



AS

Psychology Specification A

PSYA2 Biological Psychology, Social Psychology and Individual Differences

Mark scheme

2180
June 2016

Version 1.0: Final Mark Scheme

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.

Further copies of this Mark Scheme are available from aqa.org.uk.

Section A Biological Psychology

Question 1

Complete the diagram below so that it shows stages of the pituitary-adrenal system and sympathomedullary pathway. For each stage write the appropriate letter in the correct box.

[4 marks]

AO1 = 4 marks

1 mark for each correct letter in the correct box:

LHS: G, B

RHS: E, H

Question 2 (a)

Outline two advantages of using questionnaires.

[2 marks + 2 marks]

AO3 = 4 marks

Strengths of using questionnaires could include:

- compared to an interview they are easy to use (1 mark) because the researcher doesn't need special training to hand out the questionnaires (2nd mark for elaboration)
- people may be happier to disclose personal information on a questionnaire (1 mark) compared to a face-to-face situation like an interview (2nd mark elaboration)
- participants can answer the questions without the need for the researcher to be present (1 mark) so reducing experimenter bias (2nd mark elaboration)
- if the questionnaire used closed questions which generate quantitative data, this is easier to analyse (1 mark) than open questions which generate qualitative data which is difficult to analyse (2nd mark for elaboration)
- can be given to a large group of people at once (1 mark).

For each strength, 1 mark for identifying the strength and a further mark for explaining why it is a strength. The final bullet point is an example of a 1-mark answer as there is no explanation of why it is a strength.

Examiners should be aware that this question asks about the strengths of the method, not of the type of data collected. Answers that refer to data should not receive credit unless they are explicitly related to the type of question used (as illustrated in the bullet point above).

Question 2 (b)**Outline one ethical issue that may arise when using questionnaires. [2 marks]****AO3 = 2 marks**

Ethical issues could include:

- informed consent
- anonymity
- confidentiality
- protection from harm (questions might cause respondent embarrassment or bring up painful memories)
- right to withdraw (although technically it would appear to be easy to withdraw from completing a questionnaire, respondents would need to be reassured that this was the case).

1 mark for identifying the ethical issue and a further mark for the elaboration/explanation. For example: confidentiality is an issue (1 mark) because the participant might be disclosing personal information that they want to keep private (2nd mark for elaboration).

Question 3 (a)**Identify two examples of daily hassles from the conversation above. [2 marks]****AO2 = 2 marks**

Daily hassles from conversation = “lost keys”, “traffic and/or being late”, “bad weather”.

1 mark for identifying a daily hassle.

Question 3 (b)

Decide who you think is more likely to suffer the negative effects of stress, Nick or Rina. Use psychological research to justify your decision.

[4 marks]

AO2 = 4 marks

Nick is experiencing daily hassles while Rina is experiencing life events. Students could make a case for either being more likely to suffer the negative effects of stress.

Daily hassles are more common than life changes and some research has suggested these are more likely to lead to negative effects. Research such as that by Lazarus; Kanner et al; De Longis could be referred to. Credit can also be given to the ideas about frequency, duration and intensity.

Life changes are less common but have more serious consequences. The research of Holmes and Rahe developing the SRRS and Rahe et al using the scale could be used. Students do not have to draw any comparisons between Nick and Rina, although they may do so to elaborate their argument.

Students who justify both Nick and Rina could provide an effective explanation as long as a decision (Nick or Rina) is made by the end of the answer.

Answers which make no attempt to engage with the stem, maximum mark 2.

AO2 mark bands Application based on a stem	
4 marks Effective	Explanation demonstrates effective analysis of unfamiliar material. The selection and application of psychological knowledge to whether Nick or Rina is more likely to suffer the negative effects of stress is appropriate and effective.
3 marks Reasonable	Explanation demonstrates reasonable analysis of unfamiliar material. The selection and applications of psychological knowledge to whether Nick or Rina is more likely to suffer the negative effects of stress is mostly appropriate.
2 marks Basic	Explanation demonstrates basic analysis of unfamiliar material. The selection and application of psychological knowledge to whether Nick or Rina is more likely to suffer the negative effects of stress is sometimes appropriate.
1 mark Rudimentary	Explanation demonstrates rudimentary analysis of unfamiliar material. The selection and application of psychological knowledge to whether Nick or Rina is more likely to suffer the negative effects of stress is muddled and/or mostly inappropriate.
0 marks	No creditworthy material.

Question 4 (a)**Outline stress inoculation therapy (SIT) as a method of stress management. [4 marks]****AO1 = 4 marks**

Possible material could include some of the following:

- SIT aims to change the way a client thinks about the stressor (conceptualisation)
- clients might be asked to keep a diary of when and where the stressful experiences occurred
- therapists challenge the client's views asking them to defend them and provide evidence for them
- during SIT the client will learn specific skills and practice them with the therapist
- in the final stages, the client will try out these skills in the real world, as well as discussing how well they worked with the therapist.

AO1 mark bands Knowledge and understanding
4 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of SIT. There is appropriate selection of material to address the question, including some reference to the cognitive element.
3 marks Less detailed but generally accurate Generally accurate but less detailed 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 and/or flawed Very brief or flawed answer that demonstrates very little knowledge. Selection of material is largely inappropriate.
0 marks No creditworthy material.

Question 4 (b)**Explain one or more limitations of stress inoculation therapy (SIT).****[4 marks]****AO2 = 4 marks**

There are several limitations that could be considered:

- SIT takes time and commitment, the client must be motivated to engage in the therapy and so it will not suit everyone
- since it does take time, it is not a “fast” therapy and some people might find it takes too long before they see any benefits
- for someone with severe stress, this might not be suitable, as they may need a much faster-acting method of stress management
- it is not clear just which aspect of the therapy is most effective and some psychologists have suggested that it is the relaxation elements which are most effective and that the other elements are unnecessary and time-consuming.

There is a breadth/depth trade off here; students can consider one limitation in detail or more than one but in less detail.

AO2 mark bands	Consideration of limitation
4 marks	Effective explanation Consideration is accurate, reasonably detailed and demonstrates sound knowledge and understanding of one or more limitations of SIT. One limitation in depth or more than one but in less depth.
3 marks	Reasonable explanation Consideration is generally accurate but less detailed demonstrates reasonable knowledge and understanding of one or more limitations of SIT.
2 marks	Basic explanation Consideration demonstrates basic knowledge of one or more limitations of SIT.
1 mark	Rudimentary explanation Consideration demonstrates rudimentary knowledge of one limitation of SIT.
0 Marks	No creditworthy material.

Section B Social Psychology

Question 5

Discuss research into obedience to authority.

[12 marks]

AO1 = 6 marks

AO2 = 6 marks

The word research can refer to theories and/or studies.

AO1 credit can be for a description of studies into obedience, such as Milgram's experiments, Hofling et al, Bickman et al, although lengthy descriptions of procedures (at the expense of the important findings) might detract from the 'appropriate selection of material' requirement of the mark bands. However, one study described in detail could be sufficient for full marks.

Zimbardo's prison simulation study can only be credited where the description focuses on obedience.

Equally AO1 credit can be for a description of theories into obedience such as the agentic shift, legitimate authority, gradual commitment etc. The agentic shift explains obedience by suggesting that someone becomes an agent of the authority figure, moving out of the autonomous state. Consequently they are more likely to obey the order. Gradual commitment explains obedience in terms of starting off with a very small order, which is easily obeyed, and then slowly increasing the demands until the individual finds they are obeying a very unjust order.

AO2 can be achieved in several different ways. If the student has presented the studies as AO1 then a discussion about their strengths and weaknesses could be one way of commenting. Another way would be by considering other studies, which may or may not provide supporting evidence. It would also be creditworthy to discuss how the findings of these studies can be used to support or challenge some of the explanations.

If the student has presented the theories as their AO1 these can be discussed by considering how well they explain such behaviour (perhaps by reference to studies or to real world situations). For example, Milgram's experiment demonstrates the power of gradual commitment.

Examiners need to be mindful of which route a student has taken and to be careful in how AO1 and AO2 are awarded. For this reason clear annotation on the scripts themselves is very important.

AO1 mark bands Knowledge and understanding
6 marks Accurate and reasonably detailed Accurate and reasonably detailed description that demonstrates sound knowledge and understanding of research into obedience to authority. There is appropriate selection of material to address the question.
5-4 marks Less detailed but generally accurate Generally accurate but less detailed description that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.
3-2 marks Basic 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.
1 mark Very brief and/or flawed Very brief or flawed description that demonstrates very little knowledge. Selection of material is largely inappropriate.
0 marks No creditworthy material.

AO2 mark bands Commentary
6 marks Effective commentary 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.
5-4 marks Reasonable commentary 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.
3-2 marks Basic commentary 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.
1 mark Rudimentary commentary 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.
0 marks No creditworthy material.

Question 6

Patrick has just started his first work placement. At work, he spends a lot of time watching to see what the other people are doing before he does anything. Name one explanation for Patrick's conforming behaviour and justify your choice.

[2 marks]**AO2 = 2 marks**

The two explanations on the specification as to why people conform are informational social influence and normative social influence. Students could make a case for either. ISI because he believes his colleagues are more knowledgeable than he is and he wants to be right. NSI because he wants to be liked by his colleagues and to fit in.

1 mark for identification of ISI or NSI and a further mark for justification as suggested above.

Question 7**Describe the role of minority influence in social change.****[4 marks]****AO1 = 4 marks**

Minorities can play a considerable role in bringing about social change. However they have to possess certain characteristics in order for this to happen. The minority needs to be consistent, flexible and non-dogmatic, they can challenge the beliefs held by the majority. If the minority shows that it has made sacrifices for the 'cause' then they will have even more persuasive power. Over time, through the snowball effect the minority becomes the majority and then their beliefs become widely held.

Description of Moscovici's procedure are not credit worthy however findings and conclusions (minorities must be consistent) can be credited as can any other relevant research study.

AO1 marks Knowledge and understanding
4 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of the role of minority influence in social change. There is appropriate selection of material to address the question.
3 marks Less detailed but generally accurate Generally accurate but less detailed 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 and/or flawed Very brief or flawed answer that demonstrates very little knowledge. Selection of material is largely inappropriate.
0 marks No creditworthy material.

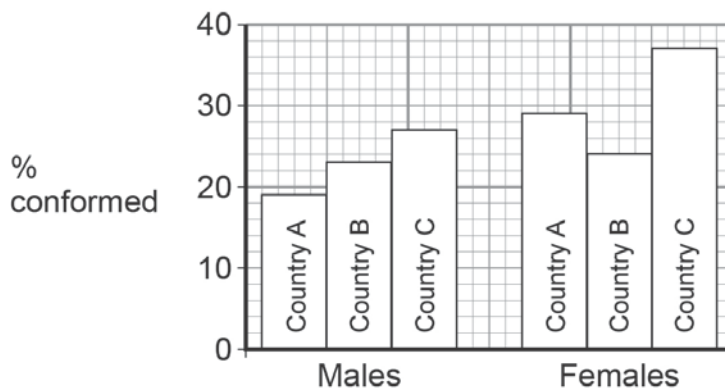
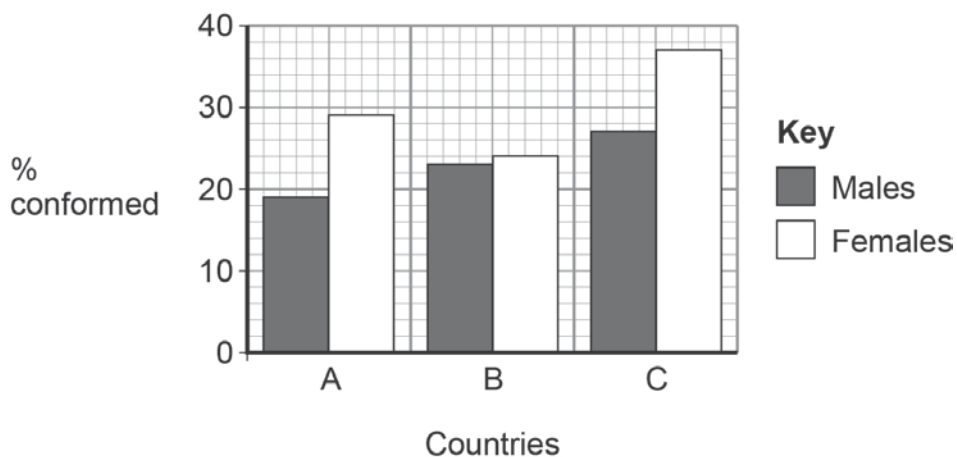
Question 8(a)

Sketch an appropriate bar chart to display the data presented in Table 1. Label your bar chart.

[4 marks]

AO3 = 4 marks

There are several possible ways this graph can be drawn and any bar charts are creditworthy as long as they accurately represent the data, for example countries on x-axis each country with two bars; or gender on x-axis and with three bars for each gender.



Marks to be given for: correctly labelled x-axis (1 mark) and y-axis (1 mark) bars need to be identified in some way, either by a key or written labels etc. (1 mark) and final mark for reasonably accurate height of bars.

Question 8 (b)

What do these results show about gender differences in conformity across cultures?[2 marks]

AO3 = 2 marks

Note: the question asks for gender differences so cultural differences are not creditworthy.

Note: there is no credit for simply restating the numbers.

Data shows:

- in all countries females conform more than males
- the spread of scores is smaller for males (range is 8) but for females the spread is much larger (range is 13)
- in some countries there is very little difference between the scores for males and females.

One point with elaboration or two points simply stated.

1 mark for a brief answer with a further mark for elaboration. For example, in all countries females conform more than males (1 mark) but in country B this difference is very small only 1% (2nd mark for elaboration). For example, In all countries females conform more than males (1 mark) in country A and C this difference is 10% (2nd mark for elaboration).

Section C Individual Differences

Question 9

Outline two definitions of abnormality.

[6 marks]

AO1 = 6 marks

There are three definitions of abnormality identified on the specification, but any other definition (eg statistical infrequency) is creditworthy. This is not a [3 marks + 3 marks] answer, so it is acceptable for a student to cover one definition in more depth than the other, but for marks in the top bands, two must be covered.

- Deviation from social norms: behaviour that differs from that which is acceptable in a given culture could be considered abnormal. This definition considers behaviour that is in some way deviant or undesirable to be abnormal.
- Failure to function adequately – an individual who cannot cope with the demands of their society, such as being unable to hold down a job or maintain personal hygiene. Rosenhan and Seligman suggested several criteria by which an individual could be judged as not functioning adequately; these included observer discomfort and behaving unpredictably.
- Deviation from ideal mental health – Jahoda suggested six criteria for what she called ideal mental health, necessary for optimal living. An individual who did not meet these criteria could be considered abnormal. Some of these criteria are: self-actualisation, autonomy, mastery of the environment etc.

AO1 mark bands Knowledge and understanding
6 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of two definitions of abnormality, although not necessarily in equal depth. There is appropriate selection of material to address the question.
5-4 marks Less detailed but generally accurate Generally accurate but less detailed answer that demonstrates relevant knowledge and understanding of two definitions of abnormality, not necessarily in equal detail. There is some evidence of selection of material to address the question.
3-2 marks Basic Basic answer that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled e.g. a mismatch between the name and detail provided. There is little evidence of selection of material to address the question. Or only one definition in reasonable detail.
1 mark Very brief and/or flawed Very brief or flawed answer that demonstrates very little knowledge. Selection of material is largely inappropriate.
0 marks No creditworthy material.

Question 10 (a)**Describe the biological approach to psychopathology.****[6 marks]****AO1 = 6 marks**

The biological approach to abnormality believes 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. Therapies are also creditworthy, however simple description of therapies would not gain more than basic marks unless the underlying rationale is explicit (i.e. the therapy aims to change some physiological malfunction).

For full marks there must be an explicit link to psychopathology.

AO1 mark bands Knowledge and understanding
6 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of the biological approach to psychopathology. There is appropriate selection of material to address the question.
5-4 marks Less detailed but generally accurate Generally accurate but less detailed answer that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.
3-2 marks Basic Basic answer that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled. Or not linked to psychopathology. There is little evidence of selection of material to address the question.
1 mark Very brief and/or flawed Very brief or flawed answer that demonstrates very little knowledge. Selection of material is largely inappropriate.
0 marks No creditworthy material.

Question 10 (b)**Evaluate the biological approach to psychopathology.****[4 marks]****AO2 = 4 marks**

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

AO2 mark bands Evaluation
4 marks Effective evaluation Evaluation demonstrates sound analysis and effective use of material to evaluate the biological approach to psychopathology.
3 marks Reasonable evaluation Evaluation demonstrates reasonable analysis and use of material to evaluate the biological approach to psychopathology.
2 marks Basic evaluation Evaluation demonstrates basic analysis and superficial evaluation of the biological approach to psychopathology.
1 mark Rudimentary evaluation Evaluation demonstrates rudimentary, muddled analysis and or evaluation.
0 marks No creditworthy material.

Question 11 (a)

Explain what might be involved in psychoanalysis for Pavel's fear of snakes. [4 marks]

AO2 = 4 marks

Psychoanalysis involves talking to a therapist, over a long period of time, sometimes years. It can include a range of different techniques, which aim to help uncover conflicts repressed into the unconscious. Techniques such as free association, dream analysis and the use of projective tests are used. In dream analysis the therapist will listen to the manifest content while trying to discover the latent content, perhaps through symbolism of things representing snakes. Pavel's real fear might not in fact be of snakes, but of something they symbolise. Pavel must be prepared to talk openly and honestly and be committed to one or two sessions a week for many months.

AO2 mark bands Application based on a stem
<p>4 marks Effective Explanation demonstrates effective analysis of unfamiliar material. The selection and application of psychological knowledge to what might be involved in psychoanalysis is appropriate and effective with explicit reference to Pavel's fear of snakes.</p>
<p>3 marks Reasonable Explanation demonstrates reasonable analysis of unfamiliar material. The selection and applications of psychological knowledge to what might be involved in psychoanalysis is mostly appropriate with some reference to Pavel's fear of snakes.</p>
<p>2 marks Basic Explanation demonstrates basic analysis of unfamiliar material. The selection and application of psychological knowledge to what might be involved in psychoanalysis is sometimes appropriate.</p>
<p>1 mark Rudimentary Explanation demonstrates rudimentary analysis of unfamiliar material. The selection and application of psychological knowledge to what might be involved in psychoanalysis is muddled and/or mostly inappropriate.</p>
<p>0 marks No creditworthy material.</p>

Question 11 (b)

Identify an alternative psychological therapy that the doctor might have suggested. Explain why this might be an appropriate alternative.

[4 marks]

AO2 = 4 marks

Students can make a case for any alternative **psychological** therapy.

It is most likely that they will offer systematic desensitisation. This is a therapy that has been shown to be very effective in the treatment of phobias, and so would be most suitable for Pavel. SD aims to replace the learned behaviour of fear with one of relaxation. Students can provide empirical evidence to support their explanation, or do so by explaining the underlying rationale.

A case could also be made for the use of CBT. By changing the way he thinks about snakes, it will change his response to them.

AO2 mark bands Application based on a stem
<p>4 marks Effective Selection of appropriate therapy and explanation demonstrates effective analysis of unfamiliar material. The selection and application of psychological knowledge to the case for an alternative psychological therapy is appropriate and effective with explicit reference to Pavel's fear of snakes.</p>
<p>3 marks Reasonable Selection of appropriate therapy and explanation demonstrates reasonable analysis of unfamiliar material. The selection and applications of psychological knowledge to the case for an alternative psychological therapy is mostly appropriate with some reference to Pavel's fear of snakes.</p>
<p>2 marks Basic Selection of appropriate therapy and explanation demonstrates basic analysis of unfamiliar material. The selection and application of psychological knowledge to the case for an alternative psychological therapy is sometimes appropriate.</p>
<p>1 mark Rudimentary Explanation demonstrates rudimentary analysis of unfamiliar material. The selection and application of psychological knowledge to the case for an alternative psychological therapy is muddled and/or mostly inappropriate. Or alternative psychological therapy identified.</p>
<p>0 marks No creditworthy material.</p>

Assessment Objectives Grid for PSYA2 June 2016

Question	AO1 marks	AO2 marks	AO3 marks
1	4		
2(a) 2(b)			4 2
3(a) 3(b)		2 4	
4(a) 4(b)	4	4	
Section A total	8	10	6
5	6	6	
6		2	
7	4		
8(a) 8(b)			4 2
Section B total	10	8	6
9	6		
10(a) 10(b)	6	4	
11(a) 11(b)		4 4	
Section C total	12	12	