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**General Certificate of Education (A-level)  
June 2013**

**Psychology A**

**PSYA2**

**(Specification 2180)**

**Unit 2: Biological Psychology, Social  
Psychology and Individual Differences**

**Final**

***Mark Scheme***

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## Section A Biological Psychology

### Question 1

**AO1 = 4 marks      Knowledge of pituitary-adrenal system**

**A = Adrenal medulla: F, H**

**B = Adrenal cortex: E, I**

### Question 2

**AO2 = 4 marks      Analysis of unfamiliar situation and application of knowledge of stress management**

SIT: Three stages allowing Kerry to identify the sources of stress, think about them in a different way, give her strategies for dealing with future stress. First stage – conceptualisation: Kerry will think about the source of stress. Second stage – skills acquisition: the therapist will teach Kerry relaxation techniques and self-coping statements. Third stage – real-world application: Kerry will practise these skills in training sessions. Alternatively, the therapist might challenge Kerry and ask where is the evidence to show she is not as good as other players, especially as she has just been promoted? Kerry might be asked to keep a diary recording her performance and see exactly what each outcome was, so she has hard evidence about her wins and losses. This can be used to check the validity of her beliefs.

SIT can be explained in different ways: either stage-based or in a more applied way without explicit reference to the stages.

For full marks there must be explicit engagement with the stem.

<b>AO2</b>
<b>Analysis of unfamiliar situation and application of knowledge of stress management</b>
<b>4 marks Effective analysis of unfamiliar situation</b> Effective explanation that demonstrates sound knowledge of SIT management. There is explicit engagement, which relates to the stem.
<b>3 marks Reasonable analysis of unfamiliar situation</b> Reasonable explanation that demonstrates knowledge of SIT management with some reference to the stem.
<b>2 marks Basic analysis of unfamiliar situation</b> No engagement with the stem, no matter how detailed the explanation of SIT <b>or</b> basic explanation with some engagement.
<b>1 mark Rudimentary analysis of unfamiliar situation</b> Rudimentary, muddled, explanation of SIT management demonstrating very limited knowledge.
<b>0 marks</b> No creditworthy material.

### Question 3

**AO3 = 2 + 2 marks      Knowledge and understanding of research methods**

Two strengths of using questionnaires could include:

- Compared to interview they are easy to use (1 mark). The researcher doesn't need any 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 (2nd mark for elaboration).
- Participants can answer the questions without the need for the researcher to be present (1 mark) so reducing experimenter bias (2nd mark for 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 (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 4

**AO1 = 6 marks**

**knowledge of research into life changes/daily hassles**

**AO2 = 6 marks**

**evaluation of research into life changes/daily hassles**

**AO1:** Research into life changes can focus on the work of Holmes and Rahe in developing the SRRS as well as into the use of the scale by Rahe et al. Several psychologists have investigated daily hassles as a source of stress, such as Lazarus; Kanner et al; De Longis et al. If daily hassles are described credit can be given to the ideas about frequency, duration and intensity (the accumulation and amplification effects).

Credit can be given for a description of theory/model or studies. If studies are used there are different ways of approaching this question. Students can focus on the methodology or findings; they can describe one study in detail or more than one but in less detail. Students can outline either life changes or daily hassles or both, but clearly there will be a breadth/depth trade-off here depending on which way they approach this question. (One in more detail, more than one but in less detail.)

**NB** Examiners should be aware that there is a whole range of studies which can receive credit.

**AO2:** The evaluation can come from a consideration of methodological issues: use of self-report scales, retrospective data, correlations, population validity. Students can also use one to evaluate the other, for example, some psychologists argue that daily hassles are a better predictor of stress-related illness than are life changes.

<b>AO1</b> <b>Knowledge and understanding</b>	<b>AO2</b> <b>Application of knowledge and understanding</b>
<p><b>6 marks Accurate and reasonably detailed</b>                      Accurate and reasonably detailed description that demonstrates sound knowledge and understanding of research into life changes/daily hassles. There is appropriate selection of material to address the question.</p>	<p><b>6 marks Effective evaluation</b>                      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><b>5 - 4 marks Less detailed but generally accurate</b>                      Less detailed but generally accurate description 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 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. 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 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.</p>	<p><b>3 - 2 marks 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.</p>
<p><b>1 mark Very brief/flawed or inappropriate</b>                      Very brief or flawed description demonstrating very little knowledge. Selection and presentation of information is largely or wholly inappropriate.</p>	<p><b>1 mark 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, errors of grammar, punctuation and spelling often obscure the meaning.</p>
<p><b>0 marks</b>                      No creditworthy material.</p>	<p><b>0 marks</b>                      No creditworthy material.</p>

## Section B Social Psychology

### Question 5

**AO3 = 4 marks Interpretation of data**

- A smartly dressed confederate elicits more obedience (1 mark) than a casually-dressed confederate (second mark)
- The type of task (request) also influences rate of obedience (1 mark)
- If told to do something that requires effort (e.g. heavy task) obedience levels are not affected by what the person is wearing (2 marks)

<b>AO3</b>
<b>Interpretation of data</b>
<b>4 marks Effective interpretation of data</b> Effective interpretation that demonstrates sound knowledge of what the data shows, with reference to both what the confederate is wearing and type of task.
<b>3 marks Reasonable interpretation of data</b> Reasonable interpretation of what the data shows, with reference to what the confederate is wearing and the type of task, but one in more detail.
<b>2 marks Basic interpretation of data</b> Basic interpretation of what the data shows; in terms of, for example “more” or “less”.
<b>1 mark Rudimentary interpretation of data</b> Rudimentary, muddled interpretation of the data, demonstrating very limited knowledge.
<b>0 marks</b> No creditworthy material.

### Question 6

**AO2 = 6 marks Analysis of unfamiliar situation and application of knowledge of the role of minority influence to bring about social change**

For a minority to be successful in bringing about social change, it needs to be consistent, flexible and non-dogmatic. It helps if the members of the minority have an internal locus of control and can show that they have the skills with which to challenge the beliefs and attitudes of the majority. So the advice to the environmental group would be to remain consistent in their views when talking to members of the majority. Moscovici’s research demonstrated that consistency was an effective strategy. It would also help if the environmental group could demonstrate that they were not acting out of self-interest, but because they believe that using public transport or bicycles is the best policy. They are not going to gain anything for themselves if people start following their behaviours. If they can also show that they have made personal sacrifices, such as having given up using their own cars, then they would be much more likely to have an effect on the majority.

For full marks, there must be explicit engagement with the stem.

<b>A02</b> <b>Analysis of unfamiliar situation and application of knowledge of the role of minority influence to bring about social change</b>
<b>6 marks Effective analysis of unfamiliar situation</b> Effective advice that demonstrates sound knowledge of how minority influence can bring about social change and what the environmental group should do.
<b>5 - 4 marks Reasonable analysis of unfamiliar situation</b> Reasonable advice that demonstrates knowledge of how minority influence brings about social change.
<b>3 -2 marks Basic analysis of unfamiliar situation</b> Basic advice of how minority influence brings about social change.
<b>1 mark Rudimentary analysis of unfamiliar situation</b> Rudimentary, muddled advice or just an explanation of how minority influence brings about social change.
<b>0 marks</b> No creditworthy material.

### Question 7

**AO1 = 3 marks                      Knowledge of internalisation**  
**AO1 = 3 marks                      Knowledge of compliance**

For each term, 1 mark for a brief outline and a further two marks for elaboration.

Internalisation is where the behaviour or belief of the majority is accepted by the individual and becomes part of his or her own belief system. It is the most permanent form of conformity as it usually lasts even if the majority is no longer present. This type of conformity is most likely to be linked to ISI.

For example: Internalisation is where you accept the group's beliefs as yours (1 mark). You change both your public and private views (2nd mark for elaboration) and it is a permanent change as you continue to think this even when not in the group (3rd mark for elaboration).

Compliance is where the individual changes his or her own behaviour to fit in with the group. They may not necessarily agree with the behaviour/belief but they go along with it publicly. It is not a permanent form of social influence; it lasts only as long as the group is present. Here the type of conformity is likely to be linked to NSI.

For example: Compliance is where you go along with the group to fit in (1 mark) even if you don't really believe their view point (2nd mark for elaboration) for example, in Asch's study, many of the naïve participants went along with the wrong answer so as not to look stupid (example to illustrate the point as 3rd mark).

**Question 8**

**AO1 = 4 marks      Knowledge of explanations why people resist pressure to conform**  
**AO2 = 4 marks      Commentary on explanations of why people resist pressure to conform**

**AO1:** There are many explanations why people resist pressure to conform.

- Having an internal locus of control
- Confident personality
- Prior commitment
- Social support of ally
- Reactance

Credit alternative explanations where relevant, such as factors, culture, gender etc.

<b>AO1</b> <b>Knowledge of explanations why people resist pressure to conform</b>
<b>4 marks Accurate and reasonably detailed</b> Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of one or more explanations of why people resist the pressure to conform. There is appropriate selection of material to address the question.
<b>3 marks Less detailed but generally accurate</b> 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> 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> Very brief or flawed answer demonstrating very little knowledge. Selection and presentation of information is largely or wholly inappropriate.
<b>0 marks</b> No creditworthy material.

**AO2:** The commentary may be a consideration of how well the explanation(s) explain resistance. Or it could be use of empirical evidence to support the explanation. Simply describing evidence would not gain AO2 credit. For example there are several studies that demonstrate the impact of reactance (e.g. Bushman et al; Hamilton et al). As the question requires students to discuss, credit can be given for wider discussion points, such as implications and consequences.

<b>AO2</b> <b>Commentary on explanations of why people resist pressure to conform</b>
<b>4 marks Effective evaluation</b> Effective use of material to address the question and provide informed commentary. Effective evaluation of research. There is appropriate selection of material to address the question.
<b>3 marks Less detailed but generally accurate</b> Material is not always used effectively but produces a reasonable commentary. Reasonable evaluation of research. There is some evidence of selection of material to address the question.
<b>2 marks Basic</b> The use of material provides only a basic commentary. Basic evaluation of research.

There is little evidence of selection of material to address the question.
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<b>1 mark Very brief/flawed or inappropriate</b>
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The use of material provides only a rudimentary commentary.
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Evaluation of research is just discernible or absent.
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<b>0 marks</b>
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No creditworthy material.
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## Section C Individual Differences

### Question 9 a

**AO1 = 2 marks**      **Knowledge of definitions of abnormality**

The correct boxes are the 2nd one and the 6th one.

### Question 9 b

**AO2 = 2 marks**      **Explanation of limitation**

FFA: Limitation:

- Not a true definition, but a way of deciding how bad their problems are.
- There are often exceptions to the rule, where maladaptive behaviour is not abnormal but due to a specific circumstance
- Cultural relativism

One mark for a brief identification of the limitation and a further mark for elaboration. For example, cultural relativism is one limitation; what may be seen as functioning adequately in one culture may not be adequate in another (1 mark). This is likely to result in different diagnoses in different cultures (2<sup>nd</sup> mark).

### Question 10

**AO1 = 4 marks**      **Knowledge of the cognitive approach to explaining psychopathology**

**AO2 = 4 marks**      **Evaluation of the cognitive approach to explaining psychopathology**

**AO1:** The cognitive approach believes that abnormality stems from faulty cognitions about others, our world and us. This faulty thinking may be through cognitive deficiencies (lack of planning) or cognitive distortions (processing information inaccurately). These cognitions cause distortions in the way we see things; Ellis suggested it is through irrational thinking, while Beck proposed the cognitive triad. An outline of the ABC model would be one way to outline the cognitive approach.

<b>A01</b>
<b>Knowledge of the cognitive approach to explaining psychopathology</b>
<b>4 marks Accurate and reasonably detailed</b> Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of the cognitive approach to explaining psychopathology. There is appropriate selection of material to address the question.
<b>3 marks Less detailed but generally accurate</b> 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> 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> Very brief or flawed answer demonstrating very little knowledge. Selection and presentation of information is largely or wholly inappropriate.
<b>0 marks</b> No creditworthy material.

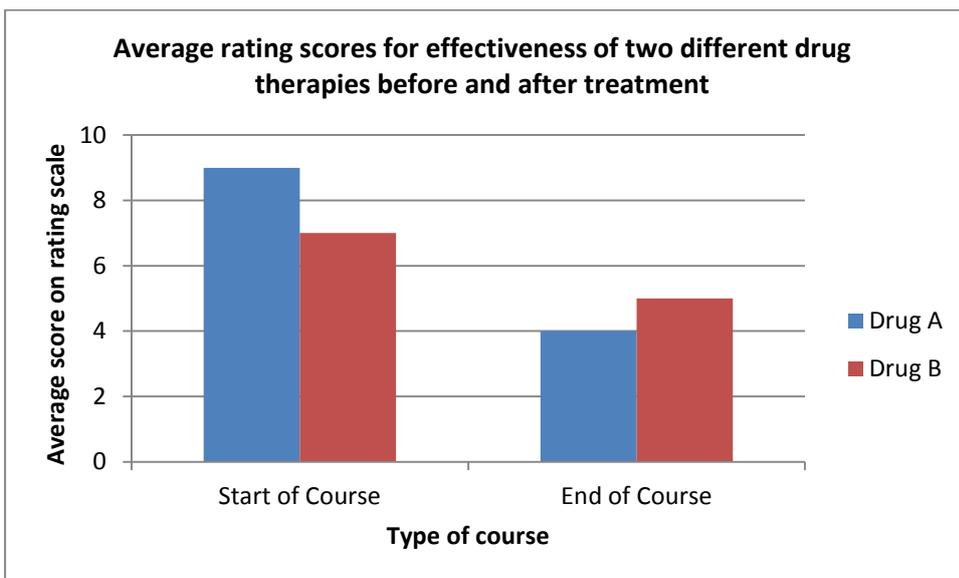
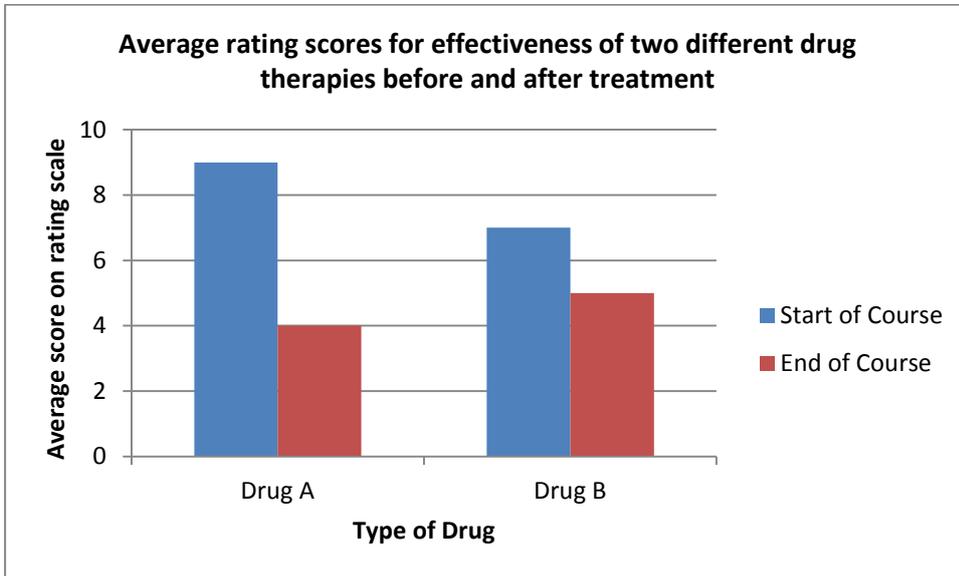
**A02:** There are research studies to support this approach, e.g. Rachman. It has provided some convincing explanations for disorders such as depression and also some effective therapies such as CBT. However, it is not clear whether faulty cognitions are a cause of the psychopathology or a consequence of it. Contrasting this approach with others is one way to provide commentary. Students could also comment on the view that sometimes these negative cognitions are in fact a more accurate view of the world: depressive realism.

<b>A02</b>
<b>Evaluation of the cognitive approach to explaining psychopathology</b>
<b>4 marks Effective evaluation</b> Effective use of material to address the question and provide informed commentary. Effective evaluation of research. There is appropriate selection of material to address the question.
<b>3 marks Less detailed but generally accurate</b> Material is not always used effectively but produces a reasonable commentary. Reasonable evaluation of research. There is some evidence of selection of material to address the question.
<b>2 marks Basic</b> The use of material provides only a basic commentary. Basic evaluation of research. There is little evidence of selection of material to address the question.
<b>1 mark Very brief/flawed or inappropriate</b> The use of material provides only a rudimentary commentary. Evaluation of research is just discernible or absent.
<b>0 marks</b> No creditworthy material.

**Question 11**

**AO3 = 4 marks**

**Knowledge and understanding of research methods, how to draw a graph**



1 mark for correctly labelled x – axis: either with over-arching label, e.g. Type of Drug, or by clearly labelling the 2 conditions e.g. Start and End of course.

1 mark for correctly labelled y – axis: average score on (rating) scale.

Up to 2 marks for clearly sketching a bar chart. For full marks, there needs to be an appropriate use of graph paper and bars labelled correctly.

**Question 12**

**AO1 = 4 marks**

**Knowledge of psychoanalysis**

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. However, examiners should be mindful that psychoanalysis is a broad term and can include a wide range of different techniques.

Students must offer two different techniques; they do not have to be outlined in equal detail. If only one technique, maximum 2 marks.

<b>AO1</b>
<b>Knowledge of psychoanalysis</b>
<b>4 marks Accurate and reasonably detailed</b> Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of two techniques used in psychoanalysis. There is appropriate selection of material to address the question.
<b>3 marks Less detailed but generally accurate</b> 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> 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> Very brief or flawed answer demonstrating very little knowledge. Selection and presentation of information is largely or wholly inappropriate.
<b>0 marks</b> No creditworthy material.

### Question 13

**AO2 = 4 marks      Analysis of unfamiliar situation and application of knowledge of systematic desensitisation**

First the therapist would teach Mia how to relax, using a technique that would allow deep muscle relaxation. Then together the therapist and Mia would construct an anxiety hierarchy, starting with the least feared situation, such as looking at pictures of people sitting at tables in a café just talking and drinking coffee, working up to the most feared situation, such as Mia eating in a restaurant full of people. The therapist would start by showing Mia pictures and helping her to remain relaxed, then perhaps getting her to sit in a café, but without eating anything, and then continuing up the hierarchy until her phobia is gone.

For full marks there must be explicit engagement with the stem. Up to 2 marks for a reasonable description of systematic desensitisation without any engagement.

<b>A02</b> <b>Analysis of unfamiliar situation and application of knowledge of systematic desensitisation</b>
<b>4 marks Effective analysis of unfamiliar situation</b> Effective description that demonstrates sound knowledge of systematic desensitisation including both the anxiety hierarchy and relaxation techniques. There is explicit engagement, which relates to the stem.
<b>3 marks Reasonable analysis of unfamiliar situation</b> Reasonable explanation that demonstrates knowledge of the systematic desensitisation with some reference to the stem.
<b>2 marks Basic analysis of unfamiliar situation</b> Basic explanation of systematic desensitisation with some reference to stem <b>or</b> effective description without any engagement.
<b>1 mark Rudimentary analysis of unfamiliar situation</b> Rudimentary, muddled, explanation of systematic desensitisation demonstrating very limited knowledge.
<b>0 marks</b> No creditworthy material.

### Assessment Objectives

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

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