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A-LEVEL

# Psychology Specification A

PSYA2/Unit 2: Biological Psychology, Social Psychology and Individual Differences

Mark scheme

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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 – Stress

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### Question 1(a)

The correct graph is graph C.

[1 mark]

### Question 1 (b)

Scattergrams show the type of relationship that exists between two variables. What else does a scattergram tell you?

[1 mark]

Strength of relationship.

### Question 1(c)

Outline **one** strength of using correlations in stress research.

[2 marks]

Strengths: can study relationship between naturally occurring variables. Can measure things that cannot be manipulated experimentally. If there's no manipulation, likely to be more ethical. Can suggest trends that can lead to experiments.

Any other appropriate strength can receive credit.

One mark for a brief outline of strength and a further mark for elaboration.

For example – can study the relationship between naturally occurring variables which can then be used as a starting point for further experiments

### Question 1(d)

Outline **one** weakness of using correlations in stress research.

[2 marks]

Weaknesses: It is not possible to say that one thing causes another. There may be other variables linking the co-variables in the correlation.

Any other appropriate weakness can receive credit.

One mark for a brief outline of weakness and a further mark for elaboration.

For example, cannot say one thing causes another (1 mark) there may be a third variable that connects the two  
(2<sup>nd</sup> mark for elaboration.)

**Question 2**

Outline findings from research into daily hassles.

**[4 marks]**

Examiners should be careful not to credit research into life changes. However, some studies compared both life changes and daily hassles and credit should be given for findings that relate to daily hassles.

Studies into daily hassles can include those by De Longis (1982); Ruffin (1993); Bouteyre et al (2007) or any other study that set out to investigate daily hassles. However, the focus must be on the findings of the studies. For example, Bouteyre et al found that 41% of the students showed some form of depression and that there was a positive correlation between depression and scores on the hassles scale. De Longis et al found that there was a stronger correlation between health and hassles than there was between health and life changes.

Students may offer several findings (breadth) or fewer but in more detail (depth). Findings from just one study, presented in detail could potentially achieve full marks. Conclusions explicitly linked to findings should be credited.

<p><b>4 marks Accurate and reasonably detailed</b> Accurate and reasonably detailed description that demonstrates sound knowledge and understanding of findings from research into daily hassles. There is appropriate selection of material to address the question.</p>
<p><b>3 marks Less detailed but generally accurate</b> Generally accurate but less detailed answer that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.</p>
<p><b>2 marks Basic</b> 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.</p>
<p><b>1 mark Very brief/flawed or inappropriate</b> Very brief or flawed that demonstrates very little knowledge. Selection of material is largely inappropriate.</p>
<p><b>0 marks</b> - No creditworthy material.</p>

**Question 3**

Research has shown that some personality types are more likely to suffer the negative effects of stress than others.

**3(a)** Identify the type of personality each student has. **[1 mark + 1 mark]**

Caro = Type A (1 mark); Mel = Type B (1 mark)

**3(b)** Explain whether Caro or Mel is more likely to suffer the negative effects of stress. Refer to psychological research in your explanation. **[4 marks]**

It is Caro who is Type A she will be **more** likely to suffer the negative effects of stress. She is competitive and gets angry. As a result she is more likely to experience the 'fight or flight' response and is more likely to have raised blood pressure etc. Research by Friedman & Rosenman showed that of the people in their sample who suffered from Coronary Heart Disease, 70% were Type A.

If there is no engagement, maximum 2 marks .

**4 marks Effective explanation**

Explanation demonstrates effective analysis of unfamiliar material. The selection and application of psychological knowledge to the influence of personality on the body's response to stress is appropriate and effective

**3 marks Reasonable explanation**

Explanation demonstrates reasonable analysis of unfamiliar material. The selection and application of psychological knowledge to the influence of personality on the body's response to stress is mostly appropriate.

**2 marks Basic explanation**

Explanation demonstrates basic analysis of unfamiliar material. The selection and application of psychological knowledge to the influence of personality on the body's response to stress is sometimes appropriate. Or no engagement.

**1 mark Rudimentary explanation**

Explanation demonstrates rudimentary analysis of unfamiliar material. The selection and application of psychological knowledge to the influence of personality on the body's response to stress is muddled and/or mostly inappropriate.

**0 marks**

No creditworthy material.

**Question 4**

Explain why Janet might be feeling stressed. Refer to psychological research in your explanation.

**[4 marks]**

Students can focus on two areas of stress in everyday life: workplace stress and/or life changes. Janet is experiencing both work overload and lack of control in her workplace, both known to be linked to an increase in stress. She is also experiencing two life changes: a holiday and a marriage.

Credit use of relevant research.

Likely studies are Marmot and Johansson for workplace stress and Holmes and Rahe and SRRS for life changes.

No engagement, maximum 2 marks.

<p><b>4 marks Effective explanation</b> Explanation demonstrates effective analysis of unfamiliar material. The selection and application of psychological knowledge to stress in everyday life is appropriate and effective</p>
<p><b>3 marks Reasonable explanation</b> Explanation demonstrates reasonable analysis of unfamiliar material. The selection and application of psychological knowledge to stress in everyday life is mostly appropriate.</p>
<p><b>2 marks Basic explanation</b> Explanation demonstrates basic analysis of unfamiliar material. The selection and application of psychological knowledge to stress in everyday life is sometimes appropriate.</p>
<p><b>1 mark Rudimentary explanation</b> Explanation demonstrates rudimentary analysis of unfamiliar material. The selection and application of psychological knowledge to stress in everyday life is muddled and/or mostly inappropriate.</p>
<p><b>0 marks</b> No creditworthy material.</p>

**Question 5**

Outline **one** psychological method of stress management.

**[4 marks]**

As stress inoculation therapy (SIT) is named on the specification, this is the most likely method students would offer. However, credit can be given to any other psychological method of stress management (e.g. CBT as long as it is clearly linked to stress and not abnormality; Hardiness training)

SIT involves three stages:

- Conceptualization: client and therapist identify the source of the stress. This could include keeping a diary of when and where the stressful experiences occurred. During this stage the therapist might even challenge the client's views.
- Acquisition of specific skills: practicing these skills with the therapist
- Real world application: finally the client will try out these skills in the real world and at the same time the client, together with the therapist, will consider how well these new skills worked.

<p><b>4 marks Accurate and reasonably detailed</b> Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of one psychological method of stress management.</p>
<p><b>3 marks Less detailed but generally accurate</b> Generally accurate answer that demonstrates relevant knowledge and understanding.</p>
<p><b>2 marks Basic</b> Basic answer that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled.</p>
<p><b>1 mark Very brief/flawed or inappropriate</b> Very brief or flawed answer that demonstrates very little knowledge.</p>
<p><b>0 marks - No creditworthy material.</b></p>

## Section B Social Psychology – Social Influence

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### Question 6

Milgram has often been criticised for failing to gain informed consent from his participants. Explain why failing to gain informed consent is an ethical issue. **[2 marks]**

Failing to gain informed consent is an ethical issue because participants are agreeing to take part in a study without knowing fully what is involved. If they knew all the details they may have decided not to participate.

Accept alternative answers as long as they are explicitly linked to failing to get informed consent.

1 mark for a brief answer and a further mark for elaboration. For example, the participants might not have wanted to take part (1 mark) if they had been given all the facts involved with the study (2<sup>nd</sup> mark for elaboration).



**Question 7**

Explain **one or more** ways in which psychologists attempt to overcome ethical issues. **[4 marks]**

There are several ways psychologists have overcome ethical issues, students are likely to consider overcoming the issue of lack of informed consent, but may consider how other ethical issues have been dealt with as well.

The explanation can be in the form of a description of the method or a rationale for the method.

- Debriefing
- Right to withdraw
- Prior general consent
- Presumptive consent
- Retrospective consent
- Use of ethical committees
- Use of ethical guidelines

**4 marks Effective explanation**

Explanation accurate, reasonably detailed and demonstrates sound knowledge and understanding of one or more ways to overcome ethical issues.

**3 marks Reasonable explanation**

Explanation of one or more ways to overcome ethical issues is generally accurate but less detailed and demonstrates reasonable knowledge and understanding.

**2 marks Basic explanation**

Explanation of one or more ways to overcome ethical issues demonstrates basic knowledge and understanding.

**1 mark Rudimentary explanation**

Explanation of one or more ways to overcome ethical issues demonstrates rudimentary knowledge. Or merely listing one or more ways.

**0 marks** - No creditworthy material.

**Question 8**

Social influence takes many forms; it can cause people to conform or to obey. Explain **one** difference between conformity and obedience. **[2 marks]**

Differences could include:

- Conformity occurs among those of equal status while obedience occurs within a hierarchy. People conform due to NSI or ISI but they obey because they feel they have to
- Obedience occurs in response to an explicit order, whereas conformity occurs in response to an implicit pressure.

Credit any other appropriate difference.

E.g. People often deny conformity as an explanation for their behaviour but embrace obedience as an explanation (2 marks)

0 marks for merely defining conformity and then defining obedience.

**Question 9**

9(a) Explain what is meant by 'normative social influence'. **[3 marks]**

**1 mark for a brief outline and a further 2 marks for elaboration.**

NSI is the reason someone conforms is because they want to be liked and accepted by the group. The person may publicly change their behaviour/views but privately disagree. This type of social influence is most likely to be linked to compliance.

For example, you go along with the group and agree with their views to be liked (1<sup>st</sup> mark) but privately you might hold different views (2<sup>nd</sup> mark). e.g participants in the Asch study conformed to an obvious wrong answer to fit in (3<sup>rd</sup> mark).

9(b) Explain what is meant by 'informational social influence'. **[3 marks]**

**1 mark for a brief outline and a further 2 marks for elaboration.**

ISI is the reason someone conforms because they believe that the group knows what is right and they conform in order to be correct. This is more likely to happen in an ambiguous situation because it is assumed they have superior knowledge. The beliefs of the group are accepted as your own and this type of social influence is most likely to be linked with internalisation.

Reference to motivational force for guidance can receive credit if clearly linked to knowledge, what is right, information etc. Reference to guidance on its own is not credit worthy.

For example, ISI is where you change your behaviour because you believe the group is right. (1 mark) You change both your public and private views and internalize those of the group (2nd mark). This type of social influence usually results in a long-term change and remains even if the group is not present (3rd mark).

**Question 10**

10(a) Which boy is demonstrating an internal locus of control?

[1 mark]

Kieran

10(b) Which boy is demonstrating an external locus of control?

[1 mark]

Zach

10(c) Which boy is more likely to resist the pressure to conform? Use your knowledge of psychology to explain your choice.

[4 marks]

The boy with an internal LOC (i.e. Kieran) is more likely to resist the pressure to conform. People with internal LOC believe they are in control of their environment and do not feel the need to look to other people for approval or support. They are more likely to behave independently and resist the pressure to conform. Rotter (1966) suggested that internals trust their own decisions, show more initiative than externals and are less likely to follow other people.

Research studies are only credit worthy if they contribute to the explanation. Simple description of studies are not credit worthy.

<p><b>4 marks Effective explanation</b></p> <p>Explanation demonstrates effective analysis of unfamiliar material. The selection and application of psychological knowledge to LOC and resisting pressure to conform is appropriate and effective</p>
<p><b>3 marks Reasonable explanation</b></p> <p>Explanation demonstrates reasonable analysis of unfamiliar material. The selection and application of psychological knowledge to LOC and resisting pressure to conform is mostly appropriate.</p>
<p><b>2 marks Basic explanation</b></p> <p>Explanation demonstrates basic analysis of unfamiliar material. The selection and application of psychological knowledge to LOC and resisting pressure to conform is sometimes appropriate.</p>
<p><b>1 mark Rudimentary explanation</b></p> <p>Explanation demonstrates rudimentary analysis of unfamiliar material. The selection and application of psychological knowledge to LOC and resisting pressure to conform is muddled and/or mostly inappropriate.</p>
<p><b>0 marks</b></p> <p>No creditworthy material.</p>

**Question 11**

Explain how social influence research helps us to understand social change.

**[4 marks]**

Social influence research suggests that for social change to occur, there needs initially to be a consistent, flexible and non-dogmatic minority. They challenge the existing beliefs of the majority, causing them to reappraise their own beliefs. If the minority can be seen to be acting without any self-interest, or to have suffered in some way for their beliefs, they will be even more successful. Gradually some of the majority will join the minority and through the snowball effect the minority will become the majority. Sometimes social crypto-amnesia occurs, where the majority forgets where the social change originated.

Credit other appropriate explanations that may bring about social change.

Reference to Moscovici's research can also be credited, but a lengthy description of his experiment is unlikely to gain many marks. His findings need to be shaped to answer the question.

<p><b>4 marks Effective explanation</b> Explanation accurate, reasonably detailed and demonstrates sound knowledge and understanding of how social influence research contributes to understanding social change. There is appropriate selection of material to address the question.</p>
<p><b>3 marks Reasonable explanation</b> Explanation of how social influence research contributes to understanding social change. is generally accurate but less detailed and demonstrates reasonable knowledge and understanding.</p>
<p><b>2 marks Basic explanation</b> Explanation of how social influence research contributes to understanding social change. demonstrates basic knowledge and understanding. But lacks detail and may be muddled.</p>
<p><b>1 mark Rudimentary explanation</b> Explanation of how social influence research contributes to understanding social change. demonstrates rudimentary knowledge. Very brief or flawed explanation.</p>
<p><b>0 marks - No creditworthy material.</b></p>

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## Section C Individual Differences – Psychopathology (Abnormality)

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### Question 12

Explain **one** limitation of the deviation from ideal mental health definition of abnormality. **[2 marks]**

- Difficulty in achieving self-actualisation, most people do not reach their full potential, so most people would be considered abnormal
- The criteria are based on very Western ideals, for some cultures fulfilling one's own potential is desirable but in others it is not.
- In some cultures personal autonomy is essential to ideal mental health, but in others putting other people first is important. So the definition cannot apply to all cultures.

1 mark for a brief limitation and a further mark for elaboration. Eg The definition is culturally relative (1 mark) and only applies to Western cultures which means it cannot be a universal definition (1 mark).

**Question 13**

Outline the behavioural approach to explaining psychopathology.

**[6 marks]**

The behavioural approach states that all behaviour is learned, whether it is normal or abnormal. The emphasis is on the environment and how the behaviour is acquired, through classical conditioning, operant conditioning and social learning.

For full marks the answer must include reference to the overarching principles and the focus must be on explaining psychological abnormality, rather than on behaviour in general. For example, classical conditioning can be used to explain how phobias are acquired, by associating a neutral object with fear. Social Learning Theory can be used to explain some eating disorders, where young girls see role models who are extremely thin and aspire to become like them. Reference to studies can be a way of illustrating the link to psychopathology (e.g. Watson & Raynor: Mineka et al 1984).

Examiners should note that answers that do not include an explicit focus on psychopathology cannot be credited beyond Basic. Similarly if only behavioural therapies are outlined without reference to underline rational cannot be credited beyond Basic.

<p><b>6 marks Accurate and reasonably detailed</b> Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of the behavioural approach to explaining psychopathology. There is appropriate selection of material to address the question.</p>
<p><b>5 -4 marks Less detailed but generally accurate</b> Generally accurate but less detailed answer that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.</p>
<p><b>3 -2 marks Basic</b> 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.</p>
<p><b>1 mark Very brief/flawed or inappropriate</b> Very brief or flawed answer that demonstrates very little knowledge. Selection of material is largely inappropriate.</p>
<p><b>0 marks - No creditworthy material.</b></p>

**Question 14**

Evaluate psychoanalysis as a method for treating abnormality.

**[4 marks]**

The evaluation might consider:

- Therapy is very time-consuming and is unlikely to provide answers quickly
- People must be prepared to invest a lot of time and money into the therapy; they must be motivated
- They might discover some painful and unpleasant memories that had been repressed, which causes them more distress
- This type of therapy does not work for all types of disorders or for all types of clients (e.g. people who are unable to express themselves)

Evaluation of the psychodynamic approach can be credited as long as it is used to evaluate the therapy.

Examiners should be mindful of depth/breadth trade offs.

<p><b>4 marks Effective evaluation</b> Evaluation demonstrates sound analysis and effective use of a range of material to evaluate psychoanalysis.</p>
<p><b>3 marks Reasonable evaluation</b> Evaluation demonstrates reasonable analysis and use of material to evaluate psychoanalysis.</p>
<p><b>2 marks Basic evaluation</b> Evaluation demonstrates basic analysis and superficial evaluation of psychoanalysis.</p>
<p><b>1 mark Rudimentary evaluation</b> Evaluation demonstrates rudimentary, muddled analysis and or evaluation of psychoanalysis.</p>
<p><b>0 marks - No creditworthy material.</b></p>

**Question 15**

Discuss **one or more** biological therapies for treating abnormality.

**[12 marks]**

AO1 = 6

AO2 = 6

**AO1**

The two biological therapies named on the specification are drugs and ECT, however other biological therapies such as psychosurgery are also creditworthy. The three main groups of drugs are anti-psychotic or major tranquillizers, anti-anxiety drugs and the anti-depressants. Students do not need to describe them all, but can focus on just one group. AO1 marks can be gained through an understanding of how these drugs work, e.g. which neurotransmitters they target.

ECT involves passing a current (0.8 amp / 100 – 400 volts) through the brain for about half a second. The patient will be given a short-acting anaesthetic and muscle relaxant drugs before the start. The current can be given unilaterally or bilaterally and the patient will have a seizure lasting for about one minute.

There is a breadth/depth trade off here: several therapies in less detail or fewer but in more detail.

**AO2**

The commentary on biological therapies can focus on a range of issues:

- Effectiveness: for different disorders and different people
- Side effects: some side effects are extremely unpleasant and so patients stop taking the drugs
- Addictive nature of drugs
- Treating the symptoms but not the cause; so when treatment is finished the symptoms may reappear
- Ethical issues; difficulty in gaining full informed consent from people who may not be able to do so e.g. those with psychosis or severe depression.

<b>AO1</b> <b>Knowledge and understanding</b>	<b>AO2</b> <b>Commentary</b>
<p><b>6 marks Accurate and reasonably detailed</b></p> <p>Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of biological therapies. There is appropriate selection of material to address the question.</p>	<p><b>6 marks Effective commentary</b></p> <p>Commentary demonstrates sound analysis and effective use of a range of material to evaluate biological therapies.</p> <p>Broad range of issues and/or evidence in reasonable depth, or a narrower range in greater depth.</p> <p>Clear expression of ideas, good range of specialist terms, few errors of grammar, punctuation and spelling.</p>



<p><b>5 - 4 marks Less detailed but generally accurate</b> Generally accurate but less detailed answer that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.</p>	<p><b>5 - 4 marks Reasonable commentary</b> Commentary demonstrates reasonable analysis and use of material to evaluate biological therapies. 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><b>3 - 2 marks Basic</b> 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.</p>	<p><b>3 - 2 marks Basic commentary</b> Commentary demonstrates basic analysis and superficial evaluation of biological therapies. 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><b>1 mark Very brief and/or flawed</b> Very brief or flawed answer that demonstrates very little knowledge. Selection of material is largely inappropriate.</p>	<p><b>1 mark Rudimentary commentary</b> Commentary demonstrates rudimentary, muddled analysis and or evaluation. Expression of ideas poor, few specialist terms used, errors of grammar, punctuation and spelling often obscure the meaning.</p>
<p><b>0 marks - No creditworthy material.</b></p>	<p><b>0 marks - No creditworthy material.</b></p>

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### Assessment Objectives

	AO1	AO2	AO3
1			6
2	4		
3		6	
4		4	
5	4		
<b>Total</b>	<b>8</b>	<b>10</b>	<b>6</b>
6			2
7			4
8		2	
9	6		
10		6	
11	4		
<b>Total</b>	<b>10</b>	<b>8</b>	<b>6</b>
12		2	
13	6		
14		4	
15	6	6	
<b>Total</b>	<b>12</b>	<b>12</b>	