



Rewarding Learning

ADVANCED
General Certificate of Education
2011

Health and Social Care

Assessment Unit A2 12

assessing

Unit 12: Understanding Human Behaviour

[A6H61]

THURSDAY 9 JUNE, AFTERNOON

**MARK
SCHEME**

- 1 (a) Write down four symptoms that would suggest an individual is suffering from depression. (AO1)

Any four of the following:

- being sad most of the time and being tearful regularly
- losing interest in doing anything
- finding it hard to make decisions
- having no energy, constantly feeling tiredness
- being restless and agitated
- losing appetite and weight (some people do the reverse and put on weight)
- having trouble sleeping
- feeling useless or worthless
- feeling unsociable
- thinking about suicide
- mood swings, e.g. anger, aggression
- feeling lonely, isolated, unsupported
- feeling unable to cope, anxious
- abusing alcohol or drugs.

All other valid points will be given credit.

(4 × [1])

[4]

- (b) Define the following concepts from Roger's humanistic theory and use them to explain depression. (AO1, AO2)

Conditions of worth

Parents, teachers, peers and others only give positive regard when individuals show they are "worthy", rather than just because they need it, i.e. individuals get love and affection only if they behave as others want them to.

[1] for key phrase(s), [2] for full explanation

How this explains depression

Individuals who are depressed are failing to self-actualise because they are living their lives to please other people, i.e. to satisfy the conditions of worth required for positive regard from parents, peers, etc.

[1] for key phrase(s), [2] for full explanation

Incongruity (sometimes called incongruence)

This refers to the mismatch or gap between the real self and the ideal self, the "I am" and the "I should".

[1] for key phrase(s), [2] for full explanation

How this explains depression

When there is incongruity between the ideal and the real self the individual is in a threatening situation and will feel anxiety and this can lead to depression.

[1] for key phrase(s), [2] for full explanation

(4 × [2])

[8]

- (c) Discuss how depression can be treated according to Roger's humanistic perspective. (AO1, AO2, AO3)

Answers may include the following points:

- client centred therapy/person centred therapy (PCT) – role of therapist is to provide unconditional positive regard for clients as the stress is associated with a lack of unconditional regard, usually from parents as an individual grows up
- need for warmth, genuineness and empathy in the therapeutic relationship
- focus on dealing with the present rather than the past
- therapy is non-directive – clients should decide how to work towards self-actualisation so that behaviour becomes congruent with the self-concept, reducing feelings of anxiety
- therapist aims to improve self-esteem and help clients develop a realistic ideal self
- through encounter groups clients can provide positive regard for each other.

All other valid points will be given credit.

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[3])

Overall impression: basic understanding

- displays limited knowledge how depression can be treated according to Roger's humanistic perspective
- there is limited discussion
- quality of written communication is basic. The candidate makes only a limited attempt to select and use an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 ([4]–[6])

Overall impression: adequate knowledge and understanding

- displays adequate knowledge of how depression can be treated according to Roger's humanistic perspective
- there is adequate discussion
- quality of written communication is adequate. The candidate makes a reasonable attempt to select and use an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

Level 3 ([7]–[9])

Overall impression: competent knowledge and understanding

- displays competent knowledge of how depression can be treated according to Roger’s humanistic perspective
- there is competent discussion
- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear.

[9]

(d) Explain two limitations of the humanistic perspective in treating depression. (AO4)

- as people who are depressed often have difficulty making decisions, some clients may feel the need for an authority figure to tell them what to do rather than a facilitator who works in a non-directive way
- it may be difficult for the therapist and client to develop a warm, genuine and empathetic therapeutic relationship especially if the depressed individual is experiencing problems relating to other people
- some clients have difficulty discussing problems in encounter groups and also forming a trusting relationship with the therapist
- as the facilitator does not offer an overall judgement on the clients’ problem some clients may be left feeling the therapy was a waste of time
- time and economic constraints
- assumes the problem is lack of positive regard but other perspectives recognise alternative causes, e.g. inherited predisposition
- the focus on the present may be inappropriate for clients whose depression is caused by events in the past.

[1] for key phrase(s), [2] for fuller explanation of any two
(2 × [2])

[4]

(e) Analyse how four socio-economic factors can contribute to depression in adults. (AO1, AO2, AO3, AO4)

Answers may include any four of the following:

- **class** – depression is more prevalent in socially disadvantaged groups where there is a higher lifetime prevalence of major mental health problems and relatively poor access to mental health care. Stressful life events are more common in the lower social classes and this contributes to the raised prevalence of depression
- **ethnicity** – some ethnic groups, particularly African Caribbean and Irish people, are over-represented in terms of admission to psychiatric hospitals with severe depression. It is thought this is linked to other social and environmental factors, such as unemployment, living alone and poverty

- **occupation** – the highest rates of depression are amongst the unemployed. However, many individuals who suffer from depression cite work-related stress as a contributory factor. People who have interesting and challenging jobs they enjoy are much less likely to suffer from depression than those in jobs characterised by routine and repetitiveness or uncomfortable working conditions – there is a clear link here to the fact that middle class people are generally less likely to experience depression
- **gender** – women are almost twice as likely to become depressed as men. The higher risk may be due partly to hormonal changes brought on by puberty, menstruation, menopause, and pregnancy. Although their risk for depression is lower, men are more likely to go undiagnosed and less likely to seek help. Suicide is an especially serious risk for men with depression, who are four times more likely than women to kill themselves
- **poverty** – poor living conditions and financial problems can increase the likelihood of suffering from depression: again, this links to the comments about class, ethnicity, occupation and social exclusion
- **social exclusion** – rates of depression are extremely high in those who experience social exclusion, such as homeless people living in hostels, temporary accommodation or on the streets – this is linked to the stress caused by poverty and also to the lack of social and family support. Similarly, older people who become housebound due to physical problems are likely to feel socially isolated and have a higher risk of experiencing depression
- **education** – higher levels of education tend to be linked to social class, so those with higher levels of education are less likely than those who have lower levels of education to be depressed. Well educated people and their families also have an increased capacity for getting help with depression, due perhaps to the resources they have for research, accessing services and dealing with professionals
- **family** – family breakdown or difficult relationships can contribute to depression. Factors like bereavement and illness in the family can also lead to depression
- **housing and environment** – poor housing and an unpleasant environment can contribute to depression, e.g. run-down inner city housing estates have high levels of depression
- **media** – portrayal of unrealistic images of life, e.g. family life, can contribute to a sense of failure which is linked to depression.

All other valid responses will be given credit.

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[3])

Overall impression: basic understanding

- displays limited knowledge of how socio-economic factors may contribute to depression – may list factors or only discuss one or two
- there is limited analysis

- quality of written communication is basic. The candidate makes only a limited attempt to select and use an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 ([4]–[6])

Overall impression: adequate knowledge and understanding

- displays adequate knowledge of how at least two socio-economic factors contribute to depression
- there is adequate analysis
- quality of written communication is adequate. The candidate makes a reasonable attempt to select and use an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

Level 3 ([7]–[9])

Overall impression: competent knowledge and understanding

- displays very good to excellent knowledge of how three or more socio-economic factors contribute to depression
- there is competent analysis – there may be some variation in the quality of analysis across factors where four factors have been discussed
- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear.

Level 4 ([10]–[12])

Overall impression: highly competent knowledge and understanding

- displays very good to excellent knowledge of how four socio-economic factors contribute to depression
- there is a highly competent analysis
- quality of written communication is excellent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is extremely well organised with the highest degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of the highest standard and ensure that meaning is absolutely clear. [12]

37

- 2 (a) Gareth is physically sick when he is near fish. Write down three other symptoms people who suffer from phobias may experience. (AO1)

Any three of the following:

- shaking
- feeling confused or disorientated
- rapid heartbeat
- dry mouth
- intense sweating
- difficulty breathing
- dizziness
- chest pain
- turning pale
- being unable to move, freezing with fear
- having nightmares about the feared object.

All other valid responses will be given credit.

(1 × [3])

[3]

- (b) Define what is meant by “the unconscious” and “defence mechanisms” in the psychoanalytic perspective and discuss how these concepts can be applied to understanding Gareth’s phobia. (AO1, AO2, AO3)

Definition of “the unconscious”

In Freud’s iceberg theory of the mind the unconscious is the part below the surface that the individual is unaware of – thoughts, feelings and childhood memories are buried here. It is the region of the psyche that contains impulse and desire that are too threatening to be allowed into consciousness and so have been repressed.

[1] for key phrase(s), [2] for full explanation

(1 × [2])

[2]

Application to Gareth’s phobia

- Gareth’s phobia is an unconscious fear as opposed to a conscious thought process
- it may be explained by a traumatic childhood experience that is buried in the unconscious
- his fear appears to be irrational because there is no conscious explanation.

[1] for key phrase(s), [2] for explanation, [3] for discussion

(1 × [3])

[3]

Definition of “defence mechanisms”

These are unconscious mental processes that are automatically triggered when anxiety occurs to protect the ego from stress or guilt. Their use is thought to be a healthy way of coping in the short term, but long term or excessive use may be dangerous and unhealthy as the individual loses touch with reality.

[1] for key phrase(s), [2] for full explanation

(1 × [2])

[2]

Application to Gareth's phobia

- phobias operate through the defence mechanisms, particularly repression and displacement – the original source of fear is repressed into the unconscious and fear is displaced onto another object or situation
- example = Freud's case study – Little Hans – fear of horses related to unconscious fear of his father – the basis of Freud's Oedipus Complex
- Gareth has repressed the reasons for his fear of fish may also be displacing fear of something else on to fish.

[1] for key phrase(s), [2] for explanation, [3] for discussion

(1 × [3])

[3]

- (c) Analyse how the behaviourist perspective can contribute to **understanding** and **treating** people like Gareth who are suffering from phobias. (AO1, AO2, AO3, AO4)

Understanding

Answers may include the following points:

- any phobia is a learned response to the feared stimulus
- classical conditioning of physiological reflexes – a phobia is a learned association between a stimulus (the feared object) and the response (fear) – Watson and Raynor's Little Albert experiment may be used to illustrate this
- the focus is on the learned behaviour rather than what the client is thinking or feeling. Fear is not extinguished because the stimulus is avoided
- from the perspective of operant conditioning – avoidance is reinforced by reduced anxiety.

All other valid points will be given credit.

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[3])

Overall impression: basic understanding

- displays limited knowledge of how the behaviourist perspective can contribute to understanding phobias
- there is limited analysis
- quality of written communication is basic. The candidate makes only a limited attempt to select and use an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 ([4]–[6])

Overall impression: adequate knowledge and understanding

- displays adequate knowledge of how the behaviourist perspective can contribute to understanding phobias
- there is adequate analysis
- quality of written communication is adequate. The candidate makes a reasonable attempt to select and use an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

Level 3 ([7]–[9])

Overall impression: adequate knowledge and understanding

- displays competent knowledge of how the behaviourist perspective can contribute to understanding phobias
- there is competent analysis
- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear. [9]

Treating

Answers may include the following points:

- behaviour therapy focuses on changing responses as opposed to trying to understand reasons for them – aim is to replace fear response with a more appropriate response, i.e. a more relaxed response
- systematic desensitisation – the client draws up a hierarchy of fears – learns to replace the conditioned fear response with relaxation, starting with imagining or visualising the least threatening situation and gradually working up the hierarchy
- implosion therapy and flooding – clients required to remain with the feared stimulus despite high levels of anxiety – it is physiologically impossible to maintain anxiety state so it subsides and fear is extinguished as a result. With implosion therapy the feared stimulus is imagined whilst with flooding the stimulus is present, e.g. taking an individual with a phobia of cars out driving until the fear subsides.

All other valid points will be given credit.

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[3])

Overall impression: basic understanding

- displays limited knowledge of how the behaviourist perspective can contribute to treating phobias
- there is limited analysis
- quality of written communication is basic. The candidate makes only a limited attempt to select and use an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 ([4]–[6])

Overall impression: adequate knowledge and understanding

- displays adequate knowledge of how the behaviourist perspective can contribute to treating phobias
- there is adequate analysis
- quality of written communication is adequate. The candidate makes a reasonable attempt to select and use an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

Level 3 ([7]–[9])

Overall impression: competent knowledge and understanding

- displays competent knowledge of how the behaviourist perspective can contribute to treating phobias
- there is competent analysis
- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear. [9]

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- 3 (a) Discuss how the biological perspective explains aggression.
(AO1, AO2, AO3)

Answers may include the following:

- low serotonin levels in the brain have been linked to a reduced ability to control aggressive impulses
- aggression may be linked to dysfunctions in parts of the brain (e.g. hypothalamus), which regulate emotions
- aggressive people may have higher testosterone (male hormone) levels
- aggression may be linked to hormone changes in women, e.g. pre-menstrual syndrome (PMS)
- aggression may be linked to a particular condition, e.g. ADHD which research suggests may have an inherited component
- research has shown that males may be generally more aggressive than females due to the chromosomal make up of men, an X and Y chromosome rather than the double X chromosome. One study showed that a proportion of very violent male criminals had an extra Y chromosome. This suggests that simply being male may predispose an individual to being aggressive
- aggression may be a genetically inherited trait, e.g. Eysenck's theory.

All other valid points will be given credit.

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[3])

Overall impression: basic understanding

- displays limited knowledge of how the biological perspective explains aggression
- there is limited discussion
- quality of written communication is basic. The candidate makes only a limited attempt to select and use an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 ([4]–[6])

Overall impression: adequate knowledge and understanding

- displays adequate knowledge of how the biological perspective explains aggression
- there is adequate discussion
- quality of written communication is adequate. The candidate makes a reasonable attempt to select and use an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

Level 3 ([7]–[9])

Overall impression: competent knowledge and understanding

- displays good to excellent knowledge of how the biological perspective explains aggression
- there is competent discussion
- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear. [9]

- (b) Discuss the role of the biological perspective in understanding and treating stress. (AO1, AO2, AO3, AO4)

Answers may include the following points:

Understanding

- stress can be seen as a physiological reaction to external stimuli/stressors in the environment – the **fight or flight response** is the reaction of the body which allows it to produce a great deal of energy at very short notice, allowing the individual to escape or to attack – a fundamental survival process that evolved in mammals this involves:
 - changes to the body to get a blood supply to the muscles include the heart beating faster, blood pressure increasing
 - as a high blood sugar level is needed for energy, stored sugar is released into the bloodstream and sugars are digested very quickly while digestion of other kinds of foods is delayed – saliva changes to achieve this so mouth feels dry
 - oxygen is also needed so breathing becomes deep and rapid
 - other changes which form the alarm reaction include blood changing so clots form more quickly, pupils dilating and the pilomotor response which causes “goose pimples”
- Selye’s General Adaptation Syndrome – this describes long-term changes to the body resulting from continuous stress – body continues to produce high levels of adrenaline – the **alarm** phase is followed by **resistance** and **exhaustion**
 - the alarm reaction is the body’s mechanism for dealing with danger. It is triggered by the perception and evaluation of a stressor and the body is mobilised for action. The body responds with a drop in blood pressure and muscle tension
 - the resistance stage is when the body struggles to deal with stress and attempts to return to its previous state
 - the exhaustion stage is when the body cannot return to its previous state and fails to cope with the stressor. The body’s physical resources then become depleted and this leads to collapse
- there are long-term effects on immune system – the individual becomes less resistant to disease and illness

- changes in the body are triggered by the brain – the hypothalamus controls the sympathetic branch of the autonomic nervous system (ANS) which prepares the body for activity including the fight or flight response as increased levels of adrenaline and noradrenaline are produced. The hypothalamus is also connected to the pituitary gland which releases hormones during the resistance stage – the hormone involved in stress is ACTH (adrenocorticotrophic hormone)
- some individuals may be genetically predisposed to experiencing stress.

Treating

- **beta blockers** – beta blockers work by blocking the action of the neurotransmitter noradrenaline at receptors in arteries and the heart muscle, causing arteries to widen and slowing the action of the heart, resulting in falling blood pressure and reduced work by the heart, and thus reducing the physiological experience of stress
- **anti-depressants** – anti-depressants such as Monoamine Oxidase Inhibitors (MAOIs), Tricyclics (TCAs) and Selective Serotonin Reuptake Inhibitors (SSRIs) increase levels of neurotransmitter serotonin, enhancing the mood of clients
- **anxiolytic drugs** – depress activity in the Central Nervous System which in turn reduces activity in the Sympathetic Nervous System, which is responsible for physiological changes, such as the increase in heart rate associated with experiencing stress
- **biofeedback** – involves a client learning to use a machine that provides information about autonomic functions, such as heart rate, muscle and blood pressure. The client can be taught to use a psychological technique such as relaxation to reduce the readings on the machine. The improved readings can be regarded as positively reinforcing the relaxation behaviour
- **relaxation** – one physiological symptom of stress is muscle tension – progressive muscle relaxation involves tightening and relaxing muscles until the whole body is relaxed and muscle tension and blood pressure are reduced
- **meditation** – involves getting into a comfortable position and repeating a mantra of a single syllable – this can reduce oxygen consumption and induce electrical activity in the brain indicative of a calm mental state; it also reduces blood pressure.

All other valid points will be given credit.

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[4])

Overall impression: basic understanding

- displays limited knowledge of the role of the biological perspective in understanding and/or treating stress – may leave one aspect out
- there is limited discussion
- quality of written communication is basic. The candidate makes only a limited attempt to select and use an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 ([5]–[8])

Overall impression: adequate knowledge and understanding

- displays adequate knowledge of the role of the biological perspective in understanding and/or treating stress. Answers which discuss one or the other but fail to address both aspects of the question cannot score beyond this band
- there is adequate discussion
- quality of written communication is adequate. The candidate makes a reasonable attempt to select and use an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

Level 3 ([9]–[12])

Overall impression: competent knowledge and understanding

- displays very good to excellent knowledge of the role of the biological perspective in understanding and treating stress
- there is competent discussion – there may be some variation in the quality of discussion between the two parts of the question, understanding and treating
- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear.

Level 4 ([13]–[15])

Overall impression: highly competent knowledge and understanding

- displays very good to excellent knowledge of the role of the biological perspective in both understanding and treating stress
- there is highly competent discussion
- quality of written communication is excellent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is extremely well organised with the highest degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of the highest standard and ensure that meaning is absolutely clear. [15]

(c) Explain two advantages and two disadvantages of applying the biological perspective in the treatment of stress. (AO4)

Advantages

- reasonably effective and quick results – physiological symptoms of stress can be reduced almost immediately by these treatments
- cost effective for the health service – drugs and relaxation and mediation are less expensive than patients spending long periods in talking therapies
- patients can gain a sense of control over their own care by engaging in techniques like meditation and relaxation
- treatments like meditation and relaxation tend not to have any negative side effects.

[1] for key phrase(s), [2] for full explanation

Disadvantages

- do nothing about the route cause of the problem, e.g. environmental stressors or “daily hassles”
- side effects of medication, e.g. some beta blockers may make an individual lethargic
- may be interaction with other drugs/substances so that some drugs will not be suitable for some patients
- patients may worry about developing a dependency on medication and be resistant to using it.

[1] for key phrase(s), [2] for full explanation

(4 × [2])

[8]

Total

**AVAILABLE
MARKS**

32

100