



General Certificate of Education

Psychology 1181

Specification A

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

Mark Scheme

2010 series - June examination

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

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SECTION A: BIOLOGICAL PSYCHOLOGY

Question 1 a

AO3 = 2 marks **Drawing conclusions from data**

Conclusions could include:

- There is an association between gender and preferred coping strategy.
- Women tend to prefer emotion-focused approach.
- Men tend to prefer problem-focused approach to emotion-focused approach.
- Women show little difference in the type of coping strategy they use.
- Problem-focused approach seems to be more popular than emotion-focused approach.

1 mark for a brief conclusion, a further mark for elaboration or for another brief conclusion.

Question 1 b

AO3 = 2 marks **How science works – experimental design.**

Limitations:

- Volunteers sample (not typical) correct it by using another sampling method, also they were students so not typical of the whole population
- Order effects: hearing about emotion-focused first might influence the participants, counterbalance the talks
- The term “generally prefer” is vague and imprecise, devise a scale to measure this more accurately
- A talk might not be the best way of providing information, use handouts as a way of giving the students information.

Credit any other relevant limitation and way of dealing with it. If limitation is not relevant no credit to answer.

Question 1 c

AO1 = 2 marks **Knowledge of problem-focused approach to coping with stress.**

This approach includes strategies such as stress inoculation training, seeking practical social support, or any other strategy that involves addressing the actual problem itself. 1 mark for a brief statement and a further mark for elaboration. For example, One approach is stress inoculation training (1 mark) this is where the person learns techniques that will help them to cope with stressful situations in the future using conceptualisation and application (further mark for elaboration).

Question 2 a

AO2 = 1 mark **Application of Knowledge of Type A personality to an unfamiliar situation.**

Harry shows typical Type A behaviour.

AO2 = 3 marks **Application of knowledge and understanding of the negative effects of stress to an unfamiliar situation.**

The behaviour of such personality types makes them more prone to stress-related illnesses such as CHD, raised blood pressure etc. Such people are more likely to have their "flight or fight" response set off by things in their environment. As a result they are more likely to have the stress hormones present, which over a long period of time leads to a range of stress-related illnesses.

Alternatively an answer that focuses on psychological effects of stress could be creditworthy (eg depression).

Question 2 b

AO3 = 2 marks **How science works – knowledge of methods.**

Candidates can offer a generic method such as questionnaire or interview, they could offer a specific method such as the Jenkins Activity Survey, or they could describe the methods used by specific researchers such as Friedman & Rosenman. 1 mark for brief identification or outline of a method and a further mark for elaboration, or 2 marks for a detailed description of the way it is measured. For example, psychologists use interviews to measure Type A behaviour (1 mark) Friedman & Rosenman kept on interrupting their participants to see how they would react (further mark for elaboration).

Reference to methods involving measuring blood pressure, or taking blood samples are not creditworthy as measures of Type A.

Question 3

AO1 = 6 marks **Knowledge and understanding of research into stress-related illness and the immune system.**

AO2 = 6 marks **Evaluation of this research.**

Research covers both theories and studies, thus candidates may focus on the more general nature of the relationship eg chronic stress leading to immuno-suppression; or they may focus on some of the specific studies into this relationship eg Cohen et al; Kiecolt-Glaser et al. Evaluation can include methodological issues, such as the problems of correlational research, some of the studies were natural experiments; the problems with sampling bias. Other methodological problems could include a consideration of how the immune functioning was measured and what type of stressor was considered. Candidates might also consider that with some acute stressors, there may even be an *increase* in the immune functioning.

Animal research is acceptable as long as it refers to the immune system; for example Riley's mice. However, Brady's monkey is not a study of the immune system and therefore is not creditworthy.

AO1 Knowledge and understanding	AO2 Application of knowledge and understanding
<p>6 marks Accurate and reasonably detailed Accurate and reasonably detailed outline that demonstrates sound knowledge and understanding of research into stress-related illness and the immune system. There is appropriate selection of material to address the question.</p>	<p>6 marks Effective evaluation Effective use of material to address the question and provide informed commentary. Effective evaluation of research. Broad range of issues and/or evidence in reasonable depth, or a narrower range in greater depth. Clear expression of ideas, good range of specialist terms, few errors of grammar, punctuation and spelling.</p>
<p>5-4 marks Less detailed but generally accurate Less detailed but generally accurate outline that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.</p>	<p>5-4 marks Reasonable evaluation Material is not always used effectively but produces a reasonable commentary. Reasonable evaluation of research. A range of issues and/or evidence in limited depth, or a narrower range in greater depth. Reasonable expression of ideas, a range of specialist terms, some errors of grammar, punctuation and spelling.</p>
<p>3-2 marks Basic Basic outline that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled. There is little evidence of selection of material to address the question.</p>	<p>3-2 marks Basic evaluation The use of material provides only a basic commentary. Basic evaluation of research. Superficial consideration of a restricted range of issues and/or evidence. Expression of ideas lacks clarity, some specialist terms used, errors of grammar, punctuation and spelling detract from clarity.</p>
<p>1 mark Very brief/flawed or inappropriate Very brief or flawed outline demonstrating very little knowledge. Selection and presentation of information is largely or wholly inappropriate.</p>	<p>1 mark Rudimentary evaluation The use of material provides only a rudimentary commentary. Evaluation of research is just discernible or absent. Expression of ideas poor, few specialist terms used, errors of grammar, punctuation and spelling often obscure the meaning.</p>
<p>0 marks No creditworthy material.</p>	<p>0 marks No creditworthy material.</p>

SECTION B: SOCIAL PSYCHOLOGY

Question 4 a

AO3 = 4 marks How science works – knowledge of ethical issues.

For each issue, 1 mark for identification of issue and a further mark for elaboration. For example, one issue is deception; Milgram deceived participants into believing that they had an equal chance of being the teacher or learner, when in fact it was rigged.

The ethical issue could be for either the participant or the experimenter.

Question 4 b

AO3 = 2 marks How science works – ways of dealing with ethical issues.

1 mark for identification of a way of dealing with the issue and a further mark for elaboration. For example, deception could be dealt with by debriefing the participant. It would have to be explained why it was necessary to deceive them and answer any questions that they might have wanted to ask, as well as reassuring them.

If the answer could apply to either ethical issue it is creditworthy. The candidate doesn't need to specify which ethical issue they have chosen to deal with.

Question 5

AO2 = 4 marks Application of knowledge and understanding of psychology of social change, to an unfamiliar situation.

There are various ways in which psychology might explain this social change and examiners should be prepared to credit any relevant explanation. For example, a small minority could slowly persuade the majority to change their views on smoking. The minority would need to be consistent, flexible etc. The snowball effect explains how this change gathers momentum and gradually the minority becomes the majority and people now conform to the majority view. Eventually the Government passes a popular law and thus obedience can explain the change. Candidates could also include explanations that include informational social influence: people are influenced by those with more knowledge, in this case scientists and doctors who tell us that smoking is bad for our health!

To access the top band, candidates must explicitly engage with the stimulus material.

AO2 Application of Knowledge and understanding
4 marks Accurate and reasonably detailed Effective explanation and effective application of knowledge to the psychology of social change. There is appropriate selection of material to address the question.
3 marks Less detailed but generally accurate Reasonable explanation and application of knowledge to some aspects of the psychology of social change. There is some evidence of selection of material to address the question.
2 marks Basic Basic explanation with very limited application of knowledge to the psychology of social change. There is little evidence of selection of material to address the question.

1 mark Very brief/flawed or inappropriate

Rudimentary, muddled, explanation. Knowledge very limited and not applied to the psychology of social change. Selection and presentation of information is largely or wholly inappropriate.

0 marks

No creditworthy material.

Question 6**AO1 = 4 marks****Knowledge and understanding of how locus of control influences independent behaviour**

People with an internal locus of control are much more likely to resist the pressure to conform and much less likely to obey, than those with an external locus of control. People with an internal locus of control believe that they are in control of their own circumstances, they are confident people and tend not to need social approval the way that those with an external locus of control do.

For 2 marks need to get the difference correct and general overview of external and internal locus of control. To move above 2 marks need to address the *how*. If there is no reference to independent behaviour, no marks. However, a reference to conformity/obedience being more or less likely is an implicit link to independent behaviour.

AO1 Knowledge and understanding**4 marks Accurate and reasonably detailed**

Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of how locus of control influences independent behaviour. There is appropriate selection of material to address the question.

3 marks Less detailed but generally accurate

Less detailed but generally accurate answer that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.

2 marks Basic

Basic answer 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.

1 mark Very brief/flawed or inappropriate

Very brief or flawed answer demonstrating very little knowledge. Selection and presentation of information is largely or wholly inappropriate.

0 marks

No creditworthy material.

Question 7**AO1 = 2 marks****Knowledge of types of conformity.**

Internalisation = A and C. Candidates must only select two. If more than two are selected then no marks can be given.

Question 8**AO1 = 4 marks****Knowledge and understanding of why people conform.****AO2 = 4 marks****Evaluation of explanations**

The two explanations given on the specification are Normative SI and Informational SI, and these are likely to be the most common response. However other explanations are also acceptable, such as the power of social roles, and social impact theory.

Explanations that include compliance, internalisation and identification can also receive credit.

There are various ways in which candidates can evaluate their explanations. For example, NSI and ISI (as part of the dual-process model) have been viewed as separate explanations. However, some psychologists suggest that in fact the two work together and influence levels of conformity. Another way in which candidates could evaluate the explanations is to provide research evidence to support them. If they outlined the power of social roles then they could use Zimbardo's prison study as evaluation.

AO1 Knowledge and understanding	AO2 Application of knowledge and understanding
4 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates knowledge and understanding of explanations of conformity. There is appropriate selection of material to address the question.	4 marks Effective evaluation Effective use of material to address the question and provide informed commentary. Effective evaluation of explanations
3 marks Less detailed but generally accurate Less detailed but generally accurate explanation that demonstrates relevant knowledge and understanding. <i>Partial performance: only one explanation but in detail.</i>	3 marks Reasonable evaluation Material is not always used effectively but produces a reasonable commentary. Reasonable evaluation of explanations. <i>Partial performance; if only one explanation is evaluated then the evaluation is effective.</i>
2 marks Basic Basic explanation that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled. <i>Partial performance: only one explanation; less detailed but generally accurate.</i>	2 marks Basic evaluation The use of material provides only a basic commentary. Basic evaluation of explanations. Superficial consideration of a restricted range of issues and/or evidence. <i>Partial performance; if only one explanation is evaluated then the evaluation is reasonable</i>
1 mark Very brief/flawed or inappropriate Very brief or flawed explanation demonstrating very little knowledge. Selection and presentation of information is largely or wholly inappropriate.	1 mark Rudimentary evaluation The use of material provides only a rudimentary commentary. Evaluation of research is just discernible or absent.
0 marks No creditworthy material.	0 marks No creditworthy material.

SECTION C: INDIVIDUAL DIFFERENCES

Question 9 a

AO1 = 3+3 marks Knowledge of two definitions of abnormality.

The definitions given on the specification are: deviation from social norms, failure to function adequately and deviation from ideal mental health and these are the most likely ones to be used. However, other definitions (such as statistical infrequency) are also acceptable. Note: models of abnormality are not acceptable.

1 mark for identification of the definition and a further two marks for elaboration. For example, deviation from ideal mental health (1 mark) is a list of criteria that state what is healthy (2nd mark) eg self actualisation (further mark).

Question 9 b

AO1 = 2 marks Knowledge of a limitation.

There are several limitations candidates could consider, but whichever they select it must apply to their chosen definition. For example,

- Deviation from social norms – limitations = changes with time; who decides on the norm, role of context, culturally specific.
- Failure to function adequately – limitations = who decides on what is adequate; distinction between maladaptive and abnormal
- Deviation from ideal mental health – limitations = difficult to achieve many of the criteria; culturally specific.

1 mark for identification of limitation and a further mark for elaboration.

Question 10 a

AO1 = 4 marks Knowledge and understanding of key features of the psychodynamic approach to psychopathology.

Key features include:

- Role of the unconscious
- Structure of the mind: id, ego, superego
- Psychosexual stages of development
- Use of defence mechanisms
- Early childhood experiences affecting adult behaviour.

Breadth/depth trade off; candidates may offer several features in less detail or a few features but in more detail.

To get into the top band, there must be an explicit focus on psychopathology, rather than simply the features of the psychodynamic approach.

AO1 Knowledge and understanding
4 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of key features of psychodynamic approach to psychopathology. There is appropriate selection of material to address the question and explicit focus on psychopathology.
3 marks Less detailed but generally accurate Less detailed but generally accurate answer that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.
2 marks Basic Basic answer 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.
1 mark Very brief/flawed or inappropriate Very brief or flawed answer demonstrating very little knowledge. Selection and presentation of information is largely or wholly inappropriate.
0 marks No creditworthy material.

Question 10 b**AO2 = 4 marks Evaluation of the behavioural approach.**

The evaluation can include strengths, such as it has provided some convincing explanations for some disorders such as phobias and has also led to some very successful therapies (systematic desensitisation). The weaknesses are that it ignores the role of biology and there is plenty of evidence to support a genetic transmission of some disorders.

There is the breadth/depth trade off.

AO2 Evaluation
4 marks Accurate and reasonably detailed Effective explanation and effective application of knowledge of the behavioural approach to psychopathology. There is appropriate selection of material to address the question. The evaluation is explicitly relevant to the behavioural approach to psychopathology
3 marks Less detailed but generally accurate Reasonable explanation and application of knowledge and understanding of the behavioural approach to psychopathology. There is some evidence of selection of material to address the question.
2 marks Basic Basic explanation with very limited application of knowledge to the behavioural approach to psychopathology. There is little evidence of selection of material to address the question.
1 mark Very brief/flawed or inappropriate Rudimentary, muddled, explanation. Knowledge very limited and not applied to the behavioural approach to psychopathology. Selection and presentation of information is largely or wholly inappropriate.
0 marks No creditworthy material.

Question 11 a**AO2 = 4 marks****Analysis of unfamiliar situation and application of knowledge of ECT.**

ECT passes a small electrical current through the brain. This causes convulsions. The brief shock (less than one second) can be given either by electrodes on one side of the brain or both sides of the brain. Patients are given muscle relaxants and short-acting anaesthetics before hand to prevent any injury. Effectiveness and possible side effects are also creditworthy.

AO2 Application of Knowledge and understanding
4 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of ECT. There is appropriate selection of material to address the question.
3 marks Less detailed but generally accurate Less detailed but generally accurate answer that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.
2 marks Basic Basic answer 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.
1 mark Very brief/flawed or inappropriate Very brief or flawed answer demonstrating very little knowledge. Selection and presentation of information is largely or wholly inappropriate.
0 marks No creditworthy material.

Question 11 b**AO2 = 4 marks****Analysis of unfamiliar situation and application of knowledge of CBT.**

Aim of CBT is to change the patterns of thoughts and behaviours that are causing the problem, in this case the depression. Candidates can describe CBT in generic terms or they can describe a specific form of CBT such as Beck's cognitive therapy or Ellis's Rational Emotive therapy.

For example, Dr Francis might initially set her some small goals that she can achieve (making a cup of coffee, walking in the garden). Succeeding in these small goals will help her develop more personal effectiveness. He might also ask her to keep a diary of her thoughts and anxieties so that when she comes to the therapy they can discuss these. Dr Francis might also challenge her dysfunctional thoughts by giving her examples from her own life, which refute them.

AO2 Application of Knowledge and understanding
4 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of CBT. There is appropriate selection of material to address the question.
3 marks Less detailed but generally accurate Less detailed but generally accurate answer that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.
2 marks Basic Basic answer 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.
1 mark Very brief/flawed or inappropriate Very brief or flawed answer demonstrating very little knowledge. Selection and presentation of information is largely or wholly inappropriate.
0 marks No creditworthy material.

Assessment Objectives

Question	AO1 Mark	AO2 Mark	AO3 Mark
Biological:			
1	2		2+2
2		1+3	2
3	6	6	
Total:	8	10	6
Social:			
4			4+2
5		4	
6	4		
7	2		
8	4	4	
Total:	10	8	6
Individual Differences:			
9	6+2		
10	4	4	
11		4+4	
Total:	12	12	