

General Certificate of Education
January 2004
Advanced Level Examination



PSYCHOLOGY (SPECIFICATION A) PYA5
Unit 5 Individual Differences; Perspectives: Issues and Debates; Approaches

Monday 26 January 2004 1.30 pm to 3.30 pm

In addition to this paper you will require:
a 16-page answer book.

Time allowed: 2 hours

Instructions

- Use blue or black ink or ball-point pen.
- Write the information required on the front of your answer book.
- The *Examining Body* for this paper is AQA. The *Paper Reference* is PYA5.
- In Section A answer **one** question.
- In Section B answer **one** question.
- In Section C answer **one** question. You should attempt **all** parts of the question you choose.
- Do all rough work in the answer book. Cross through any work you do not want marked.

Information

- The maximum mark for this paper is 94.
- Mark allocations are shown in brackets.
- In addition to the mark allocations indicated within the paper, you will be awarded up to 4 marks for your ability to organise and present information, ideas, descriptions and arguments clearly and logically. Account will be taken of your use of grammar, punctuation and spelling and the legibility of your handwriting.

SECTION A – INDIVIDUAL DIFFERENCES

Answer **one** question from this Section.

In your answer, you will be assessed on your ability to relate the given content to other areas of Psychology.

- 1 Describe **and** evaluate arguments **for** the existence of culture-bound syndromes. (30 marks)
 - 2 Compare and contrast biological **and** psychological explanations of anxiety disorders. (30 marks)
 - 3 “Behavioural therapies have been very successful in treating mental disorders and are superior in all respects to alternative forms of therapy.”

Discuss the treatment of mental disorders by behavioural therapies, with reference to issues such as those raised in the quotation above. (30 marks)
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SECTION B – PERSPECTIVES: ISSUES AND DEBATES

Answer **one** question from this Section.

In your answer, you will be assessed on your ability to relate the given content to other areas of Psychology.

- 4 Discuss **two or more** examples of gender bias in psychological research (theories **and/or** studies). (30 marks)
- 5 “We have learned a great deal in psychology by studying non-human animals. This would seem to outweigh any scientific and ethical arguments against the use of non-human animals in psychological research.”

Critically consider the use of non-human animals in psychology, with reference to issues raised in the quotation above. (30 marks)
- 6 (a) Explain what is meant by reductionism. (5 marks)

(b) Discuss reductionism in relation to **two or more** psychological theories. (25 marks)
- 7 Discuss the nature-nurture debate, with reference to psychological theories **and/or** studies. (30 marks)

SECTION C – PERSPECTIVES: APPROACHES

Answer **one** question from this Section.

You should attempt **all** parts of the question you choose.

In your answer, you will be assessed on your ability to relate the given content to other areas of Psychology.

- 8** A pop band called Here&Now created mass hysteria in millions of young girls in the country. All of their concerts sold-out within minutes of tickets going on sale, and at the concerts girls were seen to swoon and faint when the band were on stage. Girls traded posters and magazine stories about their pop idols and constantly talked to each other about their undying love for the boys in the band.
- (a) Describe how **two** approaches might try to explain mass hysteria for pop stars. *(6 marks + 6 marks)*
 - (b) Assess **one** of these explanations of mass hysteria for pop stars in terms of its strengths and limitations. *(6 marks)*
 - (c) How might mass hysteria for pop stars be investigated by **one** of these approaches? *(6 marks)*
 - (d) Evaluate the use of this method of investigating mass hysteria for pop stars. *(6 marks)*
- 9** Jenny loves cooking meals for other people such as her family and friends. She rarely bothers to cook elaborate meals for herself, but regularly invites people to her house to eat and spends a lot of time planning meals that please her friends. She is a good cook and people look forward to being invited round.
- (a) Describe how **two** approaches might try to explain an enjoyment of cooking for others. *(6 marks + 6 marks)*
 - (b) Assess **one** of these explanations for an enjoyment of cooking for others in terms of its strengths and limitations. *(6 marks)*
 - (c) How might an enjoyment of cooking for others be investigated by **one** of these approaches? *(6 marks)*
 - (d) Evaluate the use of this method of investigating an enjoyment of cooking for others. *(6 marks)*

END OF QUESTIONS