. An individual who did not meet these criteria could be considered abnormal. Some of these criteria are: self-actualisation, autonomy, mastery of the environment etc.

AO1 mark bands Knowledge and understanding
6 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of two definitions of abnormality, although not necessarily in equal depth. There is appropriate selection of material to address the question.
5-4 marks Less detailed but generally accurate Generally accurate but less detailed answer that demonstrates relevant knowledge and understanding of two definitions of abnormality, not necessarily in equal detail. There is some evidence of selection of material to address the question.
3-2 marks Basic Basic answer that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled e.g. a mismatch between the name and detail provided. There is little evidence of selection of material to address the question. Or only one definition in reasonable detail.
1 mark Very brief and/or flawed Very brief or flawed answer that demonstrates very little knowledge. Selection of material is largely inappropriate.
0 marks No creditworthy material.

Question 10 (a)**Describe the biological approach to psychopathology.****[6 marks]****AO1 = 6 marks**

The biological approach to abnormality believes that disorders have an organic or physical cause. The focus of this approach is on genetics, neurotransmitters, neurophysiology, neuroanatomy etc. This approach argues that mental disorders are related to the physical structure and functioning of the brain. Therapies are also creditworthy, however simple description of therapies would not gain more than basic marks unless the underlying rationale is explicit (i.e. the therapy aims to change some physiological malfunction).

For full marks there must be an explicit link to psychopathology.

AO1 mark bands Knowledge and understanding
6 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of the biological approach to psychopathology. There is appropriate selection of material to address the question.
5-4 marks Less detailed but generally accurate Generally accurate but less detailed answer that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.
3-2 marks Basic Basic answer that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled. Or not linked to psychopathology. There is little evidence of selection of material to address the question.
1 mark Very brief and/or flawed Very brief or flawed answer that demonstrates very little knowledge. Selection of material is largely inappropriate.
0 marks No creditworthy material.

Question 10 (b)**Evaluate the biological approach to psychopathology.****[4 marks]****AO2 = 4 marks**

Evaluation of the biological approach could be through research that supports the different causes, evidence from the use of biological therapies, or by consideration of disorders that do not seem to have organic causes and can be better explained by other approaches. This approach can also be criticised for ignoring alternative approaches and for underestimating environmental causes. Strengths of this approach include its testability via neuroscience research evidence, evidence for genetic and neurotransmitter involvement in conditions such as schizophrenia.

AO2 mark bands	Evaluation
4 marks Effective evaluation	Evaluation demonstrates sound analysis and effective use of material to evaluate the biological approach to psychopathology.
3 marks Reasonable evaluation	Evaluation demonstrates reasonable analysis and use of material to evaluate the biological approach to psychopathology.
2 marks Basic evaluation	Evaluation demonstrates basic analysis and superficial evaluation of the biological approach to psychopathology.
1 mark Rudimentary evaluation	Evaluation demonstrates rudimentary, muddled analysis and or evaluation.
0 marks	No creditworthy material.

Question 11 (a)**Explain what might be involved in psychoanalysis for Pavel's fear of snakes. [4 marks]****AO2 = 4 marks**

Psychoanalysis involves talking to a therapist, over a long period of time, sometimes years. It can include a range of different techniques, which aim to help uncover conflicts repressed into the unconscious. Techniques such as free association, dream analysis and the use of projective tests are used. In dream analysis the therapist will listen to the manifest content while trying to discover the latent content, perhaps through symbolism of things representing snakes. Pavel's real fear might not in fact be of snakes, but of something they symbolise. Pavel must be prepared to talk openly and honestly and be committed to one or two sessions a week for many months.

AO2 mark bands Application based on a stem
4 marks Effective Explanation demonstrates effective analysis of unfamiliar material. The selection and application of psychological knowledge to what might be involved in psychoanalysis is appropriate and effective with explicit reference to Pavel's fear of snakes.
3 marks Reasonable Explanation demonstrates reasonable analysis of unfamiliar material. The selection and applications of psychological knowledge to what might be involved in psychoanalysis is mostly appropriate with some reference to Pavel's fear of snakes.
2 marks Basic Explanation demonstrates basic analysis of unfamiliar material. The selection and application of psychological knowledge to what might be involved in psychoanalysis is sometimes appropriate.
1 mark Rudimentary Explanation demonstrates rudimentary analysis of unfamiliar material. The selection and application of psychological knowledge to what might be involved in psychoanalysis is muddled and/or mostly inappropriate.
0 marks No creditworthy material.

Question 11 (b)

**Identify an alternative psychological therapy that the doctor might have suggested.
Explain why this might be an appropriate alternative.**

[4 marks]

AO2 = 4 marks

Students can make a case for any alternative **psychological** therapy.

It is most likely that they will offer systematic desensitisation. This is a therapy that has been shown to be very effective in the treatment of phobias, and so would be most suitable for Pavel. SD aims to replace the learned behaviour of fear with one of relaxation. Students can provide empirical evidence to support their explanation, or do so by explaining the underlying rationale.

A case could also be made for the use of CBT. By changing the way he thinks about snakes, it will change his response to them.

AO2 mark bands Application based on a stem
4 marks Effective Selection of appropriate therapy and explanation demonstrates effective analysis of unfamiliar material. The selection and application of psychological knowledge to the case for an alternative psychological therapy is appropriate and effective with explicit reference to Pavel's fear of snakes.
3 marks Reasonable Selection of appropriate therapy and explanation demonstrates reasonable analysis of unfamiliar material. The selection and applications of psychological knowledge to the case for an alternative psychological therapy is mostly appropriate with some reference to Pavel's fear of snakes.
2 marks Basic Selection of appropriate therapy and explanation demonstrates basic analysis of unfamiliar material. The selection and application of psychological knowledge to the case for an alternative psychological therapy is sometimes appropriate.
1 mark Rudimentary Explanation demonstrates rudimentary analysis of unfamiliar material. The selection and application of psychological knowledge to the case for an alternative psychological therapy is muddled and/or mostly inappropriate. Or alternative psychological therapy identified.
0 marks No creditworthy material.

Assessment Objectives Grid for PSYA2 June 2016

Question	AO1 marks	AO2 marks	AO3 marks
1	4		
2(a) 2(b)			4 2
3(a) 3(b)		2 4	
4(a) 4(b)	4	4	
Section A total	8	10	6
5	6	6	
6		2	
7	4		
8(a) 8(b)			4 2
Section B total	10	8	6
9	6		
10(a) 10(b)	6	4	
11(a) 11(b)		4 4	
Section C total	12	12	

Centre Number						Candidate Number				
Surname										
Other Names										
Candidate Signature										



General Certificate of Education
Advanced Subsidiary Examination
June 2015

Psychology (Specification A)

PSYA2

Unit 2 Biological Psychology, Social Psychology and Individual Differences

Monday 18 May 2015 1.30 pm to 3.00 pm

You will need no other materials.

Time allowed

- 1 hour 30 minutes

Instructions

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For Examiner's Use	
Examiner's Initials	
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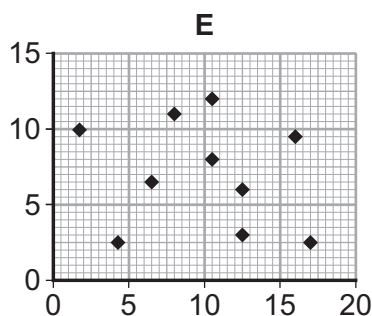
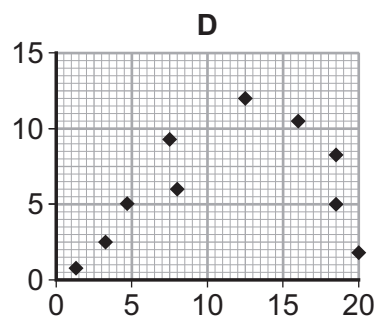
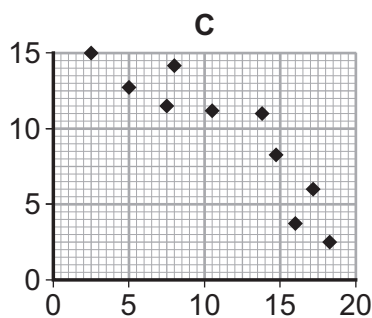
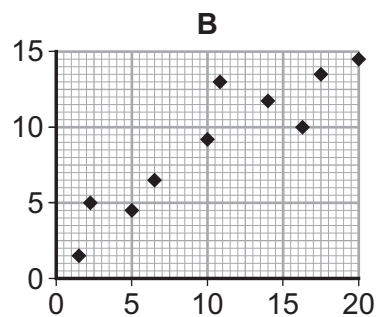
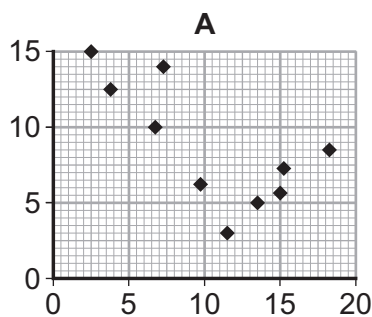
PSYA2

Section A Biological Psychology

Answer **all** questions in the spaces provided.

1 (a) Which of these 5 scattergrams best illustrates the most frequently reported relationship between stress and health?

- The x-axis (horizontal) represents a measure of stress: a low score indicates very little stress.
- The y-axis (vertical) represents scores on a health questionnaire: a high score represents good health.



Tick **one** box.

A	B	C	D	E
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[1 mark]



- 1 (b)** Scattergrams show the type of relationship that exists between two variables. What else does a scattergram tell you?

[1 mark]

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- 1 (c)** Outline **one** strength of using correlations in stress research.

[2 marks]

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- 1 (d)** Outline **one** weakness of using correlations in stress research.

[2 marks]

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Outline findings from research into daily hassles.

[4 marks]

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- 3** Caro and Mel are discussing their forthcoming final exam. Caro says that she is determined to finish in the top 5% of her year and will be very angry if she does not do well. She knows that her marks have been among the best in her class throughout the year because she always checks to see just how well her peers are doing. Mel feels that there is still plenty of time to do some revision; she is not worried about the exam or how other people are doing.

Research has shown that some personality types are more likely to suffer the negative effects of stress than others.

- 3 (a)** Identify the type of personality each student has.

[1 mark + 1 mark]

Caro

Mel

- 3 (b)** Explain whether Caro or Mel is more likely to suffer the negative effects of stress. Refer to psychological research in your explanation.

[4 marks]

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- 4 Janet has been feeling stressed for several weeks and tells her friend that she is finding work difficult. In addition to her usual work, she has been given a new project to manage. The success of this project depends on some of her colleagues meeting their targets and this seems unlikely to happen. On top of this, Janet is also trying to plan her family holiday as well as her daughter's wedding.

Explain why Janet might be feeling stressed. Refer to psychological research in your explanation.

[4 marks]

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[4 marks]

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Section B Social Psychology

Answer **all** questions in the spaces provided.

- 6** Milgram has often been criticised for failing to gain informed consent from his participants. Explain why failing to gain informed consent is an ethical issue. **[2 marks]**

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- 7** Explain **one or more** ways in which psychologists attempt to overcome ethical issues. **[4 marks]**

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- 8** Social influence takes many forms; it can cause people to conform or to obey.
Explain **one** difference between conformity and obedience.

[2 marks]

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- 9 (a)** Explain what is meant by 'normative social influence'.

[3 marks]

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- 9 (b)** Explain what is meant by 'informational social influence'.

[3 marks]

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10 Zach, Kieran and Tom were discussing whether or not to attend football trials after school.

Zach said: "I'm unlikely to be selected; I'm not feeling very lucky and I don't have my favourite socks with me."

Kieran said: "That's silly; you are just as good a player as I am. We have both been training hard all term; we will be fine."

Tom told Zach and Kieran that if they went then he would go, but if they did not go, neither would he.

10 (a) Which boy is demonstrating an internal locus of control?

[1 mark]

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10 (b) Which boy is demonstrating an external locus of control?

[1 mark]

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10 (c) Which boy is more likely to resist the pressure to conform? Use your knowledge of psychology to explain your choice.

[4 marks]

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11 Explain how social influence research helps us to understand social change. **[4 marks]**

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Turn over for the next section

Turn over ►



Answer **all** questions in the spaces provided.

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14

'Psychoanalysis involves a range of techniques such as free association and dream analysis.' Evaluate psychoanalysis as a method for treating abnormality.

[4 marks]

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Discuss **one or more** biological therapies for treating abnormality.**[12 marks]**

You may use this space to plan your answer

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[illegible]

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24



There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**



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ANSWER IN THE SPACES PROVIDED**



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ANSWER IN THE SPACES PROVIDED**



A-LEVEL

Psychology Specification A

PSYA2/Unit 2: Biological Psychology, Social Psychology and Individual Differences

Mark scheme

2180
June 2015

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 Assessment Writer.

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 aqa.org.uk

Section A Biological Psychology – Stress

Question 1(a)

The correct graph is graph C.

[1 mark]

Question 1 (b)

Scattergrams show the type of relationship that exists between two variables. What else does a scattergram tell you? [1 mark]

Strength of relationship.

Question 1(c)

Outline **one** strength of using correlations in stress research.

[2 marks]

Strengths: can study relationship between naturally occurring variables. Can measure things that cannot be manipulated experimentally. If there's no manipulation, likely to be more ethical. Can suggest trends that can lead to experiments.

Any other appropriate strength can receive credit.

One mark for a brief outline of strength and a further mark for elaboration.

For example – can study the relationship between naturally occurring variables which can then be used as a starting point for further experiments

Question 1(d)

Outline **one** weakness of using correlations in stress research.

[2 marks]

Weaknesses: It is not possible to say that one thing causes another. There may be other variables linking the co-variables in the correlation.

Any other appropriate weakness can receive credit.

One mark for a brief outline of weakness and a further mark for elaboration.

For example, cannot say one thing causes another (1 mark) there may be a third variable that connects the two
(2nd mark for elaboration.)

Question 2

Outline findings from research into daily hassles.

[4 marks]

Examiners should be careful not to credit research into life changes. However, some studies compared both life changes and daily hassles and credit should be given for findings that relate to daily hassles.

Studies into daily hassles can include those by De Longis (1982); Ruffin (1993); Bouteyre et al (2007) or any other study that set out to investigate daily hassles. However, the focus must be on the findings of the studies. For example, Bouteyre et al found that 41% of the students showed some form of depression and that there was a positive correlation between depression and scores on the hassles scale. De Longis et al found that there was a stronger correlation between health and hassles than there was between health and life changes.

Students may offer several findings (breadth) or fewer but in more detail (depth). Findings from just one study, presented in detail could potentially achieve full marks. Conclusions explicitly linked to findings should be credited.

4 marks Accurate and reasonably detailed Accurate and reasonably detailed description that demonstrates sound knowledge and understanding of findings from research into daily hassles. There is appropriate selection of material to address the question.
3 marks Less detailed but generally accurate Generally accurate but less detailed answer that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.
2 marks Basic Basic answer that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled. There is little evidence of selection of material to address the question.
1 mark Very brief/flawed or inappropriate Very brief or flawed that demonstrates very little knowledge. Selection of material is largely inappropriate.
0 marks - No creditworthy material.

Question 3

Research has shown that some personality types are more likely to suffer the negative effects of stress than others.

3(a) Identify the type of personality each student has. **[1 mark + 1 mark]**

Caro = Type A (1 mark); Mel = Type B (1 mark)

3(b) Explain whether Caro or Mel is more likely to suffer the negative effects of stress. Refer to psychological research in your explanation. **[4 marks]**

It is Caro who is Type A she will be **more** likely to suffer the negative effects of stress. She is competitive and gets angry. As a result she is more likely to experience the 'fight or flight' response and is more likely to have raised blood pressure etc. Research by Friedman & Rosenman showed that of the people in their sample who suffered from Coronary Heart Disease, 70% were Type A.

If there is no engagement, maximum 2 marks .

4 marks Effective explanation Explanation demonstrates effective analysis of unfamiliar material. The selection and application of psychological knowledge to the influence of personality on the body's response to stress is appropriate and effective 3 marks Reasonable explanation Explanation demonstrates reasonable analysis of unfamiliar material. The selection and application of psychological knowledge to the influence of personality on the body's response to stress is mostly appropriate. 2 marks Basic explanation Explanation demonstrates basic analysis of unfamiliar material. The selection and application of psychological knowledge to the influence of personality on the body's response to stress is sometimes appropriate. Or no engagement. 1 mark Rudimentary explanation Explanation demonstrates rudimentary analysis of unfamiliar material. The selection and application of psychological knowledge to the influence of personality on the body's response to stress is muddled and/or mostly inappropriate. 0 marks No creditworthy material.

Question 4

Explain why Janet might be feeling stressed. Refer to psychological research in your explanation.

[4 marks]

Students can focus on two areas of stress in everyday life: workplace stress and/or life changes. Janet is experiencing both work overload and lack of control in her workplace, both known to be linked to an increase in stress. She is also experiencing two life changes: a holiday and a marriage.

Credit use of relevant research.

Likely studies are Marmot and Johansson for workplace stress and Holmes and Rahe and SRRS for life changes.

No engagement, maximum 2 marks.

4 marks Effective explanation Explanation demonstrates effective analysis of unfamiliar material. The selection and application of psychological knowledge to stress in everyday life is appropriate and effective
3 marks Reasonable explanation Explanation demonstrates reasonable analysis of unfamiliar material. The selection and application of psychological knowledge to stress in everyday life is mostly appropriate.
2 marks Basic explanation Explanation demonstrates basic analysis of unfamiliar material. The selection and application of psychological knowledge to stress in everyday life is sometimes appropriate.
1 mark Rudimentary explanation Explanation demonstrates rudimentary analysis of unfamiliar material. The selection and application of psychological knowledge to stress in everyday life is muddled and/or mostly inappropriate.
0 marks No creditworthy material.

Question 5

Outline **one** psychological method of stress management.

[4 marks]

As stress inoculation therapy (SIT) is named on the specification, this is the most likely method students would offer. However, credit can be given to any other psychological method of stress management (e.g. CBT as long as it is clearly linked to stress and not abnormality; Hardiness training)

SIT involves three stages:

- Conceptualization: client and therapist identify the source of the stress. This could include keeping a diary of when and where the stressful experiences occurred. During this stage the therapist might even challenge the client's views.
- Acquisition of specific skills: practicing these skills with the therapist
- Real world application: finally the client will try out these skills in the real world and at the same time the client, together with the therapist, will consider how well these new skills worked.

4 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of one psychological method of stress management.
3 marks Less detailed but generally accurate Generally accurate answer that demonstrates relevant knowledge and understanding.
2 marks Basic Basic answer that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled.
1 mark Very brief/flawed or inappropriate Very brief or flawed answer that demonstrates very little knowledge.
0 marks - No creditworthy material.

Section B Social Psychology – Social Influence

Question 6

Milgram has often been criticised for failing to gain informed consent from his participants. Explain why failing to gain informed consent is an ethical issue. **[2 marks]**

Failing to gain informed consent is an ethical issue because participants are agreeing to take part in a study without knowing fully what is involved. If they knew all the details they may have decided not to participate.

Accept alternative answers as long as they are explicitly linked to failing to get informed consent.

1 mark for a brief answer and a further mark for elaboration. For example, the participants might not have wanted to take part (1 mark) if they had been given all the facts involved with the study (2nd mark for elaboration).

Question 7

Explain **one or more** ways in which psychologists attempt to overcome ethical issues. **[4 marks]**

There are several ways psychologists have overcome ethical issues, students are likely to consider overcoming the issue of lack of informed consent, but may consider how other ethical issues have been dealt with as well.

The explanation can be in the form of a description of the method or a rationale for the method.

- Debriefing
- Right to withdraw
- Prior general consent
- Presumptive consent
- Retrospective consent
- Use of ethical committees
- Use of ethical guidelines

4 marks Effective explanation

Explanation accurate, reasonably detailed and demonstrates sound knowledge and understanding of one or more ways to overcome ethical issues.

3 marks Reasonable explanation

Explanation of one or more ways to overcome ethical issues is generally accurate but less detailed and demonstrates reasonable knowledge and understanding.

2 marks Basic explanation

Explanation of one or more ways to overcome ethical issues demonstrates basic knowledge and understanding.

1 mark Rudimentary explanation

Explanation of one or more ways to overcome ethical issues demonstrates rudimentary knowledge. Or merely listing one or more ways.

0 marks - No creditworthy material.

Question 8

Social influence takes many forms; it can cause people to conform or to obey. Explain **one** difference between conformity and obedience. **[2 marks]**

Differences could include:

- Conformity occurs among those of equal status while obedience occurs within a hierarchy. People conform due to NSI or ISI but they obey because they feel they have to
- Obedience occurs in response to an explicit order, whereas conformity occurs in response to an implicit pressure.

Credit any other appropriate difference.

E.g. People often deny conformity as an explanation for their behaviour but embrace obedience as an explanation (2 marks)
0 marks for merely defining conformity and then defining obedience.

Question 9

9(a) Explain what is meant by 'normative social influence'. **[3 marks]**

1 mark for a brief outline and a further 2 marks for elaboration.

NSI is the reason someone conforms is because they want to be liked and accepted by the group. The person may publicly change their behaviour/views but privately disagree. This type of social influence is most likely to be linked to compliance.

For example, you go along with the group and agree with their views to be liked (1st mark) but privately you might hold different views (2nd mark). e.g participants in the Asch study conformed to an obvious wrong answer to fit in (3rd mark).

9(b) Explain what is meant by 'informational social influence'. **[3 marks]**

1 mark for a brief outline and a further 2 marks for elaboration.

ISI is the reason someone conforms because they believe that the group knows what is right and they conform in order to be correct. This is more likely to happen in an ambiguous situation because it is assumed they have superior knowledge. The beliefs of the group are accepted as your own and this type of social influence is most likely to be linked with internalisation. Reference to motivational force for guidance can receive credit if clearly linked to knowledge, what is right, information etc. Reference to guidance on its own is not credit worthy.

For example, ISI is where you change your behaviour because you believe the group is right. (1 mark) You change both your public and private views and internalize those of the group (2nd mark). This type of social influence usually results in a long-term change and remains even if the group is not present (3rd mark).

Question 10

10(a) Which boy is demonstrating an internal locus of control?

[1 mark]

Kieran

10(b) Which boy is demonstrating an external locus of control?

[1 mark]

Zach

10(c) Which boy is more likely to resist the pressure to conform? Use your knowledge of psychology to explain your choice.

[4 marks]

The boy with an internal LOC (i.e. Kieran) is more likely to resist the pressure to conform. People with internal LOC believe they are in control of their environment and do not feel the need to look to other people for approval or support. They are more likely to behave independently and resist the pressure to conform. Rotter (1966) suggested that internals trust their own decisions, show more initiative than externals and are less likely to follow other people.

Research studies are only credit worthy if they contribute to the explanation. Simple description of studies are not credit worthy.

4 marks Effective explanation Explanation demonstrates effective analysis of unfamiliar material. The selection and application of psychological knowledge to LOC and resisting pressure to conform is appropriate and effective
3 marks Reasonable explanation Explanation demonstrates reasonable analysis of unfamiliar material. The selection and application of psychological knowledge to LOC and resisting pressure to conform is mostly appropriate.
2 marks Basic explanation Explanation demonstrates basic analysis of unfamiliar material. The selection and application of psychological knowledge to LOC and resisting pressure to conform is sometimes appropriate.
1 mark Rudimentary explanation Explanation demonstrates rudimentary analysis of unfamiliar material. The selection and application of psychological knowledge to LOC and resisting pressure to conform is muddled and/or mostly inappropriate.
0 marks No creditworthy material.

Question 11

Explain how social influence research helps us to understand social change.

[4 marks]

Social influence research suggests that for social change to occur, there needs initially to be a consistent, flexible and non-dogmatic minority. They challenge the existing beliefs of the majority, causing them to reappraise their own beliefs. If the minority can be seen to be acting without any self-interest, or to have suffered in some way for their beliefs, they will be even more successful. Gradually some of the majority will join the minority and through the snowball effect the minority will become the majority. Sometimes social crypto-amnesia occurs, where the majority forgets where the social change originated.

Credit other appropriate explanations that may bring about social change.

Reference to Moscovici's research can also be credited, but a lengthy description of his experiment is unlikely to gain many marks. His findings need to be shaped to answer the question.

4 marks Effective explanation Explanation accurate, reasonably detailed and demonstrates sound knowledge and understanding of how social influence research contributes to understanding social change. There is appropriate selection of material to address the question. 3 marks Reasonable explanation Explanation of how social influence research contributes to understanding social change. is generally accurate but less detailed and demonstrates reasonable knowledge and understanding. 2 marks Basic explanation Explanation of how social influence research contributes to understanding social change. demonstrates basic knowledge and understanding. But lacks detail and may be muddled. 1 mark Rudimentary explanation Explanation of how social influence research contributes to understanding social change. demonstrates rudimentary knowledge. Very brief or flawed explanation. 0 marks - No creditworthy material.
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Section C Individual Differences – Psychopathology (Abnormality)

Question 12

Explain **one** limitation of the deviation from ideal mental health definition of abnormality. **[2 marks]**

- Difficulty in achieving self-actualisation, most people do not reach their full potential, so most people would be considered abnormal
- The criteria are based on very Western ideals, for some cultures fulfilling one's own potential is desirable but in others it is not.
- In some cultures personal autonomy is essential to ideal mental health, but in others putting other people first is important. So the definition cannot apply to all cultures.

1 mark for a brief limitation and a further mark for elaboration. Eg The definition is culturally relative (1 mark) and only applies to Western cultures which means it cannot be a universal definition (1 mark).

Question 13

Outline the behavioural approach to explaining psychopathology.

[6 marks]

The behavioural approach states that all behaviour is learned, whether it is normal or abnormal. The emphasis is on the environment and how the behaviour is acquired, through classical conditioning, operant conditioning and social learning.

For full marks the answer must include reference to the overarching principles and the focus must be on explaining psychological abnormality, rather than on behaviour in general. For example, classical conditioning can be used to explain how phobias are acquired, by associating a neutral object with fear. Social Learning Theory can be used to explain some eating disorders, where young girls see role models who are extremely thin and aspire to become like them. Reference to studies can be a way of illustrating the link to psychopathology (e.g. Watson & Raynor: Mineka et al 1984).

Examiners should note that answers that do not include an explicit focus on psychopathology cannot be credited beyond Basic. Similarly if only behavioural therapies are outlined without reference to underline rational cannot be credited beyond Basic.

6 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of the behavioural approach to explaining psychopathology. There is appropriate selection of material to address the question.
5 -4 marks Less detailed but generally accurate Generally accurate but less detailed answer that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.
3 -2 marks Basic Basic answer that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled. There is little evidence of selection of material to address the question.
1 mark Very brief/flawed or inappropriate Very brief or flawed answer that demonstrates very little knowledge. Selection of material is largely inappropriate.
0 marks - No creditworthy material.

Question 14

Evaluate psychoanalysis as a method for treating abnormality.

[4 marks]

The evaluation might consider:

- Therapy is very time-consuming and is unlikely to provide answers quickly
- People must be prepared to invest a lot of time and money into the therapy; they must be motivated
- They might discover some painful and unpleasant memories that had been repressed, which causes them more distress
- This type of therapy does not work for all types of disorders or for all types of clients (e.g. people who are unable to express themselves)

Evaluation of the psychodynamic approach can be credited as long as it is used to evaluate the therapy.

Examiners should be mindful of depth/breadth trade offs.

4 marks Effective evaluation Evaluation demonstrates sound analysis and effective use of a range of material to evaluate psychoanalysis.
3 marks Reasonable evaluation Evaluation demonstrates reasonable analysis and use of material to evaluate psychoanalysis.
2 marks Basic evaluation Evaluation demonstrates basic analysis and superficial evaluation of psychoanalysis.
1 mark Rudimentary evaluation Evaluation demonstrates rudimentary, muddled analysis and or evaluation of psychoanalysis.
0 marks - No creditworthy material.

Question 15

Discuss **one or more** biological therapies for treating abnormality.

[12 marks]

AO1 = 6

AO2 = 6

AO1

The two biological therapies named on the specification are drugs and ECT, however other biological therapies such as psychosurgery are also creditworthy. The three main groups of drugs are anti-psychotic or major tranquillizers, anti-anxiety drugs and the anti-depressants. Students do not need to describe them all, but can focus on just one group. AO1 marks can be gained through an understanding of how these drugs work, e.g. which neurotransmitters they target.

ECT involves passing a current (0.8 amp / 100 – 400 volts) through the brain for about half a second. The patient will be given a short-acting anaesthetic and muscle relaxant drugs before the start. The current can be given unilaterally or bilaterally and the patient will have a seizure lasting for about one minute.

There is a breadth/depth trade off here: several therapies in less detail or fewer but in more detail.

AO2

The commentary on biological therapies can focus on a range of issues:

- Effectiveness: for different disorders and different people
- Side effects: some side effects are extremely unpleasant and so patients stop taking the drugs
- Addictive nature of drugs
- Treating the symptoms but not the cause; so when treatment is finished the symptoms may reappear
- Ethical issues; difficulty in gaining full informed consent from people who may not be able to do so e.g. those with psychosis or severe depression.

AO1 Knowledge and understanding	AO2 Commentary
6 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of biological therapies. There is appropriate selection of material to address the question.	6 marks Effective commentary Commentary demonstrates sound analysis and effective use of a range of material to evaluate biological therapies. Broad range of issues and/or evidence in reasonable depth, or a narrower range in greater depth. Clear expression of ideas, good range of specialist terms, few errors of grammar, punctuation and spelling.

5 - 4 marks Less detailed but generally accurate Generally accurate but less detailed answer that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.	5 - 4 marks Reasonable commentary Commentary demonstrates reasonable analysis and use of material to evaluate biological therapies. A range of issues and/or evidence in limited depth, or a narrower range in greater depth. Reasonable expression of ideas, a range of specialist terms, some errors of grammar, punctuation and spelling.
3 - 2 marks Basic Basic answer that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled. There is little evidence of selection of material to address the question.	3 - 2 marks Basic commentary Commentary demonstrates basic analysis and superficial evaluation of biological therapies. Superficial consideration of a restricted range of issues and/or evidence. Expression of ideas lacks clarity, some specialist terms used, errors of grammar, punctuation and spelling detract from clarity.
1 mark Very brief and/or flawed Very brief or flawed answer that demonstrates very little knowledge. Selection of material is largely inappropriate.	1 mark Rudimentary commentary Commentary demonstrates rudimentary, muddled analysis and or evaluation. Expression of ideas poor, few specialist terms used, errors of grammar, punctuation and spelling often obscure the meaning.
0 marks - No creditworthy material.	0 marks - No creditworthy material.

Assessment Objectives

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Total	12	12	

Centre Number						Candidate Number				
Surname										
Other Names										
Candidate Signature										



General Certificate of Education
Advanced Subsidiary Examination
June 2014

Psychology (Specification A)

PSYA2

Unit 2 Biological Psychology, Social Psychology and Individual Differences

Tuesday 20 May 2014 1.30 pm to 3.00 pm

You will need no other materials.

Time allowed

- 1 hour 30 minutes

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 72.
- Question 3 should be answered in continuous prose. You may use the space provided to plan your answer. In Question 3, you will be assessed on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.

For Examiner's Use	
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PSYA2

Section A Biological Psychology

Answer **all** questions in the spaces provided.

- 1** Outline **one** study that has investigated stress-related illness and the immune system. In your answer you should refer to what was done and what was found.

[4 marks]

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- 2** Mrs Sands is the director of a small company that employs 50 people. Her job involves making decisions concerning the running of the company. Mrs Hewitt is one of the employees and her workload is determined by the requirements of other departments in the company. She often has to stay late to complete her work.

Explain why Mrs Sands **or** Mrs Hewitt is likely to experience the negative effects of stress. Justify your answer with reference to research into workplace stress.

[4 marks]

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- 3 'People respond differently to stress depending on whether they have Type A personality, Type B personality or whether they display hardiness.'

Discuss research studies which have investigated the way in which personality factors influence how people respond to stress.

[12 marks]

You may use this space to plan your answer

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- 4 The results from a study to compare the effectiveness of different types of stress management are shown in the table below.

Each participant completed a self-assessment after 4 weeks of treatment and again after 6 weeks of treatment. The participants rated their improvement on a scale of 1–10: the higher the score, the more they felt they had improved.

	Biological methods (drug therapy) of stress management		Psychological method of stress management
	Benzodiazepines	Beta blockers	Stress Inoculation Training (SIT)
Average rating score after 4 weeks	5.8	4.2	3.7
Average rating score after 6 weeks	6.1	5.9	8.4

What do these results show about the effectiveness of different methods of stress management?

[4 marks]

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Section B Social Psychology

Answer **all** questions in the spaces provided.

- 5** Internalisation is a type of conformity. Outline what is meant by 'internalisation'.

[2 marks]

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- 6** Explain how locus of control influences independent behaviour.

[4 marks]

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7 For each of the terms below, tick whether the definition is true **or** false.

[4 marks]

Term	Definition	True	False
Normative Social Influence	Going along with what others do because you believe it to be the right thing to do		
Informational Social Influence	Copying other people because they know more than you do		
Normative Social Influence	Looking to see what other people do so that you are not wrong		
Informational Social Influence	Doing what other people are doing so that you will be liked by them		

8 Psychologists deal with ethical issues in a variety of ways. Explain **one or more** ways of dealing with ethical issues in social influence research.

[4 marks]

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- 9 'Milgram's research has been criticised for its method and for its ethics.'
Evaluate the method used by Milgram in his research into obedience to authority.
Do **not** refer to ethics in your answer.

[6 marks]

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Using your knowledge of psychology, explain why a pupil would be less likely to pick up an empty can in the playground when told to do so by a fellow pupil than when told to do so by the head teacher.

[4 marks]

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Section C Individual Differences

Answer **all** questions in the spaces provided.

- 11 (a)** When walking to work, Liam has to touch and count every lamp post that he passes or he becomes worried. This sometimes makes him late for work. This behaviour is an example of deviation from social norms. Identify **one** other definition of abnormality and explain why Liam's behaviour could be considered abnormal according to this definition. **[4 marks]**

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- 11 (b)** Outline a limitation of the definition that you identified in 11(a). **[2 marks]**

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Describe the psychodynamic approach to psychopathology.

[6 marks]

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Outline **one or more** biological therapies used for treating abnormality.**[4 marks]**

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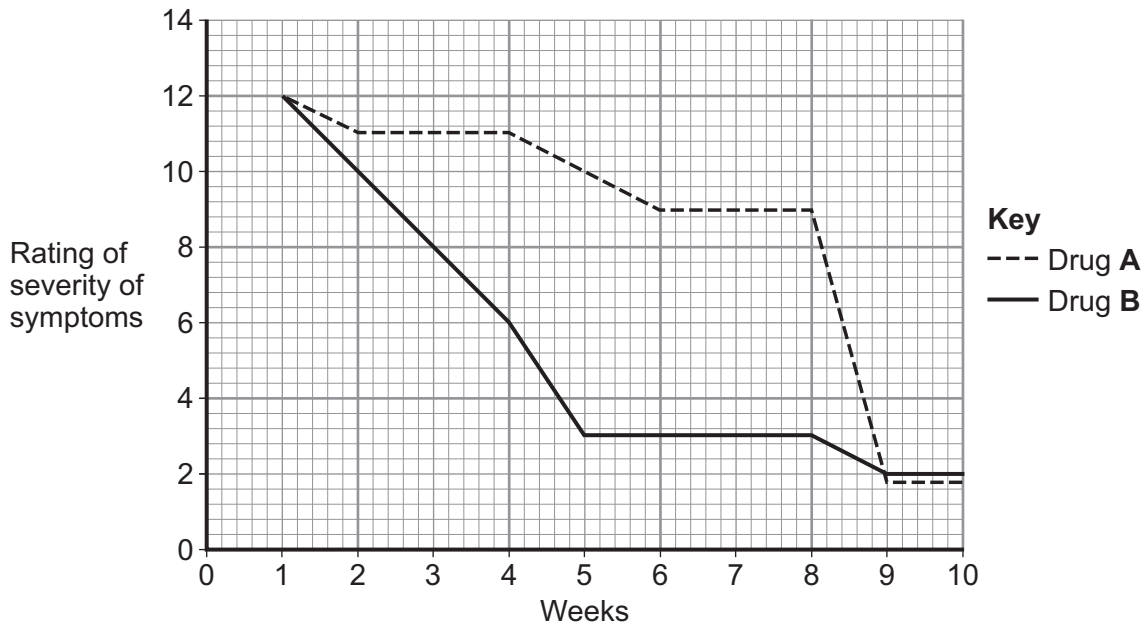
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A comparison of the effectiveness of two different drugs was conducted over a period of ten weeks. The results are shown in the graph below.

[4 marks]



What conclusions about the effectiveness of these two drugs can you draw from the graph?

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Amy thinks that whenever she leaves the room her friends start to talk about her, making her feel extremely insecure and very anxious. She has started to worry when she does not get many text messages each day and thinks that her friends do not like her anymore even though they invite her to go out with them.

Describe how cognitive behavioural therapy could be used to help Amy.

[4 marks]

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END OF QUESTIONS



A-LEVEL PSYCHOLOGY A

PSYA2/Unit 2: Biological Psychology, Social Psychology and Individual Differences
Mark scheme

2180
Summer 2014

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 Assessment Writer.

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 aqa.org.uk

Section A

Question 1

AO1 = 4

Outline one study that has investigated stress-related illness and the immune system. In your answer you should refer to what was done and what was found.

Students can gain full marks for outlining methods and results; **or** for outlining methods, results and other aspects of the study (eg aim, conclusion) in less detail.

There are several studies that can be outlined, but they must be studies that explicitly set out to investigate stress related illness and the immune system. Likely studies are those by Kiecolt-Glaser et al (either the study with medical students or the study with carers) or Cohen et al. The meta analysis by Segerstrom and Miller would also be creditworthy, although addressing the “what was done” might be more difficult for candidates. Animal research is acceptable as long as it refers to the immune system; for example Riley’s mice. However, Brady’s monkeys is not a study of the immune system and therefore is not creditworthy.

For full marks, there does not need to be a balance between methods and findings.

4 marks Accurate and reasonably detailed Accurate and reasonably detailed description that demonstrates sound knowledge and understanding of one study, including reference to both what was done and what was found. There is appropriate selection of material to address the question.
3 marks Less detailed but generally accurate Less detailed but generally accurate description that demonstrates relevant knowledge and understanding of what was done and what was found. There is some evidence of selection of material to address the question.
2 marks Basic Basic description that demonstrates some relevant knowledge and understanding of what was done and what was found, but lacks detail and may be muddled. Or only what was done or what was found. There is little evidence of selection of material to address the question.
1 mark Very brief/flawed or inappropriate The candidate provides a description, which is very brief or flawed and demonstrates very limited knowledge of either what was done or what was found. Selection and presentation of information is largely or wholly inappropriate.
0 marks No creditworthy material.

Question 2**AO2 = 4**

Mrs Sands is the director of a small company that employs 50 people. Her job involves making decisions concerning the running of the company. Mrs Hewitt is one of the employees and her workload is determined by the requirements of other departments in the company. She often has to stay late to complete her work.

Explain why Mrs Sands or Mrs Hewitt is likely to experience the negative effects of stress. Justify your answer with reference to research into workplace stress.

The stem refers to the role of control (Mrs Sands making decisions) and lack of control (Mrs Hewitt having no say in the way she works but her work being determined by others). Candidates can make a case for either of the women being more likely to be stressed: Mrs Sands because of high workload as she makes the decisions or Mrs Hewitt who has so much work that she has to stay late; Mrs Hewitt lack of control, but they need to justify their choice. Candidates are likely to refer to research by Marmot or Johansson. Karasek's model could also be used effectively here. For full marks there must be explicit reference to relevant research and also explicit engagement with the stem.

Brady's monkeys is not a study of workplace stress and therefore not creditworthy.

4 marks Effective analysis of unfamiliar situation Effective explanation that demonstrates sound knowledge of research into the effects of workplace stress and explicit engagement with either of the women in the scenario.
3 marks Reasonable analysis of unfamiliar situation Reasonable explanation that demonstrates knowledge of research into the effects of workplace stress and some engagement with either of the women in the scenario.
2 marks Basic analysis of unfamiliar situation Basic explanation of research into the effects of workplace stress, but no engagement with the scenario.
1 mark Rudimentary analysis of unfamiliar situation Rudimentary, muddled, explanation of negative effects of workplace stress or an answer that doesn't extend beyond the material in the stem.
0 marks No creditworthy material.

Question 3

‘People respond differently to stress depending on whether they have Type A personality, Type B personality or whether they display hardiness.’

Discuss research studies which have investigated the way in which personality factors influence how people respond to stress.

AO1 = 6

AO1: Credit should be given for description of research studies. Straight description of Type A/Type B without any links to responses to stress = 0 marks. Description without studies can gain up to 3 marks if links to stress is evident, as personality types are based on research findings. Whilst the specification refers to Type A and Type B personalities and hardiness, candidates may refer to other personality types, for example Type C and Type D. The most likely study, however, is that of Friedman & Rosenman’s Western Collaborative Study which found that men with Type A personality were more likely to suffer from CHD. The other likely research is that by Kobasa into the hardy personality, who found that individuals with the three characteristics of hardiness reported fewer stress-related symptoms.

Although the wording of the question indicates studies plural, partial performance does not apply and one study could in theory, be acceptable for full marks. If just one study is given it would need to be in sufficient detail.

AO2 = 6

The commentary can come from evaluation of studies themselves or use of one study to evaluate another. For example, Maddi et al, providing evidence for the link between hardiness and stress in employees of an American company, supports Kobasa’s research. Or Lifton et al who did similar research with university students. Some studies challenged the findings of Friedman & Rosenman, for example Myrtek suggested that it was hostility (which is an aspect of Type A personality) that was the important link, not TAB itself.

Candidates can also comment on the methods used in these studies, for example the Western Collaborative study had a very large sample size – this enhances reliability. Implications from research and applications of research are also creditworthy.

AO1 Knowledge and understanding	AO2 Application of knowledge and understanding
6 marks Accurate and reasonably detailed Accurate and reasonably detailed description that demonstrates sound knowledge and understanding of research into the way in which personality factors influence how people respond to stress. There is appropriate selection of material to address the question.	6 marks Effective evaluation Effective use of material to address the question and provide informed commentary. Effective evaluation of research. Broad range of issues and/or evidence in reasonable depth, or a narrower range in greater depth. Clear expression of ideas, good range of specialist terms, few errors of grammar, punctuation and spelling.
5 - 4 marks Less detailed but generally accurate Less detailed but generally accurate description that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.	5 - 4 marks Reasonable evaluation Material is not always used effectively but produces a reasonable commentary. Reasonable evaluation of research. A range of issues and/or evidence in limited depth, or a narrower range in greater depth. Reasonable expression of ideas, a range of specialist terms, some errors of grammar, punctuation and spelling.
3 - 2 marks Basic Basic description that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled. There is little evidence of selection of material to address the question.	3 - 2 marks Basic evaluation The use of material provides only a basic commentary. Basic evaluation of research. Superficial consideration of a restricted range of issues and/or evidence. Expression of ideas lacks clarity, some specialist terms used, errors of grammar, punctuation and spelling detract from clarity.
1 mark Very brief/flawed or inappropriate Very brief or flawed description demonstrating very little knowledge. Selection and presentation of information is largely or wholly inappropriate.	1 mark Rudimentary evaluation The use of material provides only a rudimentary commentary. Evaluation of research is just discernible or absent. Expression of ideas poor, few specialist terms used, errors of grammar, punctuation and spelling often obscure the meaning.
0 marks No creditworthy material.	0 marks No creditworthy material.

Question 4

AO3 = 4 – The skill being assessed is interpretation of data from a table.

The results from a study to compare the effectiveness of different types of stress management are shown in the table below.

Each participant completed a self-assessment after 4 weeks of treatment and again after 6 weeks of treatment. The participants rated their improvement on a scale of 1 – 10: the higher the score, the more they felt they had improved.

	Biological methods (drug therapy) of stress management		Psychological method of stress management
	Benzodiazepines	Beta blockers	Stress Inoculation Therapy
Average rating score after 4 weeks	5.8	4.2	3.7
Average rating score after 6 weeks	6.1	5.9	8.4

What do these results show about the effectiveness of different methods of stress management?

There are several points candidates could make.

- All methods are effective in managing stress
- Initially drugs work faster than SIT
- Initially BZs work faster than beta blockers
- SIT has the best result but only after 6 weeks
- There is little difference between which type of drug used after 6 weeks.

Data on its own without justification is not creditworthy.

E.g. Both types of drug are more effective than SIT after only 4 weeks (1 mark) because both ratings 5.8 and 4.2 are higher than 3.7 (2nd mark – data used to justify).

E.g. SIT takes longer than drugs to show any improvement (1 mark) as it has the lowest improvement score at 4 weeks (2nd mark), but after 6 weeks it is much more effective than either of the drugs (3rd mark).

E.g. initially after 4 weeks, drugs are more effective than SIT (1 mark). With BZs being just a bit more effective than BBs (2nd mark) But after 6 weeks there is less difference between the two drugs (3rd mark) and SIT is clearly much more effective than either drug it just takes longer to work (4th mark).

4 marks Effective interpretation of data Effective interpretation that demonstrates sound understanding of what the data shows, with reference to both type of method and length of time.
3 marks Reasonable interpretation of data Reasonable interpretation of what the data shows, with reference to type of method and length of time but one in more detail.
2 marks Basic interpretation of data Basic interpretation of what the data shows; in terms of, for example “better” or “worse”.
1 mark Rudimentary interpretation of data Rudimentary, muddled interpretation of the data, demonstrating very limited knowledge.
0 marks No creditworthy material. Data on its own without justification is not creditworthy.

Section B**Question 5****AO1 = 2 marks****Internalisation is a type of conformity. Outline what is meant by ‘internalisation’.**

Internalisation involves a change in both public and private belief. It is a more permanent type of change and can continue without the presence of the group.

1 mark for a brief answer (people change both publically and privately) and a further mark for elaboration (this is a more permanent change).

Question 6**AO1 = 4 marks****Explain how locus of control influences independent behaviour.**

Those with an internal locus of control tend to be the risk-takers in society and show independent behaviour. Those with an internal locus of control believe that they have control over their own behaviour and take responsibility for their own action. They have confidence and therefore have no need for external approval. Consequently they do not feel the need to conform and are less likely to obey.

People with an external locus of control are less likely to behave independently as they do not believe they have control over events in their life and are more likely to seek approval from others.

Candidates must be clear that it is those with an internal locus of control who remain independent. Reference to “high” or “low” locus of control cannot gain credit unless it is explicitly linked to internal or external.

4 marks Accurate and reasonably detailed Accurate and reasonably detailed explanation that demonstrates sound knowledge and understanding of how locus of control influences independent behaviour. There is appropriate selection of material to address the question.
3 marks Less detailed but generally accurate Less detailed but generally accurate explanation that demonstrates relevant knowledge and understanding of how locus of control influences independent behaviour. There is some evidence of selection of material to address the question.
2 marks Basic Basic explanation that demonstrates some relevant knowledge and understanding of how locus of control influences independent behaviour but lacks detail and may be muddled. There is little evidence of selection of material to address the question.
1 mark Very brief/flawed or inappropriate The candidate provides an explanation, which is very brief or flawed and demonstrates very limited knowledge of how locus of control influences independent behaviour. Selection and presentation of information is largely or wholly inappropriate.
0 marks No creditworthy material.

Question 7**AO1 = 4 marks****For each of the terms below, tick whether the definition is true or false.**

Term	Definition	True	False
Normative Social Influence	Going along with what others do because you believe it to be the right thing to do		
Informational Social Influence	Copying other people because they know more than you do		
Normative Social Influence	Looking to see what other people do so that you are not wrong		
Informational Social Influence	Doing what other people are doing so that you will be liked by them		

(1) = false

(2) = true

(3) = false

(4) = false

Question 8**AO3 = 4 marks****Psychologists deal with ethical issues in a variety of ways. Explain one or more ways of dealing with ethical issues in social influence research.**

Candidates can describe any relevant way of dealing with an ethical issue, such as debriefing, prior general consent, presumptive consent, retrospective consent. Other methods such as using a virtual environment rather than a real one could also be considered. They can also take a wider view of how to deal with such issues, by considering the use of ethical committees, conducting a cost-benefit analysis, or the role of the BPS Guidelines. There is clearly a depth breadth trade off; candidates could describe one method in detail or more than one but in less detail. Merely listing ways of dealing with ethical issues without any explanation – 2 marks.

4 marks Accurate and reasonably detailed

Accurate and reasonably detailed answer that demonstrates sound understanding of ways of dealing with ethical issues. One way in detail or more than one way but in less detail. There is appropriate selection of material to address the question.

3 marks Less detail but generally accurate

Less detailed but generally accurate answer that demonstrates understanding. There is some evidence of selection of material to address the question.

2 marks Basic

Basic answer that demonstrates some relevant understanding but lacks detail and may be muddled. There is little evidence of selection of material to address the question. Merely listing ways of dealing with ethical issues without any explanation.

1 mark Very brief/flawed inappropriate

Very brief or flawed answer demonstrating very little understanding. Or merely listing some relevant methods. Selection and presentation of information is largely or wholly inappropriate.

0 marks

No creditworthy material.

Question 9**AO2 = 6 marks**

‘Milgram’s research has been criticised for its method and for its ethics.’ Evaluate the method used by Milgram in his research into obedience to authority. Do not refer to ethics in your answer.

As Milgram used a laboratory study, candidates could evaluate it by considering the strengths or the weaknesses. The strengths include the ability to control variables, to allow replication and therefore check reliability. The weaknesses could refer to issues of validity, both internal and external. He also conducted this experiment in other locations and evaluation of these variations is also creditworthy.

Candidates can refer directly to Milgram’s study, or take a broader approach to studies in general.

Ethical considerations are not creditworthy.

6 marks Effective evaluation Effective use of material to address the question and provide informed commentary. Effective evaluation of research. There is appropriate selection of material to address the question.
5-4 marks Less detailed but generally accurate Material is not always used effectively but produces a reasonable commentary. Reasonable evaluation of research. There is some evidence of selection of material to address the question.
3-2 marks Basic The use of material provides only a basic commentary. Basic evaluation of research. There is little evidence of selection of material to address the question.
1 mark Very brief/flawed or inappropriate The use of material provides only a rudimentary commentary. Evaluation of research is just discernible or absent.
0 marks No creditworthy material.

Question 10**AO2 = 4 marks**

Using your knowledge of psychology, explain why a pupil would be less likely to pick up an empty can in the playground when told to do so by a fellow pupil than when told to do so by the head teacher.

For credit, answers must focus on why pupils are **less** likely to obey.

Research has indicated that people are less likely to obey a request from someone who is not perceived as having legitimate authority. Milgram's study demonstrated that obedience fell when the experimenter was not wearing his lab coat (an indication of his status and authority). Bickman's study showed that when the confederate was wearing casual clothes, fewer people obeyed his request.

In the stem, the fellow pupil is perceived as having less status and authority than the head teacher. The fellow pupil has fewer (if any) sanctions than the head teacher if the request is not obeyed. The fellow pupil might also be wearing school uniform which indicates their status and power (both being low)

4 marks Effective analysis of unfamiliar situation Effective explanation that demonstrates sound knowledge of why pupils are less likely to obey. There is an explicit attempt to engage with the scenario and explicit focus on why pupils are less likely to obey, rather than to obey.
3 marks Reasonable analysis of unfamiliar situation Reasonable explanation that demonstrates knowledge of why pupils are less likely to obey with some attempt to engage with the scenario and some explicit focus on why pupils are less likely to obey, rather than to obey.
2 marks Basic analysis of unfamiliar situation Basic explanation of why pupils are less likely to obey. Or a reasonable explanation but with no engagement with scenario.
1 mark Rudimentary analysis of unfamiliar situation Rudimentary, muddled, explanation of why people are less likely to obey.
0 marks No creditworthy material, eg description of why people are more likely to obey but with no comparison with less likely.

Section C

Question 11

AO2 = 4 marks

(a) When walking to work, Liam has to touch and count every lamp post that he passes or he becomes worried. This sometimes makes him late for work. This behaviour is an example of deviation from social norms. Identify one other definition of abnormality and explain why Liam's behaviour could be considered abnormal according to this definition.

There are two other definitions on the specification and candidates are likely to use one of these, as a case could be made for each of them. However, other relevant definitions are also creditworthy such as the statistical infrequency definition.

1 mark for a correct identification of a definition.

Deviation from ideal mental health. Jahoda suggested six criteria which denote mental health and since Liam does not seem to be mastering the environment, demonstrating personal autonomy, showing a resistance to stress, he is failing to meet some of the criteria. This suggests that he does not have ideal mental health.

Failure to function adequately. The fact that Liam's behaviour is causing him to be late for work suggests that he is not functioning adequately. A general inability to deal with everyday life is one of the features of this definition and behaviours that impact on his ability to work, would meet the criteria for this definition.

There are 3 marks for the explanation, one mark for a brief explanation: eg Liam's behaviour deviates from ideal mental health because he lacks some of the criteria Jahoda said were necessary for good health. With a further 2 marks for an elaboration. For example, Liam doesn't seem to be able to resist stress as he gets worried (1 mark) this suggests that Liam does not have mastery over his environment, that is one of her criteria for ideal mental health (further elaboration for rest of the marks.)

AO2 = 2 marks

(b) Outline a limitation of the definition that you identified in 11(a).

The limitation given must relate to the definition in 11(a). For example, with deviation from ideal mental health, sometimes stress has benefits and some people perform more effectively under small amounts of stress.

Failure to function adequately suggests that Liam is not coping with life. However, it may be that being late is the only problem he has and in all other aspects of his life he is functioning well. This makes the definition very restrictive.

Both definitions also suffer from cultural relativism. As long as the limitation could be applied to the definition given in (b) then credit can be given, thus a more generic comment on cultural relativism is acceptable.

1 mark for a brief outline of the limitation and a further mark for elaboration.

Question 12**AO1 = 6 marks****Describe the psychodynamic approach to psychopathology.**

Candidates can consider the main features of this approach as well as the therapies that are used. The main assumptions include Freud's belief that abnormality came from psychological causes rather than physical causes; that unresolved conflicts between the id, ego and super ego created anxiety, this could be dealt with by the ego's use of defence mechanisms; early childhood experiences shaped later adult life and unconscious motivation were responsible for disorders. Descriptions of the psychosexual stages of development are also creditworthy, however for top band marks there does need to be a link with psychopathology. The techniques used in therapy to access the unconscious could include free association, dream analysis and the use of projective techniques.

An answer that describes therapies alone cannot access marks above Basic. However, if the answer clearly demonstrates the theoretical underpinning of the therapy, then it can access the full range of marks.

If there is no attempt to explain abnormality, a maximum of 3 marks.

6 marks Accurate and reasonably detailed Accurate and reasonably detailed description that demonstrates sound knowledge and understanding of the psychodynamic approach to psychopathology. There is appropriate selection of material to address the question.
5-4 marks Less detailed but generally accurate Less detailed but generally accurate description that demonstrates relevant knowledge and understanding of the psychodynamic approach to psychopathology. There is some evidence of selection of material to address the question.
3-2 marks Basic Basic description that demonstrates some relevant knowledge and understanding of the psychodynamic approach to psychopathology but lacks detail and may be muddled. There is little evidence of selection of material to address the question or no reference to psychopathology.
1 mark Very brief/flawed or inappropriate The candidate provides a description, which is very brief or flawed and demonstrates very limited knowledge of the psychodynamic approach to psychopathology. Selection and presentation of information is largely or wholly inappropriate.
0 marks No creditworthy material.

Question 13**AO1 = 4 marks****Outline one or more biological therapies used for treating abnormality.**

Drugs and ECT are the two biological therapies named on the specification, but other therapies such as psychosurgery are also creditworthy.

Candidates can outline drugs in general or refer to specific drugs, but the focus must be on their use as a treatment for abnormality (rather than as a method of stress management). Drugs work by affecting levels of neurotransmitters in the brain and therefore altering behaviour. For example, antipsychotic drugs work by reducing levels of dopamine and increasing levels of serotonin. Antidepressants work by enhancing the action of serotonin.

ECT can be unilateral or bilateral and involves giving the patient a small current to induce a seizure. They are also given a short acting anaesthetic and muscle relaxant. The seizure lasts for about a minute and ECT is usually given three times a week for up to 5 weeks.

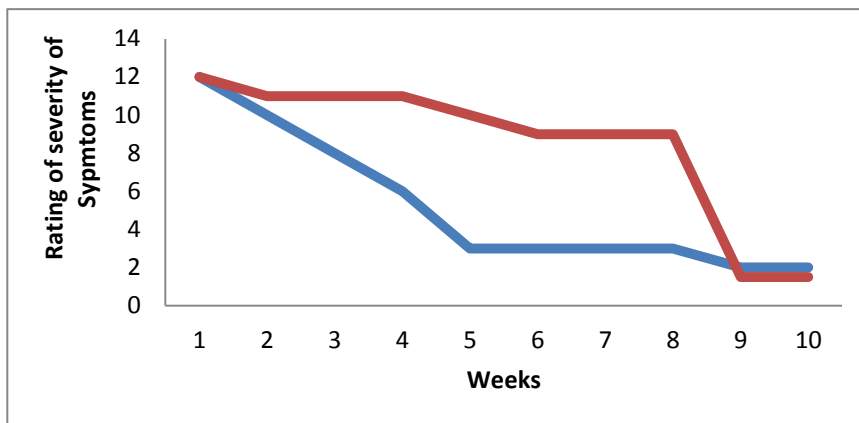
Examiners should be aware that there is a breadth-depth trade off here. Candidates may offer one therapy in depth or more than one but in less depth.

4 marks Accurate and reasonably detailed Accurate and reasonably detailed description that demonstrates sound knowledge and understanding of one or more biological therapies. There is appropriate selection of material to address the question. There may be one therapy in depth or more than one but in less depth.
3 marks Less detailed but generally accurate Less detailed but generally accurate description that demonstrates relevant knowledge and understanding of one or more biological therapies. There is some evidence of selection of material to address the question.
2 marks Basic Basic description that demonstrates some relevant knowledge and understanding of one or more biological therapies, but lacks detail and may be muddled. There is little evidence of selection of material to address the question.
1 mark Very brief/flawed or inappropriate The candidate provides a description, which is very brief or flawed and demonstrates very limited knowledge of biological therapies. Selection and presentation of information is largely or wholly inappropriate.
0 marks No creditworthy material.

Question 14

AO3 = 4 marks - The skill being assessed is interpretation of data from a graph.

A comparison of the effectiveness of two different drugs was conducted over a period of ten weeks. The results are shown in the graph below.



Comparison of the rating of severity of symptoms over 10 weeks

What conclusions about the effectiveness of these two drugs can you draw from the graph?

Possible conclusions could include the following:

- Overall the graph shows is that there is very little difference in the reduction of symptoms of these two drugs by the end of the 10 weeks (1 mark) both drugs are effective (2nd mark)
- Drug A is marginally more effective in reducing the symptoms (1 mark)
- Drug A takes longer before the effects are seen (1 mark), not showing much reduction until after 8 weeks (2nd mark)
- Drug B starts to show a reduction in symptoms quite quickly (1 mark) with a dramatic reduction in the first 5 weeks (2nd mark).

Data on its own is not creditworthy.

Question 15**AO2 = 4 marks**

Amy thinks that whenever she leaves the room her friends start to talk about her, making her feel extremely insecure and very anxious. She has started to worry when she does not get many text messages each day and thinks that her friends do not like her anymore even though they invite her to go out with them.

Describe how cognitive behavioural therapy could be used to help Amy.

CBT aims to change self-defeating beliefs (such as Amy's friends not liking her). This can be done in several ways. One way is through the process of disputing (logical, empirical or pragmatic). The therapist challenges the patient's irrational beliefs and helps them to see that they are indeed irrational. For example, empirical disputing might ask Amy for the evidence to support her beliefs. It might demonstrate that whenever she actually sends a text message her friends always reply straight away.

A slightly less confrontational form of CBT is where the therapist helps the patient identify the negative thoughts (my friends talk about me) and helps them to see alternative ways of assessing the situation (just because I'm not there, it doesn't mean they talk about me). In this way, the therapist can help the patient to engage in a form of reality testing.

For top marks there must be explicit engagement with the stem.

Examiners should be careful not to credit forms of CBT such as SIT, that are more appropriate to stress management unless they are explicitly made relevant to Amy's situation.

4 marks Effective analysis of unfamiliar situation
Effective explanation that demonstrates sound knowledge of how CBT could be used to help Amy
3 marks Reasonable analysis of unfamiliar situation
Reasonable explanation that demonstrates knowledge of how CBT could be used to help Amy
2 marks Basic analysis of unfamiliar situation
Basic explanation of how CBT could be used to help Amy, or reasonable explanation of CBT with no link to the scenario.
1 mark Rudimentary analysis of unfamiliar situation
Rudimentary, muddled, explanation of how CBT could be used.
0 marks
No creditworthy material.

PSYA2 2014
Assessment Objective Grid

	AO1	AO2	AO3
1	4		
2		4	
3	6	6	
4			4
Total	10	10	4
5	2		
6	4		
7	4		
8			4
9		6	
10		4	
Total	10	10	4
11		6	
12	6		
13	4		
14			4
15		4	
Total	10	10	4

Centre Number						Candidate Number				
Surname										
Other Names										
Candidate Signature										



General Certificate of Education
Advanced Subsidiary Examination
June 2013

Psychology (Specification A) PSYA2

Unit 2 Biological Psychology, Social Psychology and Individual Differences

Wednesday 5 June 2013 1.30 pm to 3.00 pm

You will need no other materials.

Time allowed

- 1 hour 30 minutes

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 72.
- Question 4 should be answered in continuous prose. You may use the space provided to plan your answer. In Question 4, you will be assessed on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.

For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
2	
3	
4	
5	
6	
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9	
10	
11	
12	
13	
TOTAL	



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PSYA2

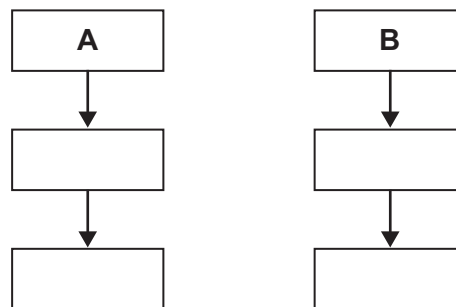
Section A Biological Psychology

Answer **all** questions in the spaces provided.

Total for this question: 4 marks

- 1** Complete the diagram below so that it shows stages of the sympathomedullary pathway and the pituitary-adrenal system. For **each** stage, write the appropriate letter in the correct box.

HYPOTHALAMUS



- A** adrenal medulla
- B** adrenal cortex
- C** decreases heart rate and blood pressure
- D** liver stores energy
- E** cortisol/corticosteroids released
- F** adrenaline and noradrenaline released
- G** pituitary gland
- H** gets body ready for 'fight or flight'
- I** immune system suppressed

(4 marks)

4



Total for this question: 4 marks

- 2** Kerry is a talented badminton player who has just been promoted to the first division. However, she finds these top league games very stressful because she thinks that she is not as good as the other players and she believes that she is going to lose every point. Now her game is beginning to suffer.

Explain how stress inoculation therapy (SIT) could be used to help Kerry.

In your answer you must refer to details from the passage above.

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(4 marks)

Extra space

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4

Turn over for the next question

Turn over ►



Total for this question: 4 marks

- 3** Type A personality can be measured by using a questionnaire. Explain **two** strengths of using questionnaires.

Strength One

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Extra space

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Strength Two

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Extra space

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(2 marks + 2 marks)

4



Total for this question: 12 marks

- 4** Outline and evaluate research into life changes **and/or** daily hassles as sources of stress.

You may use this space to plan your answer

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Turn over ►

(12 marks)



This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Turn over for Section B

Section B Social PsychologyAnswer **all** questions in the spaces provided.**Total for this question: 4 marks**

- 5** A researcher investigated obedience. The table shows the percentages of people who obeyed a simple request from a confederate who was either smartly dressed or casually dressed.

Request	Smartly dressed confederate	Casually dressed confederate
Pick up some litter	80%	61%
Post a letter lying near a post box	61%	40%
Carry a heavy box up some stairs	30%	30%

What do these results suggest about obedience?

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(4 marks)

Extra space

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4

6

[illegible]

Extra space

6

Total for this question: 6 marks**7 (a)** Explain what is meant by internalisation.

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(3 marks)

Extra space

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7 (b) Explain what is meant by compliance.

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(3 marks)

Extra space

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6



8 Discuss **one or more** explanations of why people resist the pressure to conform.

This image shows a full page of white paper with horizontal dotted lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Turn over ►



[illegible]

3



Section C Individual Differences

Answer **all** questions in the spaces provided.

Total for this question: 4 marks

- 9 (a)** The following statements are all linked to different definitions of abnormality.
Select the **two** statements that describe the deviation from ideal mental health definition of abnormality.

Tick **two** boxes.

Behaviour that is different from the way most people in society act

☐

Not achieving self-actualisation

☐

Not following the standards set by society

☐

Causing distress or discomfort to others

☐

Behaviour that interferes with everyday life

☐

Not being able to resist stress

☐

(2 marks)

- 9 (b)** Explain **one** limitation of the failure to function adequately definition of abnormality.

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(2 marks)

Extra space

.....

4

Turn over ►



10 Outline and evaluate the cognitive approach to explaining psychopathology.

[illegible]

[illegible]

Turn over ►



Total for this question: 4 marks

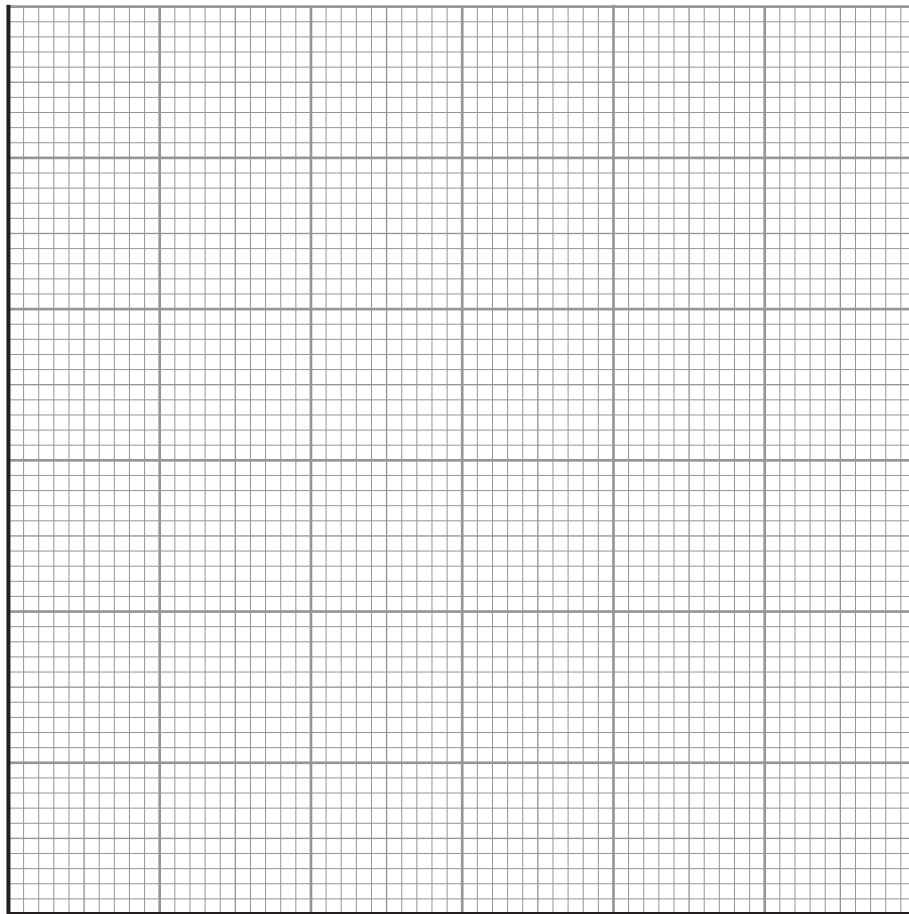
11

Two groups of patients took part in a trial to compare the effectiveness of two different drug therapies. One of the groups was given **Drug A** and the other group was given **Drug B**. All patients completed a rating scale at the start of a ten-week course of treatment and again at the end of the course. This scale measured the severity of symptoms.

The **Drug A** group had an average score of 9 before the therapy and an average score of 4 at the end of the course.

The **Drug B** group had an average score of 7 before the therapy and an average score of 5 at the end of the course.

Sketch and label a bar chart to illustrate the data.



(4 marks)

4



Total for this question: 4 marks**12** Outline **two** techniques used in psychoanalysis.

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(4 marks)

Extra space

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4

Turn over for the next question**Turn over ►**

Total for this question: 4 marks

13

Mia has a phobia of eating in public. She is about to go to university where she knows that she will have to eat her meals in a large dining hall surrounded by other students.

Describe how a therapist might use systematic de-sensitisation to help Mia overcome her phobia of eating in social situations.

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(4 marks)

Extra space

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4

END OF QUESTIONS



There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**



There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

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General Certificate of Education (A-level)
June 2013

Psychology A

PSYA2

(Specification 2180)

**Unit 2: Biological Psychology, Social
Psychology and Individual Differences**

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner 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 examiners 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 examiner understands and applies it in the same correct way. As preparation for standardisation each examiner 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, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal 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.

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Section A Biological Psychology

Question 1

AO1 = 4 marks **Knowledge of pituitary-adrenal system**

A = Adrenal medulla: **F, H**

B = Adrenal cortex: **E, I**

Question 2

AO2 = 4 marks **Analysis of unfamiliar situation and application of knowledge of stress management**

SIT: Three stages allowing Kerry to identify the sources of stress, think about them in a different way, give her strategies for dealing with future stress. First stage – conceptualisation: Kerry will think about the source of stress. Second stage – skills acquisition: the therapist will teach Kerry relaxation techniques and self-coping statements. Third stage – real-world application: Kerry will practise these skills in training sessions. Alternatively, the therapist might challenge Kerry and ask where is the evidence to show she is not as good as other players, especially as she has just been promoted? Kerry might be asked to keep a diary recording her performance and see exactly what each outcome was, so she has hard evidence about her wins and losses. This can be used to check the validity of her beliefs.

SIT can be explained in different ways: either stage-based or in a more applied way without explicit reference to the stages.

For full marks there must be explicit engagement with the stem.

AO2
Analysis of unfamiliar situation and application of knowledge of stress management
4 marks Effective analysis of unfamiliar situation Effective explanation that demonstrates sound knowledge of SIT management. There is explicit engagement, which relates to the stem.
3 marks Reasonable analysis of unfamiliar situation Reasonable explanation that demonstrates knowledge of SIT management with some reference to the stem.
2 marks Basic analysis of unfamiliar situation No engagement with the stem, no matter how detailed the explanation of SIT or basic explanation with some engagement.
1 mark Rudimentary analysis of unfamiliar situation Rudimentary, muddled, explanation of SIT management demonstrating very limited knowledge.
0 marks No creditworthy material.

Question 3

AO3 = 2 + 2 marks Knowledge and understanding of research methods

Two strengths of using questionnaires could include:

- Compared to interview they are easy to use (1 mark). The researcher doesn't need any special training to hand out the questionnaires (2nd mark for elaboration).
- People may be happier to disclose personal information on a questionnaire (1 mark) compared to a face-to-face situation (2nd mark for elaboration).
- Participants can answer the questions without the need for the researcher to be present (1 mark) so reducing experimenter bias (2nd mark for elaboration).
- If the questionnaire used closed questions which generate quantitative data, this is easier to analyse (1 mark) than open questions which generate qualitative data which is difficult to analyse (2nd mark for elaboration).
- Can be given to a large group of people (1 mark).

For each strength, 1 mark for identifying the strength and a further mark for explaining why it is a strength. The final bullet point is an example of a 1-mark answer as there is no explanation of why it is a strength.

Examiners should be aware that this question asks about the strengths of the method, not of the type of data collected. Answers that refer to data should not receive credit unless they are explicitly related to the type of question used (as illustrated in the bullet point above).

Question 4

AO1 = 6 marks knowledge of research into life changes/daily hassles
AO2 = 6 marks evaluation of research into life changes/daily hassles

AO1: Research into life changes can focus on the work of Holmes and Rahe in developing the SRRS as well as into the use of the scale by Rahe et al. Several psychologists have investigated daily hassles as a source of stress, such as Lazarus; Kanner et al; De Longis et al. If daily hassles are described credit can be given to the ideas about frequency, duration and intensity (the accumulation and amplification effects).

Credit can be given for a description of theory/model or studies. If studies are used there are different ways of approaching this question. Students can focus on the methodology or findings; they can describe one study in detail or more than one but in less detail. Students can outline either life changes or daily hassles or both, but clearly there will be a breadth/depth trade-off here depending on which way they approach this question. (One in more detail, more than one but in less detail.)

NB Examiners should be aware that there is a whole range of studies which can receive credit.

AO2: The evaluation can come from a consideration of methodological issues: use of self-report scales, retrospective data, correlations, population validity. Students can also use one to evaluate the other, for example, some psychologists argue that daily hassles are a better predictor of stress-related illness than are life changes.

AO1 Knowledge and understanding	AO2 Application of knowledge and understanding
6 marks Accurate and reasonably detailed Accurate and reasonably detailed description that demonstrates sound knowledge and understanding of research into life changes/daily hassles. There is appropriate selection of material to address the question.	6 marks Effective evaluation Effective use of material to address the question and provide informed commentary. Effective evaluation of research. Broad range of issues and/or evidence in reasonable depth, or a narrower range in greater depth. Clear expression of ideas, good range of specialist terms, few errors of grammar, punctuation and spelling.
5 - 4 marks Less detailed but generally accurate Less detailed but generally accurate description that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.	5 - 4 marks Reasonable evaluation Material is not always used effectively but produces a reasonable commentary. Reasonable evaluation of research. A range of issues and/or evidence in limited depth, or a narrower range in greater depth. Reasonable expression of ideas, a range of specialist terms, some errors of grammar, punctuation and spelling.
3 - 2 marks Basic Basic description that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled. There is little evidence of selection of material to address the question.	3 - 2 marks Basic evaluation The use of material provides only a basic commentary. Basic evaluation of research. Superficial consideration of a restricted range of issues and/or evidence. Expression of ideas lacks clarity, some specialist terms used, errors of grammar, punctuation and spelling detract from clarity.
1 mark Very brief/flawed or inappropriate Very brief or flawed description demonstrating very little knowledge. Selection and presentation of information is largely or wholly inappropriate.	1 mark Rudimentary evaluation The use of material provides only a rudimentary commentary. Evaluation of research is just discernible or absent. Expression of ideas poor, few specialist terms used, errors of grammar, punctuation and spelling often obscure the meaning.
0 marks No creditworthy material.	0 marks No creditworthy material.

Section B Social Psychology

Question 5

AO3 = 4 marks Interpretation of data

- A smartly dressed confederate elicits more obedience (1 mark) than a casually-dressed confederate (second mark)
- The type of task (request) also influences rate of obedience (1 mark)
- If told to do something that requires effort (e.g. heavy task) obedience levels are not affected by what the person is wearing (2 marks)

AO3
Interpretation of data
4 marks Effective interpretation of data Effective interpretation that demonstrates sound knowledge of what the data shows, with reference to both what the confederate is wearing and type of task.
3 marks Reasonable interpretation of data Reasonable interpretation of what the data shows, with reference to what the confederate is wearing and the type of task, but one in more detail.
2 marks Basic interpretation of data Basic interpretation of what the data shows; in terms of, for example “more” or “less”.
1 mark Rudimentary interpretation of data Rudimentary, muddled interpretation of the data, demonstrating very limited knowledge.
0 marks No creditworthy material.

Question 6

AO2 = 6 marks Analysis of unfamiliar situation and application of knowledge of the role of minority influence to bring about social change

For a minority to be successful in bringing about social change, it needs to be consistent, flexible and non-dogmatic. It helps if the members of the minority have an internal locus of control and can show that they have the skills with which to challenge the beliefs and attitudes of the majority. So the advice to the environmental group would be to remain consistent in their views when talking to members of the majority. Moscovici's research demonstrated that consistency was an effective strategy. It would also help if the environmental group could demonstrate that they were not acting out of self-interest, but because they believe that using public transport or bicycles is the best policy. They are not going to gain anything for themselves if people start following their behaviours. If they can also show that they have made personal sacrifices, such as having given up using their own cars, then they would be much more likely to have an effect on the majority.

For full marks, there must be explicit engagement with the stem.

AO2 Analysis of unfamiliar situation and application of knowledge of the role of minority influence to bring about social change
6 marks Effective analysis of unfamiliar situation Effective advice that demonstrates sound knowledge of how minority influence can bring about social change and what the environmental group should do.
5 - 4 marks Reasonable analysis of unfamiliar situation Reasonable advice that demonstrates knowledge of how minority influence brings about social change.
3 -2 marks Basic analysis of unfamiliar situation Basic advice of how minority influence brings about social change.
1 mark Rudimentary analysis of unfamiliar situation Rudimentary, muddled advice or just an explanation of how minority influence brings about social change.
0 marks No creditworthy material.

Question 7

AO1 = 3 marks Knowledge of internalisation
AO1 = 3 marks Knowledge of compliance

For each term, 1 mark for a brief outline and a further two marks for elaboration.

Internalisation is where the behaviour or belief of the majority is accepted by the individual and becomes part of his or her own belief system. It is the most permanent form of conformity as it usually lasts even if the majority is no longer present. This type of conformity is most likely to be linked to ISI.

For example: Internalisation is where you accept the group's beliefs as yours (1 mark). You change both your public and private views (2nd mark for elaboration) and it is a permanent change as you continue to think this even when not in the group (3rd mark for elaboration).

Compliance is where the individual changes his or her own behaviour to fit in with the group. They may not necessarily agree with the behaviour/belief but they go along with it publicly. It is not a permanent form of social influence; it lasts only as long as the group is present. Here the type of conformity is likely to be linked to NSI.

For example: Compliance is where you go along with the group to fit in (1 mark) even if you don't really believe their view point (2nd mark for elaboration) for example, in Asch's study, many of the naïve participants went along with the wrong answer so as not to look stupid (example to illustrate the point as 3rd mark).

Question 8

AO1 = 4 marks **Knowledge of explanations why people resist pressure to conform**
AO2 = 4 marks **Commentary on explanations of why people resist pressure to conform**

AO1: There are many explanations why people resist pressure to conform.

- Having an internal locus of control
- Confident personality
- Prior commitment
- Social support of ally
- Reactance

Credit alternative explanations where relevant, such as factors, culture, gender etc.

AO1 Knowledge of explanations why people resist pressure to conform
4 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of one or more explanations of why people resist the pressure to conform. There is appropriate selection of material to address the question.
3 marks Less detailed but generally accurate Less detailed but generally accurate answer that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.
2 marks Basic Basic answer that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled. There is little evidence of selection of material to address the question.
1 mark Very brief/flawed or inappropriate Very brief or flawed answer demonstrating very little knowledge. Selection and presentation of information is largely or wholly inappropriate.
0 marks No creditworthy material.

AO2: The commentary may be a consideration of how well the explanation(s) explain resistance. Or it could be use of empirical evidence to support the explanation. Simply describing evidence would not gain AO2 credit. For example there are several studies that demonstrate the impact of reactance (e.g. Bushman et al; Hamilton et al). As the question requires students to discuss, credit can be given for wider discussion points, such as implications and consequences.

AO2 Commentary on explanations of why people resist pressure to conform
4 marks Effective evaluation Effective use of material to address the question and provide informed commentary. Effective evaluation of research. There is appropriate selection of material to address the question.
3 marks Less detailed but generally accurate Material is not always used effectively but produces a reasonable commentary. Reasonable evaluation of research. There is some evidence of selection of material to address the question.
2 marks Basic The use of material provides only a basic commentary. Basic evaluation of research.

There is little evidence of selection of material to address the question.
1 mark Very brief/flawed or inappropriate The use of material provides only a rudimentary commentary. Evaluation of research is just discernible or absent.
0 marks No creditworthy material.

Section C Individual Differences

Question 9 a

AO1 = 2 marks **Knowledge of definitions of abnormality**

The correct boxes are the 2nd one and the 6th one.

Question 9 b

AO2 = 2 marks **Explanation of limitation**

FFA: Limitation:

- Not a true definition, but a way of deciding how bad their problems are.
- There are often exceptions to the rule, where maladaptive behaviour is not abnormal but due to a specific circumstance
- Cultural relativism

One mark for a brief identification of the limitation and a further mark for elaboration. For example, cultural relativism is one limitation; what may be seen as functioning adequately in one culture may not be adequate in another (1 mark). This is likely to result in different diagnoses in different cultures (2nd mark).

Question 10

AO1 = 4 marks **Knowledge of the cognitive approach to explaining psychopathology**

AO2 = 4 marks **Evaluation of the cognitive approach to explaining psychopathology**

AO1: The cognitive approach believes that abnormality stems from faulty cognitions about others, our world and us. This faulty thinking may be through cognitive deficiencies (lack of planning) or cognitive distortions (processing information inaccurately). These cognitions cause distortions in the way we see things; Ellis suggested it is through irrational thinking, while Beck proposed the cognitive triad. An outline of the ABC model would be one way to outline the cognitive approach.

A01
Knowledge of the cognitive approach to explaining psychopathology
4 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of the cognitive approach to explaining psychopathology. There is appropriate selection of material to address the question.
3 marks Less detailed but generally accurate Less detailed but generally accurate answer that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.
2 marks Basic Basic answer that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled. There is little evidence of selection of material to address the question.
1 mark Very brief/flawed or inappropriate Very brief or flawed answer demonstrating very little knowledge. Selection and presentation of information is largely or wholly inappropriate.
0 marks No creditworthy material.

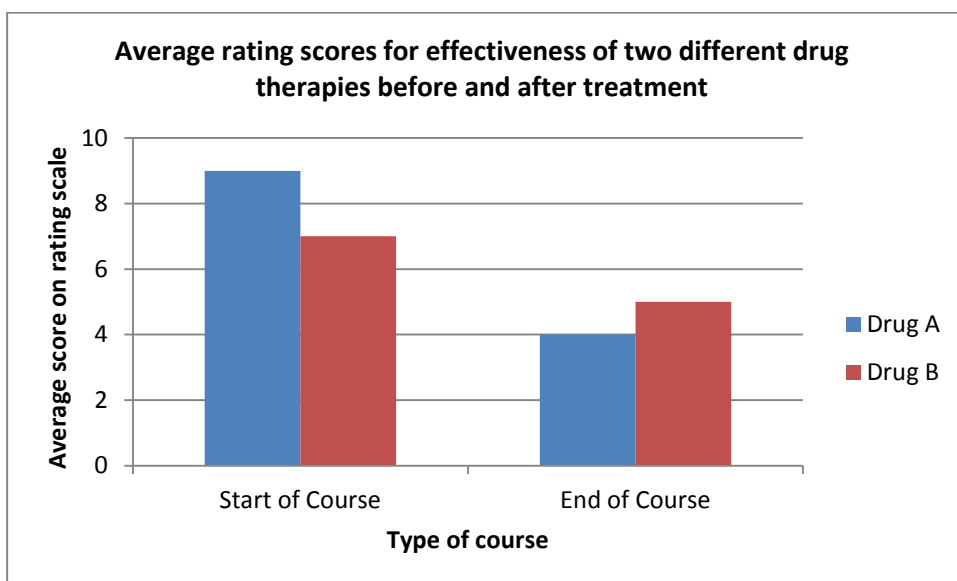
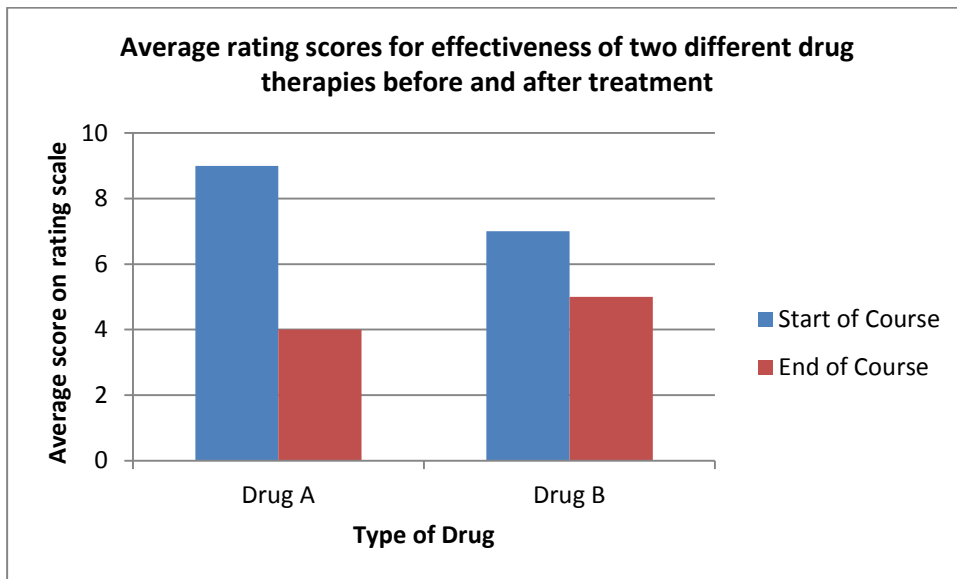
A02: There are research studies to support this approach, e.g. Rachman. It has provided some convincing explanations for disorders such as depression and also some effective therapies such as CBT. However, it is not clear whether faulty cognitions are a cause of the psychopathology or a consequence of it. Contrasting this approach with others is one way to provide commentary. Students could also comment on the view that sometimes these negative cognitions are in fact a more accurate view of the world: depressive realism.

A02
Evaluation of the cognitive approach to explaining psychopathology
4 marks Effective evaluation Effective use of material to address the question and provide informed commentary. Effective evaluation of research. There is appropriate selection of material to address the question.
3 marks Less detailed but generally accurate Material is not always used effectively but produces a reasonable commentary. Reasonable evaluation of research. There is some evidence of selection of material to address the question.
2 marks Basic The use of material provides only a basic commentary. Basic evaluation of research. There is little evidence of selection of material to address the question.
1 mark Very brief/flawed or inappropriate The use of material provides only a rudimentary commentary. Evaluation of research is just discernible or absent.
0 marks No creditworthy material.

Question 11

AO3 = 4 marks

Knowledge and understanding of research methods, how to draw a graph



1 mark for correctly labelled x – axis: either with over-arching label, e.g. Type of Drug, or by clearly labelling the 2 conditions e.g. Start and End of course.

1 mark for correctly labelled y – axis: average score on (rating) scale.

Up to 2 marks for clearly sketching a bar chart. For full marks, there needs to be an appropriate use of graph paper and bars labelled correctly.

Question 12

AO1 = 4 marks

Knowledge of psychoanalysis

Psychoanalysis involves a range of techniques that aims to bring material from the unconscious into the conscious. These could include free association, dream analysis and

projective tests. However, examiners should be mindful that psychoanalysis is a broad term and can include a wide range of different techniques.

Students must offer two different techniques; they do not have to be outlined in equal detail. If only one technique, maximum 2 marks.

AO1
Knowledge of psychoanalysis
4 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of two techniques used in psychoanalysis. There is appropriate selection of material to address the question.
3 marks Less detailed but generally accurate Less detailed but generally accurate answer that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.
2 marks Basic Basic answer that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled. There is little evidence of selection of material to address the question.
1 mark Very brief/flawed or inappropriate Very brief or flawed answer demonstrating very little knowledge. Selection and presentation of information is largely or wholly inappropriate.
0 marks No creditworthy material.

Question 13

AO2 = 4 marks Analysis of unfamiliar situation and application of knowledge of systematic desensitisation

First the therapist would teach Mia how to relax, using a technique that would allow deep muscle relaxation. Then together the therapist and Mia would construct an anxiety hierarchy, starting with the least feared situation, such as looking at pictures of people sitting at tables in a café just talking and drinking coffee, working up to the most feared situation, such as Mia eating in a restaurant full of people. The therapist would start by showing Mia pictures and helping her to remain relaxed, then perhaps getting her to sit in a café, but without eating anything, and then continuing up the hierarchy until her phobia is gone.

For full marks there must be explicit engagement with the stem. Up to 2 marks for a reasonable description of systematic desensitisation without any engagement.

A02 Analysis of unfamiliar situation and application of knowledge of systematic desensitisation
4 marks Effective analysis of unfamiliar situation Effective description that demonstrates sound knowledge of systematic desensitisation including both the anxiety hierarchy and relaxation techniques. There is explicit engagement, which relates to the stem.
3 marks Reasonable analysis of unfamiliar situation Reasonable explanation that demonstrates knowledge of the systematic desensitisation with some reference to the stem.
2 marks Basic analysis of unfamiliar situation Basic explanation of systematic desensitisation with some reference to stem or effective description without any engagement.
1 mark Rudimentary analysis of unfamiliar situation Rudimentary, muddled, explanation of systematic desensitisation demonstrating very limited knowledge.
0 marks No creditworthy material.

Assessment Objectives

Question	AO1 Mark	AO2 Mark	AO3 Mark
Biological			
1	4		
2		4	
3			4
4	6	6	
Total	10	10	4
Social			
5			4
6		6	
7	6		
8	4	4	
Total	10	10	4
Individual Differences			
9	2	2	
10	4	4	
11			4
12	4		
13		4	
Total	10	10	4

UMS conversion calculator www.aqa.org.uk/umsconversion