

Teacher Resource Bank

GCE Psychology A

Mark Scheme and Examination Guidance for

Additional Questions:

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MARK SCHEME AND EXAMINATION GUIDANCE FOR ADDITIONAL SAMPLE QUESTIONS

PSYA1 Memory question (Cognitive Psychology)

1 Four of the following statements are descriptions of different components of the Working Memory Model.

- A Stores acoustically coded items for a short period
- B Stores and deals with what items look like and the physical relationship between them
- C Encodes data in terms of its meaning
- D Acts as a form of attention and controls slave systems
- E Silently repeats words that are heard or seen

(a) In the table below, write down which description, **A, B, C, D** or **E**, matches each component part of the model.

(4 marks)

AO1 = 4 marks: Correct completion of the table: one mark for each correct answer.

Table to show components of working memory model

Components of working memory model	Descriptions of components
Phonological store	A
Visuo-spatial sketch pad	B
Articulatory process	E
Central executive	D

Examination guidance: With this question, to ensure that a choice always has to be made in the selection of answers, four descriptive phrases are supplied from which three must be chosen in order to complete the table. In other words, there will be one descriptive phrase that is surplus to requirements. To complete the table accurately, it is necessary to have a sound knowledge of the component parts that make up the working memory model.

(b) Identify and explain **one** weakness of the working memory model. (4 marks)

AO2 = 4 marks: One mark for identifying a relevant weakness. Up to three marks for an explanation of how/why it is a weakness.

Possible weaknesses and elaborations could centre around the unsatisfactory explanations of the central executive, regarding specifying what its exact function is, that its terminology is vague, that it can give rise to a circular argument thus making it difficult to falsify the model, or that some psychologists believe it may have more than just one component. Other weaknesses could centre around how it is not clear how information from the visuo-spatial sketchpad and the phonological loop is co-ordinated, or what happens to information that could be coded in both systems (such as the spatial location of a singing bird), or neither system (such as the memory of a touch).

For example, the central executive is the most important component but is the one about which least is known (1 mark). Its capacity has not been quantified experimentally (2 marks). It is also not known what its exact function is (3 marks) and the terminology used to describe it is rather vague (4 marks).

Examination guidance: *The question quite clearly calls for one weakness and anything else would not gain credit. Therefore if more than one weakness was offered, only the best one would be credited. If a strength of the model were offered, this would gain no marks.*

2 Explain **one** way in which anxiety can affect the accuracy of eyewitness testimony. (4 marks)

AO2 = 4 marks: Explanation of the way in which anxiety can affect the accuracy of eyewitness testimony in terms of the effect and/or the mechanism by which anxiety affects EWT. One mark for an indication of a way in which anxiety can affect the accuracy of eyewitness testimony. Up to three further marks for an explanation.

For example, candidates could make reference to 'The weapons effect' research conducted by Loftus (1979), where anxiety was shown to decrease the accuracy of eyewitnesses recall. Elaboration could take the form of providing relevant detail from the study, such as how only 33% of eyewitnesses who saw a man brandishing a bloodstained knife emerge from another room, where a heated argument had been overheard, could identify his face from photographs later on. Reference could also be made to the mechanism by which anxiety affects the accuracy of eyewitness testimony: for example, in the above scenario, reference to how the anxiety created distracted attention away from the man's features.

Examination guidance: This question states quite explicitly that what is required is an explanation of one way in which anxiety affects the recall of eyewitnesses. That, and the fact that the question is worth two marks, should give candidates a clear view of what kind of answer is required and how much to write.

In order to fashion a valid explanation, candidates could draw upon research that has investigated the recall of participants who have been exposed to a situation designed to create anxiety, for example 'The weapons effect' (Loftus 1979).

3 One strategy often used by students to try to improve their memory ability is to repeat information that they wish to learn over and over again. In order to investigate this, an experimenter gave a group of participants a list of unconnected words with the instruction that they were to repeat the list over and over verbally. A second group of participants were given the same list of words, but were only allowed to read them once. Ten minutes later each group was asked to recall the list. The number of words recalled by the two groups was compared.

(a) Give a directional hypothesis for this study. (2 marks)

AO3 = 2 marks: Two marks for a correctly stated directional hypothesis. One mark for a partially correct directional hypothesis.

The directional hypothesis could be in either direction but would need to be fully operationalised in terms of the IV and DV to gain both marks: for example, participants asked to repeat the list will remember more words than those participants asked to read the list.

A non-directional hypothesis, a null hypothesis or an aim scores no marks.

Examination guidance: To gain both marks available, the hypothesis supplied must be in context, directional and expressed in a clear, accurate fashion.

(b) Explain why it is important that the same list of words was used with both groups of participants. (2 marks)

AO3 = 2 marks: One mark for an appropriate reason, such as a form of control, in order to eliminate an extraneous variable so a true comparison can be made. A further mark for an explanation/elaboration of the point made or reference to implications of such a procedure, such as drawing causal inferences: for example, that using the same list of words in both conditions is a form of control. When all variables are controlled except for those being tested, then it is possible to establish causality.

Examination guidance: The focus in all parts of this question is on research methods and so a sound knowledge of research methodology is necessary, as well as the ability to focus this knowledge directly onto the question asked. With this particular question, candidates would need to know about controlled conditions and the purpose of their usage, in order to form a valid answer.

(c) (i) State what the independent variable is in this study. (1 mark)

AO3 = 1 mark: Generic points such as “the variable that differs between the two conditions” score no marks.

For example, the IV is whether or not participants were asked to repeat the list.

Examination guidance: The answer supplied must be in context to gain the one mark available.

(c) (ii) State what the dependent variable would be in this study. (1 mark)

AO3 = 1 mark: Generic points such as “a measurement” score no marks.

For example, the DV is the number of words remembered by each participant.

Examination guidance: The answer supplied must be in context to gain the one mark available.

(d) A volunteer sample was used in this study.

Outline **one** weakness of this type of sampling for this study. (2 marks)

AO3 = 2 marks: Outline of one weakness of volunteer sampling. One mark for stating a weakness and a further mark for elaboration of this point in relation to this investigation. Weaknesses might include bias, not representative of the target population, only a certain type of person volunteers, eg people with poor memories are unlikely to volunteer.

For example, volunteer samples are often biased, because volunteers can be highly motivated to take part in a study so are not representative.

Examination guidance: Knowledge of volunteer sampling is required to answer this question. The framing of the question does not require the answer to be in context to gain access to the full range of marks available.

(e) The findings from this investigation are shown in the table below.

Table to show mean number of words remembered by participants using repetition and participants not using repetition

	Mean number of words recalled
Participants using repetition	13.6
Participants not using repetition	8.4

Explain **one** conclusion that can be drawn from these findings. (4 marks)

AO3 = 4 marks: One mark for identifying an appropriate conclusion that can be drawn from the findings. Three possible further marks for the explanation and elaboration in relation to relevant memory theory and/or studies and/or methodology.

Reference to research may be in terms of the encoding by using repetition, or in terms of the multi-store model and the role of repetition in transfer of information from STM to LTM. Alternatively, it might be in relation to the way in which the use of repetition affects retrieval.

Credit should be awarded for methodological answers that make reference to the mechanics of the investigation such as the uncertainty about what the “read only” group did for the rest of the ten minutes before recall. This may have interfered with storage or retrieval and so impaired performance.

For example, the findings indicate that the use of repetition aids recall, as the mean number of words recalled by the repetition group was higher than for the read only group. According to the MSM, this may be because, when the information was repeated, it was being rehearsed, a key control process that maintains information in the STM and transfers it to the LTM, so making it available for recall.

Examination guidance: *First of all, an appropriate conclusion must be identified, followed by elaboration of this conclusion. Students often find it difficult to differentiate between findings and conclusions, but explanations of findings alone will not gain credit in this question. Effective elaboration would possibly relate the conclusion to relevant memory theory and/or studies and/or methodology.*

4 Outline and evaluate the multi-store model of memory.

(12 marks)

AO1 = 6 marks: Outline of the multi-store model of memory

AO2 = 6 marks: Evaluation of the model

An outline of the MSM could refer to a description of the memory stores involved, the cognitive processes such as attention and rehearsal and how these control information flow and storage. Description of the stores may refer to how they differ in modality/encoding, capacity and duration. The processes said to be involved in the MSM are as follows: environmental information enters a sensory store; if attended to, it is then further processed by the short-term memory (STM); some of this processed information will be transferred to long-term memory (LTM), and this transfer process often (but not always) depends on rehearsal. Diagrammatic representation of the model should be credited.

Evaluation of the model might include consideration of research evidence in terms of methodology, contradictory findings and whether or not conclusions support the model. The practical applications and implications of the model could also be considered. Also valid would be using alternative theories as a comparison to illustrate strengths and weaknesses of the model.

Examination guidance: *AO1 marks would be gained by outlining the multi-store model. To gain access to all 6 marks available, an accurate and reasonably detailed description would be required that outlined the main features of the model.*

AO2 credit would be gained by moving beyond description only: this can often be a problem when alternative models are introduced as a form of evaluation. Such models must be used as evaluation of the strengths and weaknesses of the model and not just as an opportunity to describe another model. Relevant research studies can be introduced, but again only if used as a form of evaluation. Simply stating "this study supports the model" and providing a description of the study would not be considered effective AO2. Another method of gaining AO2 marks would be to create a commentary concerning the applications and implications of the model and its related research.

AO1 Knowledge and understanding	AO2 and AO3 Application of knowledge and understanding
<p>6 marks: Accurate and reasonably detailed Accurate and reasonably detailed description of the model that demonstrates sound knowledge and understanding.</p> <p>There is appropriate selection of material to address the question. Presentation of information is clear and coherent.</p>	<p>6 marks: Effective evaluation Effective use of material to address the question and provide informed commentary. Effective evaluation of the model. 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>Information is presented in an appropriate form.</p>	<p>5-4 marks: Reasonable evaluation Material is not always used effectively, but produces a reasonable commentary. Reasonable evaluation of the model. 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. Information is not presented in an appropriate form.</p>	<p>3-2 marks: Basic evaluation The use of material provides only a basic commentary. Basic evaluation of the model. 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 the model 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>

PSYA1 Attachment question (Developmental Psychology)

1 Outline two behaviours characteristic of an infant with:

- (i) an insecure-resistant attachment type (2 marks)

AO1 = 2 marks: One mark for outline of each behaviour.

Behaviours that are characteristic of an infant with an insecure-resistant type:

- not willing to explore;
- having high stranger anxiety;
- seeking and rejecting contact at the return of their caregiver;

or any other acceptable behaviour.

- (ii) an insecure-avoidant type. (2 marks)

AO1 = 2 marks: One mark for outline of each behaviour.

Behaviours that are characteristic of an infant with an insecure-avoidant type:

- willing to explore;
- having low stranger anxiety;
- avoiding contact at the return of their caregiver;

or any other acceptable behaviour.

Examination guidance: *This question is quite specific in its requirements: to describe two behaviours for each of the insecure-resistant and the insecure-avoidant attachment types. It is therefore necessary for candidates to be able to differentiate clearly between the two.*

Insecure-resistant attachment is characterised by the insecurity of an infant in the presence of its caregiver and its distress when the caregiver leaves. Contact with the caregiver will be sought, but also resisted on the caregiver's return. Such an infant is also fearful of strangers.

Insecure-avoidant attachment is characterised by an infant not seeking contact with its caregiver and displaying little in the way of distress when separated from its caregiver. Social interaction and intimacy with others are avoided.

2 (a) Outline key features of the evolutionary perspective explanation of attachment. (6 marks)

Likely features are:

- attachment is a biological process important for survival;
- infants and adults are innately programmed to form attachments;
- attachment creates a template for later relationships.

6 marks: Accurate and reasonably detailed

Accurate and reasonably detailed outline of the key features of the evolutionary perspective explanation of attachment that demonstrates sound knowledge and understanding.

There is appropriate selection of material to address the question.

5-4 marks: Less detailed but generally accurate

Less detailed, but generally accurate outline of the key features of the evolutionary perspective explanation of attachment that demonstrates knowledge and understanding.

There is some evidence of selection of material to address the question.

3-2 marks: Basic

Basic outline of the evolutionary perspective explanation of attachment that correctly identifies the key features, but further detail may be muddled.

There is limited evidence of selection of material to address the question.

1 mark: Very brief/flawed or inappropriate

Very brief or flawed outline of the key features of the evolutionary perspective explanation of attachment demonstrating very little knowledge.

Selection and presentation of information is largely or wholly inappropriate.

0 marks: No creditworthy material.

Examination guidance: *The wording of the question requires that at least two features of the perspective be explained. Offering more than two features is perfectly acceptable, though less depth would be required to gain access to the full range of marks available.*

Candidates are likely to focus upon how the evolutionary perspective views attachment as a biological process important for survival. Another important feature is the idea of attachment being a reciprocal process between infants and adults, with both being innately programmed to form emotional bonds. Also valid would be an outline of the continuity hypothesis, the idea that attachment provides a template for later adult relationships.

(b) Explain **two** limitations of the evolutionary perspective explanation of attachment. (2 marks + 2 marks)

AO2 = 4 marks: One mark for stating each limitation, one further mark for elaboration of each explanation in terms of why/how it is a limitation or in terms of its implications/consequences.

Weaknesses include:

- alternative explanations such as the temperament hypothesis;
- evidence against the idea of a critical period;
- that the evolutionary perspective is a *post hoc* explanation.

Other valid limitations would be creditworthy.

Examination guidance: Providing two valid limitations of the perspective would gain two marks. The two further marks available would be earned through appropriate elaboration of the two limitations offered.

Likely limitations could centre on the temperament hypothesis as an alternative to the continuity hypothesis. Evidence against the idea of a critical period could also be offered, as could the idea that the evolutionary perspective is an 'after the fact' or post hoc assumption rather than proven fact. The perspective also cannot explain why some children are able to cope with negative attachment experiences, whilst others suffer long-term consequences.

3 Lilleth is an experienced nurse who has been put in charge of a newly-established children's ward in a local hospital. Being placed under hospital care can cause disruption to attachments and this can have negative effects for children. Therefore it is Lilleth's aim to use her knowledge of childcare practice to try to ensure that any such negative effects do not occur in the children's ward.

Outline **two** strategies that Lilleth could use to try to reduce the negative effects of disruption to attachments. (3 marks + 3 marks)

AO2 = 6 marks: Outline of strategies to reduce the negative effects of disruption to attachment in hospital context (application of knowledge to a novel situation). One mark for each appropriate strategy identified. Up to two further marks for the elaboration of each strategy.

Likely strategies:

- provision of substitute emotional care;
- the maintenance of emotional bonds with home during separation;
- the scheduling of visiting and accommodation arrangements.

The elaboration may refer to:

- how the strategy addresses the disruption of attachments;
- how the strategy addresses the negative effects of disruption;
- further detail of the strategy reflecting knowledge of childcare practices;
- the ability of such practices to facilitate a reduction of the negative effects of disruption to attachments.

Examination guidance: *The requirements of this question are clearly stated. As is also hinted at in the question, knowledge of childcare practices is required in order to construct an effective answer. One mark would be awarded for each valid strategy and the quality of elaboration offered would determine how many additional marks are gained, up to a maximum of two additional marks for each strategy.*

Valid strategies could be centred around the provision of substitute emotional care whilst children are hospitalised, the importance of retaining emotional bonds during the separation period and practical strategies such as the scheduling of visiting hours and the provision of accommodation facilities for attachment figures.

4 A psychologist conducted a research study to investigate the implications of providing caregivers with training designed to increase their sensitivity.

Using an independent groups design, twenty caregivers were randomly assigned to the group receiving training to increase their sensitivity. The remaining twenty, a control group, received no such training.

The findings were that caregivers in receipt of sensitivity training were rated as more sensitive than caregivers in the control group. For children around the age of two, those in the care of the caregivers who received the sensitivity training were more secure in their attachments than those cared for by the control group.

The researcher concluded that the findings were directly due to the sensitivity training.

(a) (i) Select from the following options, **A**, **B** or **C**, which aspect of the experimental design allowed the researcher to reach this conclusion.

- A** That an independent groups design was used.
- B** That participants were randomly allocated to the training or control group
- C** That an equal number of participants were used in both groups.

(1 mark)

AO1 = 1 mark: Correct selection of option A.

Examination guidance: *Candidates are required to have a sound methodological knowledge of experimental design to answer this question correctly with the selection of option A from the three offered.*

- (a) (ii) Explain, using the option selected in (a) (i), why the researcher was able to reach this conclusion. (2 marks)

AO2 = 2 marks: One mark for a correct reason and a further mark for elaboration of the explanation. The answer provided must be in context to receive both marks available: for example, using a control group allows a comparison to be made with the experimental group allowing causality to be established.

Examination guidance: This part of the question requires candidates to demonstrate their methodological understanding concerning the purpose of the different participant groups in an independent group design.

- (b) Each caregiver was assessed on a sensitivity scale with a maximum possible individual score of 100. The data was placed into a table.

Table to show sensitivity scores

	Received sensitivity training	No sensitivity training
Total sensitivity scores	1404	1022
Measure of central tendency	70.2	51.1
Standard deviation	9.88	5.02

The measure of central tendency for each group was calculated by dividing the total sensitivity score by the number of caregivers in that group.

- (i) What measure of central tendency was used? (1 mark)

AO1 = 1 mark: Correct identification of the measure of central tendency: the mean.

Examination guidance: A thorough knowledge of the different types of measures of central tendency is required in order for candidates to choose the mean as their correct answer.

(b)(ii) Explain one strength and one weakness of the measure of central tendency used in this investigation. (2 marks + 2 marks)

AO3 = 4 marks: One mark for a statement of a strength/weakness, one further mark for explanation of why this is a strength or weakness.

Possible strengths include:

- makes use of the values of all the data;
- it is a more reliable index of the underlying features of the data;
- it is more suitable than other measures for more advanced statistical analyses.

For example, a strength of the mean is that it makes use of all the values, which means that all of the data is considered.

Possible weaknesses include:

- it can be misrepresentative of the data if there are extreme values;
- it can only be used with interval or ratio data.

For example, a weakness of the mean is that if the data is not normally distributed due to extreme values occurring, then the mean can become unrepresentative.

Examination guidance: For this part of the question, candidates need to have a solid understanding of the mean to be able to select and elaborate a valid strength and weakness of this measure of central tendency.

Candidates could legitimately focus on the strength of the measure in how it uses all the values of the data. Valid weaknesses could include that the mean is misrepresentative if there are extreme values in the data and that the mean can only be used with ordinal and ratio data.

- (c) What do the standard deviations tell us about the data in the table?
(3 marks)

AO3 = 3 marks: Analysis/comparison of the standard deviation data. One mark for what the standard deviations tell us about the data, two possible further marks for an elaboration. Candidates could also supply more than one point with a mark for each point and further marks for elaboration of these points, up to a maximum of three marks.

For example, the standard deviations tell us about variation in the data from the two groups. The group that received sensitivity training appear to have more variation, which suggests that there was more variation in individual scores of sensitivity in this group.

Examination guidance: *This type of question is often a good differentiation between candidates, because many candidates often have a poor knowledge of standard deviation. It is, however, a requirement stated on the specification.*

To gain all three marks available, an accurate and reasonably evaluated answer drawn from the table provided would be required.

- 5 Ainsworth investigated attachment behaviour using a controlled observation called the Strange Situation. This involved testing levels of stranger anxiety and separation anxiety. However, the procedure has been accused of lacking validity.
- (a) Explain what is meant by the term validity. (2 marks)

AO3 = 2 marks: One mark for providing a brief explanation of the term, one further mark for an elaboration. Elaboration may refer to the conclusions that can be drawn from the study, appropriate manipulation of the IV and or measurement of the DV, sampling, the setting of the study.

For example, the term validity refers to whether something measures what it claims to measure. Therefore it refers to the legitimacy of a study and its conclusions.

Examination guidance: *Experience tells us that this is a term that students historically have a problem in understanding. To gain both marks available, an accurate answer with a degree of explanatory elaboration needs to be supplied. What the answer does not require is for candidates simply to describe or name a type of validity, such as ecological validity.*

A good answer would make reference to the accuracy or legitimacy of a study with perhaps elaboration concerning the extent to which findings can be applied beyond the research setting. Candidates could also make appropriate reference to internal and external validity in order to achieve this.

(b) Explain why the Strange Situation may be lacking in validity. (3 marks)

AO3 = 3 marks: One mark for a brief explanation of how the Strange Situation may lack validity, a further two possible marks for an elaboration.

For example, it is not clear what the Strange Situation actually measures. It may measure whether a child is insecure or secure in its attachments, or it may measure the attachment type of one particular relationship.

Examination guidance: *As the work of Ainsworth is directly named in the specification, students should have a knowledge and understanding of the Strange Situation controlled observation technique. To gain all three marks available, reasonable elaboration would be expected.*

Candidates could refer to the idea that what is actually being measured is particular attachments rather than a general attachment type, or to the validity of the Strange Situation in relation to research carried out in different cultures. It would also be possible to frame acceptable answers around the question of ecological validity and that of population validity.

PSYA2 Stress question (Physiological Psychology)

1 Outline how the body responds to stress.	(6 marks)
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AO1 = 6 marks: Candidates are most likely to outline the pituitary-adrenal system and/or the sympathomedullary pathway. Other valid outlines are acceptable.

6 marks: Accurate and reasonably detailed

Accurate and reasonably detailed outline that demonstrates relevant knowledge and understanding of how the body responds to stress. There is appropriate selection of material to address the question.

5-4 marks: Less detailed but generally accurate

Less detailed but generally accurate outline that demonstrates accurate knowledge and understanding of how the body responds to stress. There is some evidence of selection of material to address the question.

3-2 marks: Basic

Basic outline that demonstrates some relevant knowledge and understanding of features of how the body responds to stress 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 a flawed outline that demonstrates very limited knowledge of how the body responds to stress.

Examination guidance: *There are six marks available here for a description of the body's response to stress. Differentiation between candidates will be determined by the degree of detail outlined and selection of material to answer the question. The specification makes direct reference to the pituitary-adrenal system and the sympathomedullary pathway, so descriptions garnered from these are likely to be popular choices. Seyle's General Adaptation Syndrome would be a valid reference point.*

2 (a) Identify one source of stress in the workplace.	(1 mark)
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AO1 = 1 mark: Possible sources of stress in the workplace include:

- physical sources such as noise, level of danger, length of working hours, workload;
- psychological sources such as role responsibility, conflict and ambiguity, perceived sense of control, relationship with colleagues, work organisation.

Examination guidance: *Appropriate sources could be either physical, such as noise, or psychological such as the role of responsibility. As the second part of this question requires the candidate to outline what research has shown about the source of stress identified, it is probably wise to identify the source from relevant research that the candidate knows about.*

2 (b) Outline what research has shown about how this source of stress can affect an individual. (2 marks)

AO1 = 2 marks: One mark for brief outline of effect of factor on an individual, one further mark for an elaboration. For example, repetitive jobs requiring a lot of attention lead to high illness rates and high stress hormone levels, suggesting a link between workload, stress hormones and illness.

Examination guidance: *The answer given here must relate to the source of stress identified in 2(a). For example, Marmot's study on urban civil servants identified low control as a source of stress in the workplace and that it is linked to developing cardiovascular disorders.*

3 In response to rising stress levels in the local population, a Health Service Provider was keen to provide stress management techniques as part of the treatments they offered.

One technique that was introduced involved helping a client to identify his/her negative, irrational thoughts and to replace them with more positive, rational methods of thinking. The therapist helps a client to understand better where their faulty thinking is leading, by the client and therapist working together using role play so that the consequences of the faulty thinking can be plainly seen. New goals are then set for the client, so that more realistic and rational beliefs are included into his/her ways of thinking.

(a) (i) Identify the stress management strategy outlined above. (1 mark)

AO1 = 1 mark: One mark for correct identification.

Examination guidance: *The candidate needs to recognise and identify CBT. No more than that is required, so no further description or any evaluation is required.*

(a) (ii) Explain one reason why this stress management technique could prove to be effective. (2 marks)

AO2 = 2 marks: One mark for explanation of why the stress management technique could prove to be effective, one further mark for an elaboration. For example, that CBT is effective as it is structured, with clear goals and measurable outcomes. It is favoured as it is short-term and economic.

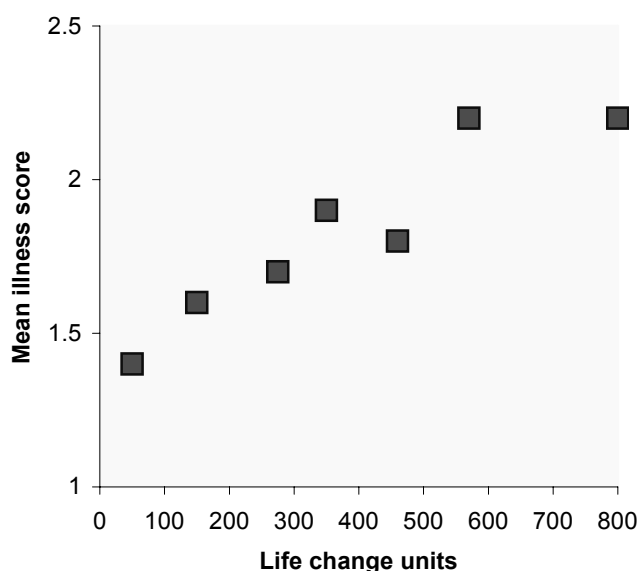
Examination guidance: *What is being asked for here are strengths of CBT. One mark would be awarded for explaining its strength and one mark for elaboration of this point.*

(b) Explain **one** limitation of the stress management technique described above. (2 marks)

O2 = 2 marks: One mark for a brief explanation of an appropriate limitation, one further mark for elaboration. For example, it is difficult to assess the effectiveness of cognitive behavioural therapy. When different measuring scales have been used to assess the effects of treatment on depression, differing measures of improvement have been found.

Examination guidance: To gain both marks, it would be necessary to give an appropriate limitation of CBT and provide some explanatory elaboration. For example, it is difficult to assess the effectiveness of CBT as differing results have been found using different measurement scales.

4 In a study of stress, the number of life events individual participants experienced was measured, as well as an illness score for each individual. Data from the study were plotted on the graph below.



Outline **two** conclusions that could be drawn from the graph above. (4 marks)

AO3 = 4 marks: One mark for statement of each appropriate conclusion, a further mark for elaboration of each conclusion. Conclusions could refer to the direction and the strength of the relationship depicted. For example, there appears to be a positive correlation between life changes and physical illness: as the scores for life changes increase, so do the illness scores.

Examination guidance: Candidates must make references to conclusions that can be drawn from the scattergram and not findings. However, it would be legitimate to state a finding and the conclusion that can be drawn from it, especially as a form of elaboration to gain the additional mark available for both conclusions stated.

5 Discuss psychological evidence that suggests personality can affect our experience of stress. (6 marks)

AO2 = 6 marks: Candidates are likely to refer to research involving personality types A, B, C, D and the hardy personality type to form an effective discussion. Methodological points could form effective focus for discussion, including ways in which the variables were measured, sampling, etc. Use could be made of research findings and conclusions to draw out salient points, as well as comparisons between research findings that support or contradict each other.

For example, the work of Friedman and Rosenman on Type A personality concerning vulnerability to ill health, which showed that aggressive, competitive, time urgent individuals developed high blood pressure and raised levels of stress hormones which are linked to ill health, thus supporting the idea that personality can affect our experience of stress.

6 marks: Effective explanation

Effective discussion of psychological research suggesting personality can affect our experience of stress that demonstrates sound knowledge and understanding.

5-4 marks: Reasonable explanation

Reasonable discussion of psychological research suggesting personality can affect our experience of stress that demonstrates reasonable knowledge and understanding.

3-2 marks: Basic explanation

Basic discussion of psychological research suggesting personality can affect our experience of stress that demonstrates some knowledge and understanding.

1 mark: Rudimentary explanation

Rudimentary, muddled discussion of psychological research suggesting personality can affect our experience of stress that demonstrates very little knowledge and understanding.

0 marks: No creditworthy material.

Examination guidance: *The question requires candidates to discuss psychological evidence concerning how personality factors can affect the experience of stress. There is a wealth of research material available on Types A, B, C, D and the hardy personality to draw upon. If these were offered with sufficient elaboration to demonstrate a sound knowledge and understanding of them, then access to the higher marks should be achievable. Findings and conclusions drawn from relevant research could help to provide such elaboration. Methodological points could also form effective material for discussion, such as how variables were measured. Also use could be made of comparisons between research findings to illustrate how such findings support or contradict each other.*

PSYA2 Social Influences question (Social Psychology)

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| 1 Outline one explanation of why people obey. (4 marks) |
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AO1 = 4 marks: One mark for identification of a factor or process as an explanation, three possible further marks for an elaboration. Likely explanations might focus on factors drawn from research such as Milgram's: for example, situational factors such as proximity of the authority figure, the role of buffers, or on psychological processes such as agentic shift. Personality factors could also be used to form relevant explanations. For example, one reason why people obey is personality factors. Milgram found that a person who had an authoritarian personality, which is characterised by rigid beliefs, intolerance of minorities and deference to people in authority were much more likely to obey commands to give apparent electric shocks to another person. They gave higher shocks than people with non-authoritarian personalities.

Examination guidance: A mark would be gained by providing an appropriate explanation of a factor or a process, with further marks available for valid elaboration.

It is likely, as he is named directly on the specification, that explanations garnered from the work of Milgram would prove popular. For example, the agentic shift, where participants obeyed as they see themselves as an agent of another person's wishes and therefore as not responsible for their actions, but rather as attributing responsibility to the authority issuing the commands.

Personality factors, such as the authoritarian personality, could also be utilised to form effective explanations.

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| 2 Research studies investigating conformity have often used laboratory-based experiments. |
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Explain **two** limitations of laboratory-based experiments into conformity. (2 marks + 2 marks)

AO3 = 4 marks: One mark for a brief explanation of a limitation, one further mark for an elaboration of the explanation. Limitations are likely to focus on the artificiality of laboratory experiments (such as mundane realism), demand characteristics and the difficulties in operationalising independent and dependent variables.

Examination guidance: Each of the three sections on PSYA2 has four AO3 marks available for knowledge and understanding of related research methodology. One of the greatest criticisms of conformity-based research is its dependence on laboratory-based experiments, so candidates could reasonably be expected to have an awareness of the limitations of this kind of research. Examples drawn from conformity experiments could form effective elaboration. Both limitations offered would require elaboration to access both the marks available.

The question clearly asks for two limitations and care should be taken to ensure that the two offered are distinct from each other. For example, the artificiality of the tasks being performed compared to real life: also that as participants know they are in an experiment, there may be demand characteristics in that they look for cues as how to behave.

3 (a) What is meant by the term conformity? (2 marks)

AO1 = 2 marks: One mark for brief or partial outline, such as yielding to pressure. One further mark for an elaboration. For example, conformity occurs when a person adopts the attitudes, beliefs and behaviours of people in a particular group in response to real or imagined group pressure.

Examination guidance: *A clear, accurate and elaborated description of the term would gain both marks available. For example, conformity is a form of majority influence where the attitudes, behaviours and beliefs of other members of a reference group are adopted.*

(b) (i) Identify the type of social influence illustrated in the situation described below. Refer to features of the situation to justify your answer. (3 marks)

Situation A

Nazma had recently moved to a new area and school and was finding it difficult to make friends. She noticed that a large group of students had a strong allegiance to the local football team Vale City. Nazma purchased a replica team shirt and started to wear it daily to school. Almost immediately she was asked if she would like to attend games with fellow student supporters of the team. Nazma readily agreed, even though she actually had no interest or knowledge of football at all.

AO2 = 1 mark: One mark for identification as an example of normative social influence.

AO2 = 2 marks: For justification. One mark for a brief explanation, one further mark for an elaboration of the explanation. For example, that by buying a replica shirt and attending the match, Nazma is yielding to the majority position, but without actually accepting their point of view. It is public not private acceptance.

Examination guidance: *The answer to this question is in the scenario provided. Candidates would need to recognise it as an example of normative social influence and then use information from the scenario to explain why it is indeed normative social influence.*

- (b) (ii) Identify the type of social influence illustrated in the situation described below. Refer to features of the situation to justify your answer. (3 marks)

Situation B

Bryher has been invited out on a date by her new boyfriend who has taken her to a fashionable restaurant. Bryher is keen to make a good impression and not embarrass herself in any way. However, she has never been to a restaurant before and is alarmed at the vast array of cutlery and crockery placed before her. Bryher decides to observe other diners' behaviour before selecting which utensils to eat her food with.

AO2 = 1 mark: One mark for identification as an example of informational social influence.

AO2 = 2 marks: For justification. One mark for a brief explanation, one further mark for an elaboration of the explanation. For example, Bryher is in a novel situation and so looks to others for guidance as to what utensils to use for which course of the meal. By observing other diners' behaviour, she gains information as to how to behave. It is likely that she would adopt this behaviour in the future.

Examination guidance: *The answer to this question is in the scenario provided. Candidates would need to recognise it as an example of informational social influence and then use information from the scenario to explain why it is indeed informational social influence.*

- 4 Discuss the influence of individual differences on independent behaviour. (8 marks)

AO1 = 4 marks: Candidates are likely to focus on internal and external locus of control and/or the importance of personality differences and cognitive style. Material on the attribution of causality or social responsibility could also be made relevant.

AO2 = 4 marks: Discussion is likely to focus on the fact that research findings into locus of control and conformity are contradictory, with internal locus of control more frequently associated with independence. Discussion of the role of situational factors in independent behaviour may also be credited if it is used to evaluate the role of individual differences. Other creditworthy discussion points could involve methodological issues, practical applications and the impact of research findings.

Examination guidance: *Four of the available marks are AO1 marks, gained by outlining the influence of individual differences on independent behaviour. Access to the upper end of the mark range could be achieved by describing the influence of just one individual difference. If two or more were outlined, then less detail would be expected. Candidates are most likely to focus upon the relationship between locus of control and conformity, and upon the importance of personality differences and cognitive style. There is also material on attribution of causality that could be made relevant here.*

There are also four AO2 marks available for an evaluation of the influence of the individual differences outlined. There is a good degree of relevant research into locus of control, which generally shows contradictory findings: locus of control does not always seem to be related to conformity. Central themes here are the methodologies used, how conformity is measured and the validity issue of how accurately locus of control can be measured. Discussion of situational factors could

also be used as a contrast. For example, Nemeth and Chiles's (1988) research which showed that exposure to an independent model leads to more independent behaviour, supporting the idea of a situational explanation. Other creditworthy discussion points could involve practical applications and the impact of research findings.

AO1 Knowledge and understanding	AO2 Application of knowledge and understanding
<p>4 marks Accurate and reasonably detailed Accurate and reasonably detailed description of the influence of individual differences on independent behaviour that demonstrates sound knowledge and understanding. There is appropriate selection of material to address the question.</p>	<p>4 marks Effective evaluation Effective use of material to address the question and provide informed commentary. Effective discussion of the influence of individual differences on independent behaviour. Broad range of issues and/or evidence in reasonable depth, or a narrower range in greater depth.</p>
<p>3 marks Less detailed but generally accurate Less detailed but generally accurate description of the influence of individual differences on independent behaviour that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.</p>	<p>3 marks Reasonable evaluation Material is not always used effectively, but produces a reasonable commentary. Reasonable discussion of the influence of individual differences on independent behaviour. A range of issues and/or evidence in limited depth, or a narrower range in greater depth.</p>
<p>2 marks Basic Basic description of the influence of individual differences on independent behaviour 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>2 marks Basic evaluation The use of material provides only a basic commentary. Basic discussion of the influence of individual differences on independent behaviour. Superficial consideration of a restricted range of issues and/or evidence.</p>
<p>1 mark Very brief/flawed or inappropriate Very brief or flawed description of the influence of individual differences on independent behaviour that shows very little knowledge or understanding. 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. Discussion of the influence of individual differences on independent behaviour is just discernible or absent.</p>
<p>0 marks No creditworthy material.</p>	<p>0 marks No creditworthy material.</p>

PSYA2 Abnormality question (Individual Differences)

- 1 Three of the following statements describe limitations of different definitions of abnormality.
- A** What seems like abnormal behaviour may actually be beneficial to an individual.
 - B** This definition does not tell us which infrequent behaviours are undesirable.
 - C** It is difficult, maybe impossible, for an individual to achieve all the criteria that make up this definition.
 - D** This criteria has sometimes been used as a justification to punish social deviants.

In the table below, insert the limitation **A**, **B**, **C** or **D** that matches the corresponding definition of abnormality.

(3 marks)

Table showing definitions of abnormality

Definitions of abnormality	Limitation of definitions
Deviation from ideal mental health	C
Failure to function adequately	A
Deviation from social norms	D

AO1 = 3 marks: Correct completion of the table. One mark for each correct answer.

Examination guidance: *With this question, to ensure that a choice always has to be made in the selection of answers, four descriptive phrases are supplied from which three must be chosen in order to complete the table. In other words, there will be one descriptive phrase that is surplus to requirements. To complete the table accurately, it is necessary to have a sound knowledge of weaknesses of definitions of abnormality.*

- 2** Some patients, especially children and those with mental impairments, may not be able to give informed consent for treatment of their mental disorders.

Explain how informed consent could be gained in an ethical manner for these types of patients. (4 marks)

AO3 = 4 marks: Explanation of ways of gaining informed consent in an ethical manner. Obtaining informed consent for such clients in a clinical setting involves a hierarchy of alternatives. Candidates can gain up to 4 marks for explaining one strategy in detail or a number in less detail. Up to 2 marks for merely identifying the alternative sources of consent, for example, family member or ethical committee.

Possible ways of gaining informed consent include:

- consultation, where feasible, with a person well-placed to appreciate the potential reactions of clients, such as a family member or recent provider of care, to decide what is in their best interests;
- where the above is not possible, specific approval should be obtained from an appropriate institutional ethical committee;
- where no appropriate ethical committee exists, peers and/or colleagues should be consulted.

Examination guidance: *Whilst studying the abnormality topic, students could realistically be expected to have developed a knowledge of ethical problems in gaining the consent of abnormal patients for treatment of their disorders.*

Two marks are available for the selection of two valid ways in which consent could be gained. Appropriate elaboration would gain another mark for each of the two methods explained.

- 3** (a) Which of the following three options describes ECT as a type of treatment? (1 mark)

- A** A biological therapy
- B** A form of psychoanalysis
- C** A cognitive behavioural therapy

- (b) Evaluate ECT as a means of treating abnormality. (4 marks)

AO2 = 4 marks: Evaluation may take the form of consideration of:

- research evidence regarding its effectiveness;
- the range of disorders for which it is used;
- comparison with other therapies;
- ethical costs.

Candidates may address one point of evaluation in depth or a range of points in less depth. For example, it has been regarded as being an inhumane form of treatment due to some patients regarding it as a form of punishment for being mentally disordered and for the often barbaric way in which it was carried out. Its usage is regarded as being much more humane now with a set of guidelines in place as to how it should be administered, and research evidence suggests its short term effectiveness in relation to depression.

Examination guidance: Candidates should have knowledge of all the treatments and therapies listed in the specification and this includes what type of treatments and therapies they are. Candidates therefore need to know that ECT is a form of biological therapy in order to answer this question correctly.

Four marks are available for the evaluation of ECT as a treatment of abnormality and how many marks a candidate gained would be determined by how effectively s/he made use of the material being offered. Candidates could legitimately present one critical aspect of ECT and gain all the marks on offer if sufficient elaboration of this aspect was delivered. Conversely, more than one critical aspect could be presented, though less depth would be necessary. Critical comments could encompass both negative and positive aspects of ECT.

Candidates are most likely to offer comments on the controversial nature of the treatment, its success rate with treating severe depression and comparisons with other treatments, such as that it is a relatively quick and cheap form of treatment.

<p>4 Discuss the behavioural approach to explaining psychological abnormality (12 marks)</p>

AO1 = 6 marks Candidates will probably make reference to the central tenet that maladaptive behaviours result from learning experiences, such as classical conditioning, operant conditioning and social learning. Usage could be made of relevant examples. Candidates are also likely to refer to the principle that any behaviour that can be learned can also be unlearned and replaced with adaptive behaviours and that it is on this principle that behavioural treatments and therapies are founded.

AO2 = 6 marks Evaluation could include a consideration of the strengths and weaknesses of the approach in explaining psychological abnormality in terms of its implications and applications, its research findings and comparison with other approaches. Candidates are likely to make reference to maladaptive behaviours that can be explained by the behavioural approach and contrast them with those that cannot be explained in such terms. Reference could also be made to the practical applications of the approach through its treatments and therapies with a discussion of their effectiveness central to an evaluation of the approach to explaining psychological abnormality. The fact that the approach only addresses symptoms and not causes would be relevant, with actual examples forming effective elaboration. Candidates are also likely to contrast the behavioural approach with other approaches as a way of assessing how well the behavioural approach can explain psychological abnormality. The usage of relevant research studies would also be an effective way of deciding if the approach can sustain itself as a credible means of explanation.

Examination guidance: AO1 marks would be gained by providing a description of the behavioural approach to psychopathology, while AO2 marks would be earned by considering the strengths and weaknesses of the approach that supports or challenges it. Credit would be gained for including material on other approaches only if such material was used as evaluation of the behavioural approach.

To gain all six AO1 marks on offer, candidates would have to supply an accurate and reasonably detailed account of the behavioural approach to psychopathology, whilst to gain access to all six AO2 marks available, an effective evaluation would have to be provided in the form of an informed commentary of the evaluative material being

supplied. Evaluation could focus upon strengths and weaknesses of the approach itself, associated research and comparisons to other approaches. Material offered on behavioural treatments would only gain credit if it was explicitly orientated to the effectiveness of the approach in explaining psychological abnormality.

AO1 Knowledge and understanding	AO2 and AO3 Application of knowledge and understanding
<p>6 marks Accurate and reasonably detailed</p> <p>Accurate and reasonably detailed description of the behavioural approach that demonstrates sound knowledge and understanding. There is appropriate selection of material to address the question. Presentation of material is clear and coherent.</p>	<p>6 marks Effective evaluation</p> <p>Effective use of material to address the question and provide informed commentary. Effective evaluation of strengths and weaknesses. 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</p> <p>Less detailed, but generally accurate description of the behavioural approach that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question. Information is presented in an appropriate form.</p>	<p>5-4 marks Reasonable evaluation</p> <p>Material is not always used effectively, but produces a reasonable commentary. Reasonable evaluation of strengths and weaknesses. 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</p> <p>Basic description of the behavioural approach 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. Information is not presented in an appropriate form.</p>	<p>3-2 marks Basic evaluation</p> <p>The use of material provides only a basic commentary. Basic evaluation of strengths and weaknesses. 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</p> <p>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</p> <p>The use of material provides only a rudimentary commentary. Evaluation of strengths and weaknesses 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>