



General Certificate of Education

Psychology 1181

Specification A

**Unit 2 (PSYA2) Biological Psychology,
Social Psychology and
Individual Differences**

Mark Scheme

January examination - 2009 series

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 meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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SECTION A: BIOLOGICAL PSYCHOLOGY

Question 1

1(a)

AO2 = 2 marks

Analysis of an unfamiliar situation and application of knowledge of body's response to stress.

One mark for identification of reason for change and a further mark for elaboration of the explanation. Reason for change:

- Sympathetic-adrenal system is activated
- Hormones are released for the fight-flight response
- Digestive system "shuts down"

For example, the pituitary-adrenal system is activated (1 mark). This causes several things to happen such as adrenaline released, which increases heart rate (elaboration for 2nd mark).

1(b)

AO2 = 2 marks

Analysis of an unfamiliar situation and application of knowledge of body's response to stress.

One mark for explanation and further mark for elaboration.

- After a few minutes the parasympathetic NS will start to restore the body's response

For example, after a few minutes the parasympathetic branch of the ANS will start to work (1 mark). This will reduce the "flight or fight" response and bring the body back to normal (2 marks).

Question 2

AO3 = 4 marks

Use and understanding of research methods.

There are two possible ways of answering this question and both are creditworthy. Candidates can either describe the generic method of studying this relationship, i.e. using the correlational method. Or they can describe the methods used by a specific psychologist, such as Kiecolt-Glaser. However, it is important that the focus of the answer is on the methodology used. For example, Kiecolt-Glaser et al (1984) conducted a natural experiment using medical students. She took blood samples before and during their exams and measured the NK cell activity as an indication of immune function. She then correlated the results of these two sets of data.

One mark for describing method(s) and further marks for elaboration, such as explaining how the variables were operationalised; or how the variables were controlled, or the use of direct versus indirect measures (questionnaires etc), or sample used.

Question 3

3(a)

AO1 = 2 marks

Up to 2 marks for an outline of what is meant by Type A behaviour. This could include descriptions of the specific behaviours such as; aggression and ambition, very competitive and always playing games to win, impatience and trying to do more than one thing at a time. 2 marks for 2 traits or 1 well elaborated trait.

3(b)

AO3 = 2 marks

Up to 2 marks for an outline of a method that has been used. 1 mark for an identification of a relevant method and a further mark for elaboration. Candidates could offer generic methods, eg questionnaire, interview, observation, or they could offer a specific method such as the Jenkins Activity Survey; Bortner Scale.

Question 4

AO1 = 4 marks

Outline of features of the workplace that cause stress.

There are many features in the workplace that can cause stress:

- Lack of control – where the individual feels they are unable to determine how much work they do, for how long, etc.
- Work overload/underload – too much or too little work can lead to stress.

Credit any other appropriate feature.

For each feature, 1 mark for identifying the feature and a further mark for elaboration. For example, lack of control is one feature that could cause stress (1 mark). If a person feels powerless to establish their deadlines, they can become very stressed (a further mark for elaboration).

Question 5

AO1 = 4 marks

An outline of emotion-focused approaches to coping with stress.

AO2 = 4 marks

Discussion of this approach.

Emotion-focused coping involves such strategies as the use of defence mechanisms (avoidance, denial, repression.) Social support systems can provide another emotion-focused way of coping; this includes networks of friends and family who provide psychological help. This social support can also extend to work colleagues. Award 1 mark for a brief statement of the approach and further marks for elaboration. The use of drugs to change emotional states is creditworthy. However, the material must be applied to the impact of drugs on emotional states to receive more than limited credit.

The discussion can focus on the strengths or limitations of the approach. Candidates could also consider the relative merits of the emotion-focused approach as compared with the problem-focused approach. Up to 2 marks for identifying strengths and/or weaknesses. Further 2 marks for elaboration, perhaps in terms of the consequences of the approach, whether or not it is successful and whether this is short-term or long-term.

(Please note that, when you have completed the standardisation process and are cleared to mark, you will **not** be required to show the separate marks for AO1 and AO2.)

SECTION B: SOCIAL PSYCHOLOGY**Question 6****AO1 = 2 marks**

Knowledge of types of conformity.

Type of conformity	Statement
Internalisation	D
Compliance	C

1 mark for each correct answer.

Question 7**AO1 = 2 marks**

Knowledge of reasons why conformity is resisted.

There is one mark for identification of a relevant reason and a further mark for elaboration of the reason. Possible reasons why people resist the pressure to conform might include:

- Individual differences - people with high self-esteem or no need for social approval are less likely to go along with the group.
- Cultural factors – individuals from societies that stress the importance of personal determination (eg individualistic cultures) are more likely to resist the pressure to conform than those from collectivist societies.
- Presence of allies – if there is another person who also disagrees, it is easier for the individual to resist the group pressure.
- The composition of the group – if the people in the group are perceived to have less knowledge than the individual (or low status) it is easier to resist the pressure.

Any other relevant response can receive credit.

Question 8

8(a)

AO1 = 4 marks (2+2)

1 mark for identification and a further mark for elaboration (x 2).

There are several reasons why people obey:

- Agentic state – the individual sees himself or herself as the agent carrying out the order.
- Gradual commitment – having agreed to do something, it is difficult to then change your mind. This is similar to the “foot-in-the-door” technique.
- Legitimate authority – whereby the person giving the order is seen to have the right to do so.
- Presence of buffers – a buffer is anything that prevents the person from having to acknowledge the consequences of their actions.

For example, people obey when they are in the agentic state (1 mark). This means that they see themselves as an agent who is obliged to carry out the orders of someone else, rather than being autonomous (elaboration for a further mark).

8(b)

AO3 = 2 marks

There are several ways in which Milgram's work has been criticised as being unethical:

- Deception – participants were deceived in many ways, the initial advert, the selection of teacher and learner, the fake shocks etc.
- Lack of informed consent – because they were deceived participants could not give their full informed consent.
- Harm – some participants suffered extreme stress reactions, as well as embarrassment and the feelings of being used.

For example, one aspect of Milgram's work that was unethical was the fact that some participants were harmed (1 mark). Some were seen to sweat; tremble and shake with the stress in fact some even had seizures (a further mark for elaboration). Candidates do not have to name the issue itself, but should receive credit if they do.

8(c)

AO3 = 4 marks (2+2)

Strengths of Milgram's Methodology:

- Can easily be replicated, therefore reliability can be assessed.
- It is easier to control the variables, so that it is only the independent variable that is being manipulated.
- Can determine whether the IV does cause the DV to change, causal conclusions can be drawn.

Limitations of Milgram's methodology:

- As the situation is often artificial, there is a loss of external validity.
- Demand characteristics may cause participants to behave in ways that are not normal.
- Investigator effects can also cause participants to behave differently.

For example, a strength is that in a laboratory experiment it is easier to control all the variables (1 mark). This means that you can see whether the independent variable is the one affecting the dependent variable and not some other variable (elaboration for a further mark).

Question 9

AO2 = 4 marks

Application of knowledge and understanding of resistance to obedience to an unfamiliar situation.

Reasons why people are less likely to obey might include:

- Not accepting that the person giving the order has legitimate authority.
- Questioning the motives of the person giving the order.

Any other reason for resisting obedience which has been made relevant to the stem.

Candidates could consider one reason in detail or more than one but in less detail. One mark for identifying the reason(s) and further marks for elaboration.

Question 10

AO2 = 6 marks

Consideration of implications.

Social influence research has suggested that it is minorities and independent behaviour that brings about social change (conformity maintains the *status quo*). For example, a minority can challenge the beliefs and values of the majority causing them to re-think/re-evaluate their beliefs. However, this change can be slow and sometimes the majority does not even know where the ideas originated (eg social crypto-amnesia). It is also possible to show how a single individual can bring about considerable social change and candidates could illustrate this by considering figures in history. Sometimes it is the personality of the individual, other times it is the particular aspects of the situation, or it is a combination of these two.

NB: There are various routes that candidates may choose in answering this question. For example, candidates may have explained how research has brought about social change through the use of examples from history to illustrate the underlying theory/ explanation or have offered an explanation of how social change has occurred through using research (theories and/or studies) only.

6 marks Effective explanation Effective consideration of the implications for social change of research into social influence.
5 – 4 marks Reasonable explanation Reasonable consideration of the implications for social change of research into social influence.
3 –2 marks Basic explanation Basic consideration of the implications for social change of research into social influence.
1 mark Rudimentary explanation Rudimentary, muddled consideration of the implications for social change of research into social influence, demonstrating very limited knowledge.
0 marks No creditworthy material

SECTION C: INDIVIDUAL DIFFERENCES

Question 11

11(a)

AO1 = 1 mark

There are three definitions on the specification; deviation from social norms, failure to function adequately and deviation from ideal mental health. However, any alternative definition such as statistical infrequency can also be credited.

11(b)

AO2 = 2 marks

The definition of abnormality given in part (a) must be the one used to explain the behaviour. For example:

- (Deviation from social norms): this checking behaviour is not what most people do and therefore deviates from social norms. Many people check their lights once but not several times.
- (Failure to function adequately): this checking behaviour is making them late for work; consequently they are not functioning adequately (they might lose their job, or just not be able to do it very well).
- (Deviation from ideal mental health): these people are not psychologically healthy, the constant checking might cause them stress, and they show that they cannot deal with anxiety. Resistance to stress is one of Jahoda's criteria for ideal mental health.

Question 12

12(a)

AO1 = 2 marks

One mark for each correct answer.

Correct answers:

B All behaviour is learned in the same way.

D The same basic laws that explain animal behaviour can also explain human behaviour.

12(b)

AO2 = 2 marks

Explanation of limitation.

Possible limitations:

- Approach focuses on symptoms and ignores the underlying causes of abnormal behaviour.
- It is a reductionist approach, reducing abnormal behaviour to conditioning.
- It cannot explain all abnormal behaviour.
- It ignores the role of biology.

One mark for identifying the limitation and a further mark for elaboration.

Question 13

13(a)

AO1 = 3 marks

Outline of techniques used in cognitive-behavioural therapy.

The techniques used in cognitive-behavioural therapy include:

- Challenging the clients' thoughts and asking them to prove the accuracy of their beliefs.
- Self-instruction or self-talking (eg "thought-stopping").
- Teaching the client ways of acquiring coping strategies (the behavioural element of the therapy).

1 mark for identification of a technique and further marks for elaboration.

13(b)

AO2 = 2 marks

Application of knowledge and understanding of cognitive-behavioural therapy to an unfamiliar situation.

Since Claire is having problems with her thoughts and the way she thinks about things, it is these negative and irrational thoughts that need to be changed. This is what cognitive-behavioural therapy aims to do.

1 mark for justification of this therapy (for example, because it aims to change the way Claire thinks) and a further mark for elaboration.

Question 14

AO1 = 6 marks

Outline of the biological approach to psychopathology.

AO2 = 6 marks

Evaluation of the biological approach to psychopathology.

AO1: The key features of the biological approach to psychopathology are 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. A description of biological therapies is creditworthy.

AO2: Evaluation of the approach could be through research that supports these different causes, or by consideration of disorders that do not seem to have organic causes and can be better explained by other approaches.

The approach can be criticised for ignoring environmental and developmental influences and alternative approaches can be used to elaborate this problem. Strengths of this approach include its testability via neuroscience research, evidence for genetic and neurotransmitter involvement in conditions such as schizophrenia.

Evaluation of biological therapies is creditworthy.

AO1 Knowledge and understanding	AO2 Application of knowledge and understanding
<p>6 marks Accurate and reasonably detailed Substantially accurate and reasonably detailed description of research that demonstrates sound knowledge and understanding of the biological approach to psychopathology There is appropriate selection of material to address the question.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>0 marks No creditworthy material.</p>	<p>0 marks No creditworthy material.</p>

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