



Rewarding Learning

**ADVANCED
General Certificate of Education
2012**

Health and Social Care

Assessment Unit A2 12

assessing

Unit 12: Understanding Human Behaviour

[A6H61]

FRIDAY 8 JUNE, MORNING

**MARK
SCHEME**

- 1 (a) Identify two symptoms that would suggest an individual is suffering from stress. (AO1)

[1] mark each for two of the following:

- periods of irritability or anger
- apathy or depression
- constant anxiety
- irrational behaviour
- loss of appetite
- comfort eating
- lack of concentration
- loss of sex drive
- increased smoking, drinking, or taking recreational drugs
- excessive tiredness
- skin problems, such as eczema
- aches and pains resulting from tense muscles, including neck ache, backache and tension headaches
- heart palpitations
- feeling nauseous
- stomach problems
- for women, missed periods
- insomnia, disturbed sleep patterns.

(2 × [1])

[2]

- (b) Discuss how each of the following socio-economic factors might contribute to stress. (AO1, AO2, AO3)

Occupation

Many individuals who suffer from stress cite work as a contributory factor. Studies have shown that working in the emergency services (police, fire, ambulance, emergency medical teams, mountain rescue) is stressful due to dealing with death, horror, pain, distress, and tragedy and because of the personal danger involved. Also medical staff, including nurses, experience high levels of stress for similar reasons. Also, for some people, shift work can contribute to stress that is attributed to disruption of their circadian rhythms. Feeling undervalued at work, being at risk of redundancy or being a victim of workplace bullying can also be a source of stress in any occupation. High-powered jobs also cause stress as high targets are often set. Individuals can experience stress when trying to balance running a home with demands of a job.

All other valid points will be given credit

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

(1 × [3])

[3]

Housing and environment

Poor housing conditions, e.g. overcrowding contribute to stress as does living in an unpleasant environment, e.g. inner city housing estate with high levels of crime.

All other valid points will be given credit

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

Class

Stress is more prevalent in socially disadvantaged groups – stressful life events and living conditions are more common in the lower social classes. The lower income of lower socio-economic groups means they are more likely to have financial problems, which can contribute to stress.

All other valid points will be given credit

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

- (c) (i) Eysenck believes that the way individuals respond to stress is determined by their inherited personalities. Discuss the biological basis of neuroticism in Eysenck's theory. (AO1, AO2, AO3)

Neurotic people have a nervous system that responds rapidly and strongly to stressful events and so are more likely to react emotionally. Stable personalities have slower, less strong reactions of the nervous system when responding to stress.

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

- (ii) Eysenck's other major measure of personality is extraversion. Discuss the biological basis for an individual being extraverted or introverted according to his theory. (AO1, AO2, AO3)

In the lower parts of the brain are structures which control the levels of arousal of higher brain centres, e.g. sleeping and waking (the Reticular Activating System or RAS). These structures can "boost" or "dampen down" incoming messages.

Extroverts have inherited a strong nervous system which would inhibit (dampen down) incoming messages; therefore they become bored quickly by one set of stimuli and look for variation and novelty, usually by socialising.

Introverts have a weak nervous system which will amplify (boost) incoming information and so are less likely to be bored by one set of stimuli. They are able to maintain cortical activity with less stimulation and so are happy with solitary pursuits.

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

- (d) Discuss how the biological perspective contributes to the treatment of stress using the following headings. (AO1, AO2, AO3)

A drug treatment

Any one of the following:

- 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 the neurotransmitter serotonin, enhancing the mood of clients and so making them feel less stressed
- 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.

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

Biofeedback

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.

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

Meditation

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 and relieves muscle tension.

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

- (e) Analyse the contribution of the humanistic perspective to understanding and treating stress. (AO1, AO2, AO3, AO4)

Understanding

Answers may include the following:

- individuals who are stressed are failing to self-actualise because they are not receiving/have not received unconditional positive regard. They have been influenced by conditions of worth – they got love and affection only if they behaved as others wanted them to – they experienced conditional positive regard
- over time, individuals develop conditional positive self-regard – like themselves only if they meet the standards others have applied to them, rather than if they are truly self-actualising, making it difficult to maintain self-esteem and so stress sets in
- the real self is the self an individual will become if he receives positive regard and develops self-regard and is self-actualising. Otherwise he develops an ideal self with high standards that are out of reach. There is a gap between the real self and the ideal self – incongruity. The more incongruity, the greater the stress the individual experiences
- when there is incongruity between the ideal and the real self the individual is in a threatening situation and will feel anxiety. To reduce this the individual uses defences – denial and perceptual distortion. Using these defences creates more incongruence, more threat, and greater levels of anxiety. More serious stress or mental breakdown occurs when a person's defences are overwhelmed, and their sense of self becomes “shattered”.

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 the contribution of the humanistic perspective to understanding stress
- there is limited analysis
- answers which do not address stress cannot achieve beyond this band
- 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 the contribution of the humanistic perspective to understanding stress
- 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 the contribution of the humanistic perspective to understanding stress
- 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:

- 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 of the contribution of the humanistic perspective to treating stress
- 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 the contribution of the humanistic perspective to treating stress
- 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 the contribution of the humanistic perspective to treating stress
- there is competent analysis
- answers which do not address stress cannot achieve beyond this band
- 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]

44

2 Sam, aged 7, has been displaying aggressive behaviour at home and at school. His foster parents are concerned that this is a result of his upbringing in a violent family and of being allowed to spend many hours playing unsuitable video games before he came to live with them. They feel he is continuing with this behaviour because it means he gets his own way when interacting with other children.

(a) Define the following psychological concepts and use them to explain Sam's aggression. (AO1, AO2)

Modelling (Bandura)

Definition

The process of selecting a significant person to use as a role model – the behaviour of the role model is then observed and imitated.

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

(1 × [2])

[2]

How this explains Sam's aggression

Individuals are likely to select role models whom they see as similar to themselves or as loving or powerful, for example, the same sex parent is often a powerful role model. Thus, if Sam's role model was his father or another male in a violent father, then this aggressive behaviour was observed and imitated by Sam. He may also be re-enacting aggressive behaviour from videos.

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

(1 × [2])

[2]

The unconscious (Freud)

Definition

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 there.

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

(1 × [2])

[2]

How this explains Sam's aggression

Feelings and memories resulting from unhappy experiences in his earlier upbringing can be stored in Sam's unconscious and can be the cause of his aggression even if the individual is unaware of them.

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

(1 × [2])

[2]

- (b) Discuss how the following therapies could be used to help Sam.
(AO1, AO2, AO3)

Social skills training

Answers may include the following:

Social skills training is a general term for instruction that promotes more productive/positive interaction with others. A social skills training programme for Sam might include:

- “manners” and positive interaction with others
- appropriate behaviour, e.g. at school
- better ways to handle frustration/anger, e.g. counting to 10 before reacting, distracting himself, learning an internal dialogue to cool himself down and reflect upon the best course of action
- acceptable ways to resolve conflict with others, e.g. using words instead of physical contact or seeking the assistance of others to resolve a conflict.

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

Play therapy

Answers may include the following:

- play used as a means of communication with Sam to allow his feelings and conflicts to emerge
- play can be used with Sam in a similar way to free association, dream analysis, etc. is used by psychotherapists with adults to reveal unconscious thoughts and feelings
- toys provided, e.g. dolls, houses, bricks, art materials to allow Sam to play out and thus uncover his unconscious fantasies
- Sam’s play can be interpreted by a therapist to help gain insight into his aggressive behaviour
- the therapist can help Sam to work through his feelings which in turn will help him to change his aggressive behaviour
- catharsis.

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

- (c) Analyse the contribution of the behaviourist perspective to understanding and dealing with Sam's aggression. (AO1, AO2, AO3, AO4)

Answers may include the following:

Understanding

- Sam's aggressive behaviour was learned because it was reinforced
- positive reinforcement, e.g. getting his own way
- negative reinforcement, e.g. avoided having to do things he didn't want to do
- aggressive behaviour was learned because it has not been effectively punished, e.g. has gone unchallenged by members of his family.

Dealing with Sam's aggression

- Sam's aggressive behaviours can be reduced through the process of behaviour modification
- involves measuring/quantifying the behaviours to be reduced, e.g. observing and counting acts of aggression
- aggressive acts are ignored where possible or punished using time out
- non-aggressive behaviour is positively reinforced, e.g. by attention or use of star charts
- this approach will have to be consistently applied by Sam's teacher and his foster parents
- behaviour is measured to check for change
- stimulus satiation – give Sam unrestricted access to the reinforcer, e.g. getting his own way so that the aggression ceases.

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 contribution of the behaviourist perspective to understanding and/or dealing with Sam's aggression.
- 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 ([5]–[8])

Overall impression: adequate knowledge and understanding

- displays adequate knowledge of the contribution of the behaviourist perspective to understanding and dealing with Sam's aggression
- answers which focus on only one part of the question cannot achieve beyond this band
- 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 ([9]–[12])

Overall impression: competent knowledge and understanding

- displays good knowledge of the contribution of the behaviourist perspective to understanding and dealing with Sam's aggression.
- 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.

Level 4 ([13]–[15])

Overall impression: excellent knowledge and understanding

- displays very good to excellent knowledge of the contribution of the behaviourist perspective to understanding and dealing with Sam's aggression
- there is 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. [15]

29

- 3 (a) Analyse how the cognitive perspective in psychology contributes to understanding and treating phobias. (AO1, AO2, AO3, AO4)

Answers may include:

Understanding

- this perspective focuses on thoughts and beliefs, suggesting that irrational thoughts and beliefs cause phobias. Since phobias are caused by maladjusted thinking, in order to understand an individual suffering a phobia, it is necessary to understand his thought processes
- Aaron Beck referred to the irrational and maladaptive assumptions and thoughts that lead to problems like phobias as cognitive errors. Beck claims mental disorders like phobias are rooted in the maladaptive ways people think about themselves, (e.g. I'm too afraid to go out), the world, (e.g. the feared object is everywhere) and the future, (e.g. I'll never be able to live a normal life). This is referred to as a "cognitive triad" of negative, automatic thoughts. These negative schemas dominate thinking and a phobia is the result
- Ellis also argued that irrational thoughts are the main cause of phobias as they lead to a self-defeating internal dialogue of negative self-statements, e.g. phobias caused by catastrophising self-statements like "I will die if I have to face that – I'll never be able to cope, my life is impossible"
- sometimes referred to as the "ABC model", Ellis claims disorders begin with an activating event (A), (e.g. a wasp sting) leading to a belief (B), which may be rational, (e.g. I was unlucky) or irrational, (e.g. This is a major danger in my life). The belief leads to consequences (C), which can be adaptive (appropriate) for rational beliefs, (e.g. I'll be more careful next time) or maladaptive (inappropriate) for irrational beliefs, (e.g. developing a phobia).

Treating

- these theorists would focus on changing the irrational or inappropriate thoughts that are causing the phobia
- Beck's cognitive therapy is referred to as Cognitive Restructuring and aims to change cognitive distortions and negative thoughts by challenging them in therapy over a series of sessions usually by considering the evidence for negative statements. The therapist will ask the client questions, such as:
 - what is the evidence supporting the conclusion currently held by the client about the feared stimulus
 - what is another way of looking at the same situation but reaching another conclusion, e.g. the feared stimulus may be there but probably isn't going to harm the client
 - what will happen if, indeed, the current conclusion/opinion is correct, e.g. if the feared stimulus is there what could happen?
 - the aim is to move the client away from negative cognitive processes and towards positive cognition

- Ellis's Rational Emotive Therapy (RET) also aims to challenge irrational beliefs linked to phobias, but the therapist is more active and directive than in Beck's therapy. Techniques include challenging clients to prove unrealistic statements like "I can't cope" and role playing different situations during therapy, e.g. the client coming across the feared stimulus. Ellis's Rational Emotive Behaviour Therapy (REBT) also addresses behaviour change with behavioural tasks set by the therapist between sessions, e.g. the client might be asked to put himself into situations where there is a perceived risk of encountering the feared stimulus, e.g. a client who is afraid of dogs going for a walk in a park.

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 how the cognitive perspective in psychology contributes to understanding and/or 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 ([5]–[8])

Overall impression: adequate knowledge and understanding

- displays adequate knowledge of how the cognitive perspective in psychology contributes to understanding and treating phobias.
- there is adequate analysis
- answers which address only one part of the question cannot achieve beyond this band
- 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 good knowledge of how the cognitive perspective in psychology contributes to understanding and 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.

Level 4 ([13]–[15])

Overall impression: excellent knowledge and understanding

- displays very good to excellent knowledge of how the cognitive perspective in psychology contributes to understanding and treating phobias
- there is 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. [15]

- (b) Use the table below to evaluate the three treatments for phobias by explaining one advantage and one disadvantage of each. (AO1, AO4)

Cognitive therapy**Advantages**

Any one of the following:

- takes account of clients' thinking behaviour and how they view the world so clients feel valued that the therapy is individual to them
- treatment has clear goals set out by the therapist – to change maladaptive thinking – clients understand the process and may be able to use cognitive techniques to help themselves in the future
- works well for phobias, especially when combined with a behavioural element as in REBT or CBT – this is shown by outcome studies
- gives clients an understanding of how their thinking is causing the phobia and of how to change – empowers clients
- can work relatively quickly so improvement is often achieved after a few sessions – therefore cost effective.

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

(1 × [2])

[2]

Disadvantages

Any one of the following:

- only useful for clients who are self-aware – can reflect on their own thoughts
- ignores hidden reasons for the phobia, e.g. unconscious thoughts
- changing thinking patterns may not be enough to remove more severe problems, e.g. less successful than behavioural techniques for agoraphobia
- individuals have to be motivated to succeed – determined to address their problems
- considerable commitment of time and effort needed by clients
- where clients are extremely anxious, it can be difficult to change thought processes.

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

(1 × [2])

[2]

Modelling therapy

Advantages

Any one of the following:

- use of video can make this an easy method to use
- modelling therapy is a powerful therapy that can work well with phobias – shown in outcome studies
- works faster than “talking cures” so clients can see results quickly
- can be less stressful than other behaviour therapies as the client is not under pressure at an early stage to deal with the feared object – get to watch someone else first
- can be relatively inexpensive compared to “talking cures”.

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

(1 × [2])

[2]

Disadvantages

Any one of the following:

- doesn't really focus on finding out the root cause of the problem
- it isn't easy to get the rooms, the snakes, the actors, etc. together
- where the feared object is present it can be stressful for highly anxious clients.

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

(1 × [2])

[2]

Psychoanalysis

Advantages

Any one of the following:

- well established therapy that is popular and widely used – there are lots of published case studies to help therapists in their own development and to treat clients
- clients are able to express their feelings and conflicts in a safe environment
- recognises that earlier/childhood experiences can negatively affect an individual's ability to cope with life – tries to get to root cause of the problem
- can be applied to children as well as adults – play therapy can help children who may find it difficult to explain how they are feeling
- aims to help the sufferer cope better with inner emotional conflicts causing the phobia
- the client gets to work through conflicts – the process of catharsis can give the client a great sense of release.

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

(1 × [2])

[2]

Disadvantages

Any one of the following:

- expensive as it is a one-to-one approach and can take a lot of sessions before progress is evident
- the childhood conflicts that are uncovered may be very distressing for clients
- memories may be inaccurate – these are referred to as false memories
- an analyst's interpretations may be inaccurate, e.g. of dreams or of what a client says during free association
- it may be difficult to establish a therapeutic relationship – clients may be very resistant to exposing their thoughts and feelings
- focuses on past so may not deal with current problems in a client's life
- the theory on which the therapy is based is strongly disputed.

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

(1 × [2])

[2]

Total

AVAILABLE
MARKS

27

100