



Rewarding Learning

ADVANCED
General Certificate of Education
January 2013

Health and Social Care

Assessment Unit A2 12

assessing

Unit 12: Understanding Human Behaviour

[A6H61]

FRIDAY 25 JANUARY, AFTERNOON

**MARK
SCHEME**

- 1 (a) Write down the socio-economic factor that is influencing Kyle's aggression, according to his social worker. (AO2)

Media

(1 × [1])

[1]

- (b) Complete the table below to identify the perspectives being used to explain Kyle's aggressive behaviour. (AO1, AO2)

Explanation	Perspective
Kyle's aggression can be explained by how he perceives the world.	Cognitive
Kyle is aggressive because he is rewarded by getting his own way.	Behaviourist
Kyle's aggression is a result of traumatic events in his childhood.	Psychoanalytic
Kyle is aggressive because of the male hormone testosterone.	Biological

(3 × [1])

[3]

- (c) Define the following concepts from Bandura's Social Learning Theory and use them to explain Kyle's aggression. (AO1, AO2, AO3)

Modelling

Definition

Selecting a significant person as a role model – the behaviour of the role model is then imitated.

[1] for key phrases(s), [2] for clear definition

How this concept explains Kyle's aggression

- Kyle's peers in the gang are being selected as role models because they are similar to him – he is imitating their aggressive behaviour
- Kyle is also selecting as role models the characters he is seeing in violent films and games, and is imitating the aggression they display.

[1] for key phrases(s), [2] for clear definition

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IdentificationAVAILABLE
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Definition

Describes the process of internalising the behaviour copied from role models so that it actually becomes part of the individual's personality and is no longer simply imitated.

[1] for key phrases(s), [2] for clear definition

How this concept explains Kyle's aggression

Initially Kyle was imitating the aggressive behaviour of his selected role models but now the aggression has become an integral part of his own personality – it is internalised.

[1] for key phrases(s), [2] for explanation

(4 × [2])

[8]

- (d)** Discuss how Kyle's behaviour may be the result of conformity (Asch). (AO1, AO2, AO3)

Conformity can be defined as yielding to group pressure. Asch showed that people would do this even when they knew the decisions of the group were wrong. Kyle's aggression can be seen as going along with the behaviour of the other members of the gang.

[1] for key phrases(s), [2] for explanation, [3] for fuller discussion

(1 × [3])

[3]

- (e)** Discuss how Kyle might benefit from social skills training. (AO1, AO2, AO3)

Answers may include:

Social skills training is a general term for instruction that promotes more productive/positive interaction with others. A social skills training programme for Kyle might include:

- "manners" and positive interaction with others
- appropriate behaviour, e.g. with staff in a detention centre
- better ways to handle frustration/anger, e.g. counting to 10 before reacting, distracting oneself, learning an internal dialogue to cool oneself down and reflect upon the best course of action
- acceptable ways to resolve conflict with others, e.g. using words instead of physical contact or seeking the assistance of others to resolve a conflict
- as Kyle develops these skills, the new behaviours replace the aggressive responses when the individual experiences anger or frustration.

All other valid points will be given credit

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[2])

Overall impression: basic understanding

- displays limited knowledge of how Kyle might benefit from social skills training
- there is limited discussion.

Level 2 ([3]–[4])

Overall impression: adequate knowledge and understanding

- displays adequate knowledge of how Kyle might benefit from social skills training
- there is adequate discussion.

Level 3 ([5]–[6])

Overall impression: competent knowledge and understanding

- displays competent knowledge of how Kyle might benefit from social skills training
- there is competent discussion.

[6]

- (f) According to the humanistic perspective, Kyle's aggression is due to his poor mental health. Explain the following concepts from Rogers' theory and use them to discuss Kyle's aggression.
(AO1, AO2, AO3)

Positive regard**Definition**

Positive regard is the love and respect of others – it is a basic human need. Individuals need this to self-actualise or reach their full potentials and will not do so if they are not receiving/have not received unconditional positive regard.

[1] for key phrases(s), [2] for full explanation

How this concept explains Kyle's aggression

Kyle may not have received positive regard or love and affection or received it only if he behaved as others wanted him to (to meet their conditions of worth), he only experienced conditional positive regard, which has meant he has failed to self-actualise and is aggressive as a result.

[1] for key phrases(s), [2] for full explanation

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Incongruity (sometimes called incongruence)AVAILABLE
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Definition

This refers to the mismatch or gap between the real self and the ideal self, the “I am” and the “I should”.

[1] for key phrases(s), [2] for full explanation

How this concept explains Kyle’s aggression

When there is incongruity between the ideal and the real self the individual is in a threatening situation and will feel anxiety and this can lead to aggression.

[1] for key phrases(s), [2] for full explanation

(4 × [2])

[8]

- (g)** Discuss how Kyle could be helped with his mental health problems according to the humanistic perspective. (AO1, AO2, AO3)

Answers may include the following:

- client centred therapy/person centred therapy (PCT) – role of therapist is to provide unconditional positive regard for Kyle as his mental health problems are associated with a lack of unconditional regard, usually from parents as an individual grows up
- need for warmth, genuineness and empathy in the therapeutic relationship
- focus on dealing with the present rather than the past
- therapy is non-directive – Kyle should decide how to work towards self-actualisation so that his behaviour becomes congruent with his self-concept, reducing the feelings of anxiety that are causing his aggression
- the therapist will aim to improve Kyle’s self-esteem and help him to develop a realistic ideal self
- through encounter groups individuals can provide positive regard for each other – Kyle can be encouraged to engage in this type of group therapy to receive positive regard from others with similar problems – this can contribute to self-actualising behaviour.

All other valid points will be given credit

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[3])

Overall impression: basic understanding

- displays limited knowledge of how Kyle could be helped with his mental health problems according to the humanistic perspective
- there is limited discussion
- quality of written communication is basic. The candidate makes only a limited attempt to select and use an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 ([4]–[6])

Overall impression: adequate knowledge and understanding

- displays adequate knowledge of how Kyle could be helped with his mental health problems according to the humanistic perspective
- there is adequate discussion
- quality of written communication is adequate. The candidate makes a reasonable attempt to select and use an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

Level 3 ([7]–[9])

Overall impression: competent knowledge and understanding

- displays competent knowledge of how Kyle could be helped with his mental health problems according to the humanistic perspective
- there is competent discussion
- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear.

[9]

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- 2 (a) (i) People who have a temperament that predisposes them to responding strongly to stressors score high on which of the following measures of personality. (AO1)

Circle one answer.

Neuroticism

(1 × [1])

[1]

- (ii) Complete the table below to identify Eysenck's personality types. (AO1)

Personality characteristics	Personality type
Sociable, outgoing, talkative, responsive, easy-going, lively.	Stable extrovert [2]
Quiet, pessimistic, unsociable, rigid, moody, anxious.	Neurotic introvert [2]
Impulsive, changeable, touchy, excitable, aggressive, restless.	Neurotic extrovert [2]

(3 × [2])

[6]

- (b) Eysenck's theory of personality is one explanation of the biological basis of stress. Discuss **other** explanations of stress from the biological perspective. (AO1, AO2, AO3)

Answers may address some of the following points:

- stress can be seen as a physiological reaction to external stimuli/stressors in the environment – the fight or flight response is the reaction of the body which allows it to produce a great deal of energy at very short notice, allowing the individual to escape or to attack – a fundamental survival process that evolved in mammals. This involves:
 - changes to the body to get a blood supply to the muscles include the heart beating faster, blood pressure increasing,
 - as a high blood sugar level is needed for energy, stored sugar is released into the bloodstream and sugars are digested very quickly while digestion of other kinds of foods is delayed – saliva changes to achieve this so mouth feels dry
 - oxygen is also needed so breathing becomes deep and rapid
 - other changes which form the alarm reaction include blood changing so clots form more quickly, pupils dilating and the pilomotor response which causes “goose pimples”

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- Selye's General Adaptation Syndrome – long term changes to the body resulting from continuous stress – body continues to produce high levels of adrenaline – the alarm phase is followed by resistance and exhaustion
 - the alarm reaction is the body's mechanism for dealing with danger. It is triggered by the perception and evaluation of a stressor and the body is mobilised for action. The body responds with a drop in blood pressure and muscle tension
 - the resistance stage is when the body struggles to deal with stress and attempts to return to its previous state
 - the exhaustion stage is when the body cannot return to its previous state and fails to cope with the stressor. The body's physical resources then become depleted and this leads to collapse
- as a response to stressors, the brain triggers stress hormones which affect the body, leading the individual to experience the physiological symptoms of stress.

All other valid points will be given credit

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[2])

Overall impression: basic understanding

- displays limited knowledge of other explanations of stress from the biological perspective
- there is limited discussion.

Level 2 ([3]–[4])

Overall impression: adequate knowledge and understanding

- displays adequate knowledge of other explanations of stress from the biological perspective
- there is adequate discussion.

Level 3 ([5]–[6])

Overall impression: competent knowledge and understanding

- displays competent knowledge of other explanations of stress from the biological perspective
- there is competent discussion.

[6]

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- (c) From the biological perspective drug treatments can be used to treat stress. Explain how any two types of drugs can alleviate stress. (AO1, AO2)

Answers should include:

- beta blockers – beta blockers work by blocking the action of the neurotransmitter noradrenaline at receptors in arteries and the heart muscle, causing arteries to widen and slowing the action of the heart, resulting in falling blood pressure and reduced work by the heart, and thus reducing the physiological experience of stress
- anti-depressants – anti-depressants such as Monoamine Oxidase Inhibitors (MAOIs), Tricyclics (TCAs) and Selective Serotonin Reuptake Inhibitors (SSRIs) increase levels of the neurotransmitter serotonin, enhancing the mood of clients
- anxiolytic drugs – depress activity in the central nervous system, so the physiological symptoms diminish.

[1] for key phrase(s), [2] for full explanation
(2 × [2])

[4]

- (d) Explain one advantage and one disadvantage of using drug treatments for stress. (AO4)

Advantage

Answers may address one of the following points:

- effectively reduce symptoms of stress for most patients – as the physiological symptoms of stress reduce, so does the individual's experience of feeling stressed
- more cost effective for the health service than patients spending long periods in talking therapies
- easily accessible for patients – no long waiting list as there often is for therapy.

[1] for key phrase(s) [2] for full explanation

Disadvantage

Answers may address one of the following points:

- does nothing about the root causes of the problem – the stressors aren't addressed by taking drugs
- side effects of medication, e.g. some SSRIs can suppress appetite
- may be an adverse interaction with other drugs/substances
- non compliance can be a problem – patients who are stressed can easily forget to take the drugs.

[1] for key phrase(s), [2] for full explanation
(2 × [2])

[4]

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- (e) Socio-economic factors can be stressors. Analyse how any four socio-economic factors can contribute to an individual's stress. (AO1, AO2, AO3, AO4)

Answers may address any four of the following:

- class – stress is more prevalent in socially disadvantaged groups – stressful life events and living conditions are more common in the lower social classes. The income of lower socio-economic groups means they are more likely to have financial problems, which can contribute to stress
- ethnicity – some ethnic groups, e.g. African Caribbean people are particularly prone to stress, which is thought to be linked to other social and environmental factors, such as unemployment, living conditions and poverty. Racial discrimination also contributes to stress
- occupation – the highest rates of stress are amongst the unemployed. However, many individuals who suffer from stress cite work related stress as a contributory factor. Some jobs are particularly associated with high levels of stress, e.g. working in the emergency services
- gender – being pregnant, giving birth and the menopause can be stressful for women. Women are more likely than men to be at home all day with young children, which can also cause stress
- poverty – poor living conditions and financial problems can increase the likelihood of suffering from stress: this links to the comments about class, ethnicity, occupation and social exclusion
- social exclusion – stress goes hand-in-hand with social exclusion, e.g. homeless people living in hostels, temporary accommodation or on the streets experience high levels of stress
- education – well educated people and their families have an increased capacity for getting help to deal with stress, due perhaps to the resources they have for research, accessing services and dealing with professionals
- family – family breakdown is stressful, e.g. individuals undergoing divorce often report problems with stress
- housing and environment – poor housing conditions, e.g. overcrowding contributes to stress as does living in an unpleasant environment, e.g. inner city housing estate with high levels of crime.

All other valid responses will be given credit

[0] is awarded for a response not worthy of credit.

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Level 1 ([1]–[3])

Overall impression: basic understanding

- displays limited knowledge of how socio-economic factors can contribute to an individual's stress – may list factors or only discuss one or two
- there is limited analysis
- quality of written communication is basic. The candidate makes only a limited attempt to select and use an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 ([4]–[6])

Overall impression: adequate knowledge and understanding

- displays adequate knowledge of how at least two socio-economic factors can contribute to an individual's stress
- there is adequate analysis
- quality of written communication is adequate. The candidate makes a reasonable attempt to select and use an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

Level 3 ([7]–[9])

Overall impression: competent knowledge and understanding

- displays very good to excellent knowledge of how three or more socio-economic factors can contribute to an individual's stress
- there is competent analysis – there may be some variation in the quality of analysis across factors where four factors have been discussed
- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear.

Level 4 ([10]–[12])

Overall impression: highly competent knowledge and understanding

- displays very good to excellent knowledge of how four socio-economic factors can contribute to an individual's stress
- there is highly competent analysis
- quality of written communication is excellent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is extremely well organised with the highest degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of the highest standard and ensure that meaning is absolutely clear.

[12]

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- 3 (a) Describe Meichenbaum's cognitive approach to treating stress, known as Stress Inoculation Therapy. (AO1, AO2, AO3)

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Answers may include some of the following points:

- Meichenbaum believed that stress was due to individuals failing to instruct themselves successfully – they tend to say negative things (self-instructions) to themselves
- Stress Inoculation Training (or Self-Instruction Training) aims to stop individuals thinking in catastrophic ways about stressful situations and to bring about behaviour change. It consists of three stages
- Stage 1 – cognitive preparation – the therapist and client explore the ways stressful situations are thought about and dealt with
- Stage 2 – skill acquisition and rehearsal – attempts to replace negative self-statements with coping statements, which are learned and practised.
- Stage 3 – application and follow through – the therapist guides the individual through progressively threatening situations that have been rehearsed in actual stress producing situations.

All other valid points will be given credit

[0] is awarded for a response not worthy of credit

Level 1 ([1]–[2])

Overall impression: basic understanding

- displays limited knowledge of Meichenbaum's cognitive approach to treating stress, known as Stress Inoculation Therapy
- there is limited discussion.

Level 2 ([3]–[4])

Overall impression: adequate knowledge and understanding

- displays adequate knowledge of Meichenbaum's cognitive approach to treating stress, known as Stress Inoculation Therapy
- there is adequate discussion.

Level 3 ([5]–[6])

Overall impression: competent knowledge and understanding

- displays competent knowledge of Meichenbaum's cognitive approach to treating stress, known as Stress Inoculation Therapy
- there is competent discussion.

[6]

- (b) Analyse the contribution of the cognitive perspective to understanding and treating depression. (AO1, AO2, AO3, AO4)

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Understanding

- this perspective focuses on thoughts and beliefs, suggesting that irrational thoughts and beliefs cause depression. Since depression is caused by maladjusted thinking, in order to understand an individual with depression, it is necessary to understand his thought processes
- Aaron Beck referred to the irrational and maladaptive assumptions and thoughts that lead to depression as cognitive errors. Beck claims mental disorders like depression are rooted in the maladaptive ways people think about
 - themselves, e.g. I can't succeed at anything
 - the world, e.g. it's necessary to be successful to be a good person
 - the future, e.g. nothing will change
 This is referred to as a "cognitive triad" of negative, automatic thoughts. These negative schemas dominate thinking and depression is the result
- Ellis also argued that irrational thoughts are the main cause of depression as they lead to a self-defeating internal dialogue of negative self-statements, e.g. depression is caused by catastrophising self-statements like "I'll never be a happy person, my life may as well be over". He identified 11 basic irrational beliefs that are emotionally self-defeating and commonly associated with depression, e.g.
 - I must be loved and accepted by absolutely everybody
 - I must be excellent in every respect and never make mistakes – otherwise I'm worthless
 Sometimes referred to as the "ABC model", Ellis claims disorders begin with an activating event (A) (e.g. a failed exam) leading to a belief (B), which may be rational (e.g. I didn't work hard enough) or irrational (e.g. I'm too stupid to pass). The belief leads to consequences (C), which can be adaptive (appropriate) for rational beliefs (e.g. I'll do more revision) or maladaptive (inappropriate) for irrational beliefs (e.g. getting depressed).

Treating

- the focus is on changing the irrational or inappropriate thoughts that are causing depression
- Beck's cognitive therapy is referred to as Cognitive Restructuring and aims to change cognitive distortions and negative thoughts by challenging them in therapy over a series of sessions usually by considering the evidence for negative statements. The therapist will ask the individual questions, such as:
 - what is the evidence supporting the conclusion currently held by the individual, e.g. that his life is not worth living?
 - what is another way of looking at the same situation but reaching another conclusion, e.g. life could be better if some changes are made?
 - what will happen if, indeed, the current conclusion/opinion is correct, e.g. if someone really doesn't have any positive relationships what could happen?

The aim is to move the individual away from negative cognitive processes and towards positive cognition

- Ellis's Rational Emotive Therapy (RET) also aims to challenge irrational beliefs linked to depression, but the therapist is more active and directive than in Beck's therapy. Techniques include challenging individuals to prove unrealistic statements like "no-one likes me" and role playing different situations during therapy, e.g. meeting and talking to new people. His Rational Emotive Behaviour Therapy (REBT) also addresses behaviour change with behavioural tasks set by the therapist between sessions, e.g. arrange to go out with a friend this week.

All other valid points will be given credit

[0] is awarded for a response not worthy of credit.

Level 1 ([1]–[4])

Overall impression: basic understanding

- displays limited knowledge of the contribution of the cognitive perspective in understanding and treating depression – may focus on only one half of the question
- there is limited analysis
- quality of written communication is basic. The candidate makes only a limited attempt to select and use an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

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Level 2 ([5]–[8])

Overall impression: adequate knowledge and understanding

- displays adequate knowledge of the contribution of the cognitive perspective in understanding and treating depression
- there is adequate analysis
- quality of written communication is adequate. The candidate makes a reasonable attempt to select and use an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

Level 3 ([9]–[12])

Overall impression: competent knowledge and understanding

- displays very good to excellent knowledge of the contribution of the cognitive perspective in understanding and treating depression
- there is competent analysis – there may be some variation in the quality of analysis between the two parts to the question, understanding and treating
- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear.

Level 4 ([13]–[15])

Overall impression: highly competent knowledge and understanding

- displays very good to excellent knowledge of the contribution of the cognitive perspective in understanding and treating depression
- there is highly competent analysis
- quality of written communication is excellent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is extremely well organised with the highest degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of the highest standard and ensure that the meaning is absolutely clear. [15]

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- (c) Explain two advantages **and** two disadvantages of cognitive therapies. (AO4)

Advantages

Answers may address any two of the following:

- takes account of individual's thinking behaviour and how they view the world so individuals feel valued that the therapy is individual to them
- treatment has clear goals – to change maladaptive thinking – individuals understand the process
- works well for depression and other problems such as phobias, especially when combined with a behavioural element as in REBT or CBT – this is shown by outcome studies
- gives individuals a sense of involvement and control over change, e.g. keeping a diary
- can achieve change quickly, therefore cost effective.

[1] for key phrase(s), [2] for full explanation of each advantage

Disadvantages

Answers may address any two of the following:

- only useful for individuals who are self aware – can reflect on their own thoughts
- ignores hidden reasons for problems like depression, e.g. unconscious thoughts
- changing thinking patterns may not be enough to deal with more severe illnesses like clinical depression, e.g. drug therapy may be necessary to change neurological functioning
- individuals have to be motivated to succeed – determined to address their problems
- requires a considerable commitment of time and effort from the client which can be intense for recipients of the therapy, e.g. weekly appointments
- some individuals are resistant to changing their thoughts or lack the ability to examine and assess their own thought processes
- focuses on the present, not the past – the individual's problems may stem from past experiences that need to be addressed.

[1] for key phrase(s), [2] for full explanation of each advantage
(4 × [2])

[8]

Total

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29

100