



**General Certificate of Education**

**Psychology 1181**  
*Specification A*

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

**Mark Scheme**

*2011 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.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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## SECTION A BIOLOGICAL PSYCHOLOGY

### Question 1

**AO1 = 4 marks**      **Knowledge of body's response to stress.**

Pituitary-adrenal system: C, E, F

Sympathomedullary pathway: A, B, D

1 mark for each correct letter.

(This question will be automarked)

### Question 2

**AO3 = 4 marks**      **Knowledge and understanding of research methods.**

Strengths of questionnaires:

- Can be given to a large sample of people.
- Participants can answer the questionnaire without the need for the researcher to be present, so reducing experimenter bias.
- Compared with interviews they are easy to use, the researcher doesn't need any special training to use them.

For each strength, 1 mark for identifying the strength explicitly relevant to questionnaires and a further mark for explaining why it is a strength.

The first bullet point is an example of a 1-mark answer as there is no explanation of **why** it is a strength. The other two examples are 2-mark answers as there is some explanation. Candidates could also make reference to the advantage of specific types of questions on the questionnaire, i.e. open or closed.

### Question 3

**AO1 = 5 marks**      **Knowledge of research into workplace stress**

There are many studies that candidates could use, such as, Marmot et al (civil servants) and Johansson et al (Swedish sawmill) although any other relevant study of stress in the workplace would be creditworthy. There will be a depth/breadth trade off here, one study in depth or more studies but in less depth.

Brady's study of "executive monkeys" is **not** a study into workplace stress and is **not** creditworthy.

|  |
|--|
| <b>AO1</b>   |
| <b>Knowledge and understanding</b>   |
| <b>5 marks Accurate and reasonably detailed</b><br>Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of study(s) into workplace stress. There is appropriate selection of material to address the question. One or more <b>identifiable</b> studies of workplace stress have been given. |
| <b>4-3 marks Less detailed but generally accurate</b><br>Less detailed but generally accurate answer that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.  |
| <b>2 marks Basic</b><br>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.   |
| <b>1 mark Very brief/flawed or inappropriate</b><br>Very brief or flawed answer demonstrating very little knowledge. Selection and presentation of information is largely or wholly inappropriate.   |
| <b>0 marks</b><br>No creditworthy material.  |

**Question 4 a****AO2 = 1 mark      Application of knowledge of personality type.**

Type A (Also credit if the candidate states - A / A Type / Personality Type A / Type A Personality (TAP) / Type A Behaviour (TAB))

**Question 4 b****AO2 = 4 marks      Analysis of unfamiliar situation and application of how personality factors can affect stress response**

People with TAB are more likely to suffer the negative effects of stress. Mark's behaviour patterns make him more prone to stress-related illnesses such as CHD, raised blood pressure etc. He is more likely to have his "fight or flight" response set off by things in the environment. As a result he is likely to have the stress hormones present, which over a long period of time leads to a range of stress-related illnesses. A purely psychological answer can not get credit, however, if it is clearly underpinned by the physiology of a Type A person it can get credit.

|   |
|---|
| <b>4 marks Effective analysis of unfamiliar situation</b><br>Effective explanation that demonstrates sound knowledge of how personality factors can affect the body's response to stress and explains how Mark might respond. |
| <b>3 marks Reasonable analysis of unfamiliar situation</b><br>Reasonable explanation of how personality factors can affect the stress response.   |
| <b>2 marks Basic analysis of unfamiliar situation</b><br>Basic explanation of how personality factors can affect the stress response.   |
| <b>1 mark Rudimentary analysis of unfamiliar situation</b><br>Rudimentary, muddled consideration of how personality factors can affect the stress response, demonstrating very limited knowledge.                             |
| <b>0 marks</b><br>No creditworthy material.   |

**Question 5 a****AO1 =1 mark****Knowledge of a psychological method of stress management**

As CBT is named on the specification, this is the most likely method that will be given. However, any other psychological method is acceptable, such as relaxation, meditation and biofeedback.

1 mark for identification/naming one method of stress management.

**Question 5 b****AO2 = 5 marks****Explanation of strengths of this psychological method of stress management.**

The strengths may refer to the control that is given to the client; the ability to use the techniques in a variety of situations etc. If methods such as relaxation, meditation and biofeedback are given, the strengths must relate to the psychological aspects of the method. One way of gaining credit is by comparison with physiological methods. For example, psychological methods do not have any side effects and are not addictive. If in 5 (a) candidates write Bex Cognitive Triad or ABC model, but in 5 (b) explain strengths of CBT – zero for part (a) and credit for part (b).

**5 marks Effective explanation**

Effective explanation that demonstrates sound knowledge of the strength(s) of a psychological method of stress management. There is no partial performance.

**4 -3 marks Reasonable explanation**

Reasonable explanation that demonstrates knowledge of strength(s) of a psychological method of stress management.

**2 marks Basic explanation**

Basic explanation of a strength of a psychological method of stress management.

**1 mark Rudimentary**

Rudimentary, muddled, explanation of a strength of a psychological method of stress management, demonstrating very limited knowledge.

**0 marks**

No creditworthy material.

## SECTION B SOCIAL PSYCHOLOGY

### Question 6

#### **AO1 = 6 marks      Outline of research relating to independent behaviour**

This question requires candidates to consider research relating to people who remain independent, so they can consider research where some participants did not conform such as in Asch's experiment, or where some participants did not obey Milgram. Candidates could also consider personality characteristics e.g. Crutchfield suggested high self-esteem is found in non-conformers; Oliner & Oliner looked at social responsibility factors. Locus of control suggests that those with an internal LOC are more likely to remain independent. Gender differences are also relevant.

| <b>AO1</b>  | <b>Knowledge and understanding</b>   |
|---|--|
| <b>6 marks</b><br><b>Accurate and reasonably detailed</b>         | Accurate and reasonably detailed description that demonstrates sound knowledge and understanding of research relating to independent behaviour.<br>There is appropriate selection of material to address the question. |
| <b>5 - 4 marks</b><br><b>Less detailed but generally accurate</b> | Less detailed but generally accurate description that demonstrates relevant knowledge and understanding.<br>There is some evidence of selection of material to address the question.                                   |
| <b>3 - 2 marks</b><br><b>Basic</b>                                | Basic description that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled.<br>There is little evidence of selection of material to address the question.                       |
| <b>1 mark</b><br><b>Very brief/flawed or inappropriate</b>        | Very brief or flawed description demonstrating very little knowledge.<br>Selection and presentation of information is largely or wholly inappropriate  |
| <b>0 marks</b>  | No creditworthy material.  |

#### **AO2 = 6 marks      Evaluation of research relating to independent behaviour.**

The evaluation could be a consideration of supporting research, as well as appreciating that some studies were laboratory-based and may lack external validity. They could also consider the fact that LOC appears to be linked to culture and historical time. The advantages to society of having people who remain independent, such as Zimbardo's concept of "social heurism" is also creditworthy if used as commentary. The evaluation can relate just to the research by considering issues of ethics, validity etc.

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|--|---|
| <b>AO2</b>   | <b>Application of knowledge and understanding</b>   |
| <b>6 marks</b><br><b>Effective evaluation</b>      | Effective use of material to address the question and provide informed commentary.<br>Effective evaluation of research.<br>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. |
| <b>5 - 4 marks</b><br><b>Reasonable evaluation</b> | 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.<br>Reasonable expression of ideas, a range of specialist terms, some errors of grammar, punctuation and spelling.            |
| <b>3 - 2 marks</b><br><b>Basic evaluation</b>      | 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.   |
| <b>1 mark</b><br><b>Rudimentary evaluation</b>     | 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, and errors of grammar, punctuation and spelling often obscure the meaning.   |
| <b>0 marks</b>                                     | No creditworthy material.   |

**Question 7 a****AO3 = 2 marks      Knowledge and understanding of research methods.**

1 mark for a brief answer and a further mark for elaboration.

For example, deception is necessary because if participants knew the aim, they might change their behaviour (1 mark). Second mark for elaboration eg this might effect validity.

**Question 7 b****AO3 = 2 marks      Knowledge and understanding of research methods.**

Deception has been dealt with by:

- Presumptive consent
- Prior general consent
- Retrospective consent
- Debriefing

1 mark for a brief answer and a further mark for elaboration. For example, gain presumptive consent (1 mark) by asking people similar to the participant if they think it is OK to do the experiment (further mark for elaboration). Candidates may answer this generically or they may refer to a specific study. For example, Milgram debriefed his participants (1 mark) he reassured them that they were normal and answered all their questions (further mark for elaboration).

**Question 8****AO2 = 4 marks****Analysis of unfamiliar situation and application of types of conformity.**

Jan is showing internalisation, she has taken the others' beliefs as her own and this behaviour continues even when she is away from the group. Norah is showing compliance, because away from the group she reverted back to her original behaviour. Explanations of conformity are also creditworthy here and reference to NSI and ISI can gain marks. Jan believes the others were right (ISI) while Norah just wanted to be accepted by her housemates (NSI). Credit explanation in terms of private/public behaviour.

The answer must be absolutely clear to which girl it is referring in order to gain any marks. If only one girl is explained, maximum 2 marks.

|   |
|---|
| <b>4 marks Effective analysis of unfamiliar situation</b><br>Effective explanation that demonstrates sound knowledge of types of conformity and explains which type of conformity each girl is showing. |
| <b>3 marks Reasonable analysis of unfamiliar situation</b><br>Reasonable explanation of types of conformity each girl is showing.   |
| <b>2 marks Basic analysis of unfamiliar situation</b><br>Basic explanation of types of conformity each girl is showing, or effective explanation of only one girl.                                      |
| <b>1 mark Rudimentary analysis of unfamiliar situation</b><br>Rudimentary, muddled consideration of types of conformity either girl is showing, demonstrating very limited knowledge.                   |
| <b>0 marks</b><br>No creditworthy material or no engagement with the stem.  |

**Question 9****AO1 = 4 marks****Knowledge of explanations why people obey.**

There are several reasons why people obey:

- Presence of legitimate authority
- Authority takes responsibility for consequences
- Gradual commitment
- Personality factors (e.g. authoritarian personality)
- Being in the agentic state
- Situational factors (e.g. role of buffers).

For each explanation, 1 mark for a basic answer and a further mark for elaboration. For example, one reason people obey is due to gradual commitment (1 mark). This is where you are told to do something small and gradually the orders become more extreme but by then you can't say no (further mark for elaboration).



## SECTION C INDIVIDUAL DIFFERENCES

### Question 10

**AO3 = 4 marks**      **Interpretation of data**

- The two averages are very similar, suggesting that both therapies are as good as each other.
- The range of each group is very different. This suggests that for some people Therapy A was very beneficial, but for others it had little benefit. For Therapy B, there was a much smaller range, suggesting that it has a similar effect on improvement for all the patients.

|   |
|---|
| <b>4 marks Effective interpretation of data</b><br>Effective interpretation that demonstrates sound knowledge of what the data shows, with reference to both the average and the range.                             |
| <b>3 marks Reasonable interpretation of data</b><br>Reasonable interpretation of what the data shows; or effective interpretation of either the average or the range.   |
| <b>2 marks Basic interpretation of data</b><br>Basic interpretation of what the data shows.   |
| <b>1 mark Rudimentary interpretation of data</b><br>Rudimentary, muddled interpretation of the data, demonstrating very limited knowledge. Or reference to, for example, larger range/higher average/similar range. |
| <b>0 marks</b><br>No creditworthy material.   |

### Question 11 a

**AO2 = 3 marks**      **Analysis of unfamiliar situation and application of definitions of abnormality.**

Several definitions could be applicable: deviation from social norms; failure to function adequately and deviation from ideal mental health. Candidates need to engage with the question in order to explain their choice. However, they can make a case for any of the definitions. For example, deviation from social norms (1 mark): It is not the norm for someone who is 30 to have a temper tantrum, even though it is normal for a 3 year old, so she is breaking an age-related social norm (2 marks for explanation).

1 mark for identification of a definition of abnormality and further two marks for the explanation why it has been chosen.

### Question 11 b

**AO2 = 3 marks**      **Analysis of unfamiliar situation and application of definitions of abnormality.**

The limitation must refer to the definition offered in part (a). For example, a limitation of the deviation from social norms definition is that social norms can vary from culture to culture. This means that what is considered normal in one culture may be considered abnormal in another. 1 mark for identification of a limitation and a further 2 marks for elaboration.

**Question 12 a**

**AO1 = 3 marks      Knowledge of psychoanalysis and systematic desensitisation.**

Psychoanalysis involves a range of techniques that aims to bring material from the unconscious into the conscious. These could include free association, dream analysis and projective tests.

**Question 12 b**

**AO1 = 3 marks      Knowledge of psychoanalysis and systematic desensitisation.**

SD involves teaching the client deep muscle relaxation, client and therapist constructing an anxiety hierarchy, and then working through the hierarchy while remaining relaxed.

For each therapy, 1 mark for a basic answer and a further two marks for elaboration.

**Question 13**

**AO1 = 4 marks      Knowledge of the Biological approach to psychopathology**

**AO2 = 4 marks      Evaluation/commentary on the Biological approach to psychopathology.**

**Examiners should be aware that this is only an 8-mark answer and they shouldn't expect as much as in a 12-mark answer.**

**AO1:**

The key features of the biological approach to psychopathology are that disorders have an organic or physical cause. The focus of this approach is on genetics, neurotransmitters, neurophysiology, neuroanatomy etc. This approach argues that mental disorders are related to the physical structure and functioning of the brain. Description of relevant biological therapies can receive credit, but an answer that focuses **solely** on therapies will be limited to basic.

**AO2:**

Evaluation of the approach could be through research that supports these different causes, evidence from the use of therapies, or by consideration of disorders that do not seem to have organic causes and can be better explained by other approaches. The approach can also be criticised for ignoring environmental and developmental influences and alternative approaches can be used to elaborate this problem. Strengths of this approach include its testability via neuroscience research, evidence for genetic and neurotransmitter involvement in conditions such as schizophrenia.

Answers which make no reference to psychopathology (while unlikely) will be limited to Basic marks.

| <b>AO1</b><br><b>Knowledge and understanding</b>   | <b>AO2</b><br><b>Application of knowledge and understanding</b>  |
|--|--|
| <b>4 marks Accurate and reasonably detailed</b><br>Accurate and reasonably detailed description that demonstrates sound knowledge and understanding of the biological approach to psychopathology. There is appropriate selection of material to address the question. | <b>4 marks Effective evaluation</b><br>Effective commentary that demonstrates sound evaluation of the biological approach to psychopathology.            |
| <b>3 marks Less detailed but generally accurate</b><br>Less detailed but generally accurate description that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.                               | <b>3 marks Reasonable evaluation</b><br>Reasonable commentary that demonstrates some evaluation of the biological approach to psychopathology.           |
| <b>2 marks Basic</b><br>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, or no reference to psychopathology.              | <b>2 marks Basic evaluation</b><br>Basic commentary of the biological approach to psychopathology, or no reference to psychopathology.                   |
| <b>1 mark Very brief/flawed or inappropriate</b><br>Very brief or flawed description demonstrating very little knowledge. Selection and presentation of information is largely or wholly inappropriate.  | <b>1 mark Rudimentary evaluation</b><br>Rudimentary, muddled commentary of biological approach to psychopathology, demonstrating very limited knowledge. |
| <b>0 marks</b><br>No creditworthy material.  | <b>0 marks</b><br>No creditworthy material.  |

### Assessment Objectives

| Question                       | AO1 Mark  | AO2 Mark  | AO3 Mark |
|--------------------------------|-----------|-----------|----------|
| <b>Biological:</b>             |           |           |          |
| 1                              | 4         |           |          |
| 2                              |           |           | 4        |
| 3                              | 5         |           |          |
| 4                              |           | 5         |          |
| 5                              | 1         | 5         |          |
| <b>Total:</b>                  | <b>10</b> | <b>10</b> | <b>4</b> |
|                                |           |           |          |
| <b>Social:</b>                 |           |           |          |
| 6                              | 6         | 6         |          |
| 7                              |           |           | 4        |
| 8                              |           | 4         |          |
| 9                              | 4         |           |          |
| <b>Total:</b>                  | <b>10</b> | <b>10</b> | <b>4</b> |
|                                |           |           |          |
| <b>Individual Differences:</b> |           |           |          |
| 10                             |           |           | 4        |
| 11                             |           | 6         |          |
| 12                             | 6         |           |          |
| 13                             | 4         | 4         |          |
| <b>Total:</b>                  | <b>10</b> | <b>10</b> | <b>4</b> |

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