

GCE



Edexcel GCE

Psychology (6762/01)

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Mark Scheme (Results)

Edexcel GCE
Psychology (6762/01)

The notes below are included in the mark schemes used to standardise all examiners for all GCE Psychology papers.

NOTES FOR ASSISTANT EXAMINERS

GCE Psychology is a very wide and dynamic subject. Hence, the Edexcel Specification is written in such a way where centres can teach their students a main study and any other study to explain psychological concepts. In a few cases, it may be possible for a candidate to answer a particular question using 2 - 4 different studies. Hence, it is **NOT** always feasible to list all the possible answers to a question in the mark scheme.

In the mark scheme, the Principal Examiner may list one to two examples with various points that the candidates may write in response to a question. Please note that in some cases this does not mean that the examples given by the Principal Examiner are the only answers to the question. This is where the professional judgement of you as the Psychology examiner has to be used. There is a note in the boxes in the mark scheme stating that '**the marking points are indicative not comprehensive**'. As Psychology Examiners, you must take **NOTE** of the information put into the boxes on the mark scheme, marking points and follow any other instructions provided at the standardisation meeting very carefully through out your marking.

The Principal Examiners will do their best to give you extra information where possible to help you with your marking. Where you come across answers stating studies or material that you are not familiar with, do **NOT** just mark them wrong! You **MUST** contact your Team Leader to check whether it is valid and could be used to answer the question. This is to ensure that candidates are awarded the marks that they deserve.

UNIT 2 - 6762

- 1 (a) 1 mark for correctly identifying the example of positive reinforcement.
No credit for general explanation of positive reinforcement.
- Mark gives the child a sweet / eq ;
Giving child a sweet for good behaviour /eq ;
- AO1 = 1
- (b) 1 mark for correctly identifying the example of negative reinforcement.
No credit for general explanation of negative reinforcement.
- Mark ignores the child / eq ;
Ignoring child for misbehaving /eq ;
- AO1 = 1
- (c) 1 mark for identifying that the sweet is a primary reinforcement.
1 mark for explaining why the sweet is a primary reinforcement,
- Sweets are a primary reinforcement / eq; (ID)
Sweets satisfy a basic need / eq ;
Sweets are food /eq;
They do not have to be exchanged for something else that is rewarding /
eq ;
- AO1 = 2
- (d) 1 mark for correctly identifying the correct consequences
- Appropriate / good behaviour is encouraged / eq ;
Inappropriate / bad behaviour is discouraged / eq ;
- AO1 = 1
- (e) Marking points are indicative, not comprehensive and other points should
be credited. In each consider Or Words To That Effect (OWTTE).
3 marks for describing the use of animal studies, 1 mark per point made
/ subsequent amplification.
- Max 2 marks for examples / studies within the Learning approach used
to illustrate the use of animal studies
- Animal studies. Possible marking points include:**
- Animal studies are used to understand the mechanisms of learning / eq ;
Environmental conditions can be tightly controlled / eq ;
Pavlov used dogs to study the conditioned reflex of salivation / eq ;
Animals can be studied in a natural setting / eq ;
- Look for other reasonable marking points.**
- AO1 = 3

(f)

Marking points are indicative, not comprehensive and other points should be credited. In each consider Or Words To That Effect (OWTTE).

A technical term used correctly e.g. generalisability, if explained, can gain 2 marks for point made, but the term alone does not gain credit.

4 marks for evaluating animal studies. 1 mark per point made/ subsequent amplification.

Do not credit parts of evaluation about medical or commercial use of animals; or human ethical guidelines which are inappropriate. E.g right to withdraw.

Possible points include:

Animals do not share the same genetics / behaviour / cognition as humans so results may not be generalisable to humans / eq (2 marks) ;

However it may be possible to draw conclusions because of basic similarities between animals and humans /eq ;

Where it is not possible to use humans due to distress or harm, it is possible to use animals / eq ;

The environment can be controlled tightly so that the animals behaviour can only be due to the IV / eq ;

Look for any other reasonable marking points

AO2 = 4

(g)

Marking points are indicative, not comprehensive and other points should be credited. In each case consider OWTTE.

1 mark for identifying study by either name of study or name(s) of researcher(s).

Up to 5 marks for describing study, 1 mark per point / subsequent amplification. Max 2 marks for generic method, e.g. Skinner box.

If conditioning diagram (Little Albert /Pavlov) FULLY LABELLED, 1 mark for method.

If the study is not from the learning approach then NO CREDIT.

Suitable examples include Bandura et al., (1961), Watson & Rayner (1920), etc. (There are other suitable examples, if in doubt contact Team Leader).

Possible points made relevant to the study:

ID; (1 mark)

Aim;

Method;

Results;

Conclusion;

(Max 2 marks for each of above)

For Example:

Identification: Bandura et al. (1961) / Bobo doll ;

Aim: To find if children learn aggressive behaviour through observation / social learning / eq ;

Method: Children observed either a non-aggressive adult playing with tinker toys or an aggressive adult hitting a bobo doll /eq ;

Children were placed in a frustrating situation and their behaviour observed /eq ;

Results: Children exposed to the aggressive role model were more aggressive / eq ;

Children were more likely to imitate a same sex model /eq ;

Conclusion: Children will imitate adults /eq;

For Example:

Identification: Watson and Rayner (1920) Little Albert;

Aim: To see if a phobia could be conditioned in a small child /eq ;

Method: Albert's reactions to various stimuli were tested/Albert was fearful of a steel bar being stuck behind him (UCS) eq ;

Little Albert was presented with a previously neutral stimulus and the UCS /eq ;

Results: Albert showed signs of fear towards the neutral stimulus/rat /eq ;

Albert generalised his fear to similar NS /eq ;

Conclusion: Albert had developed a conditioned response to the rat / eq;

A phobia had been deliberately induced / eq;

Look for any other reasonable marking points

AO1 = 5

Total = 17 Marks

2 (a)

Marking points are indicative, not comprehensive and other points should be credited. In each consider Or Words To That Effect (OWTTE).

1 mark per point made / subsequent amplification.

1 mark for appropriate example. NO CREDIT for repetition of question.

Possible points for include:

Human characteristics (behaviours / personality / mental disorder etc.)

can be inherited from our parents / eq ;

Alcoholism / schizophrenia may be partly genetic / eq ;

Is a nature perspective on the nature - nurture debate / eq ;

The 0.1% difference in genes accounts for human variation / eq ;

Look for any other reasonable marking points.

AO1 = 3

(b)

Marking points are indicative, not comprehensive and other points should be credited. In each consider Or Words To That Effect (OWTTE). 1 mark per point made / subsequent amplification. Credit can be given for arguments for and/or against a genetic component.

Possible Points may include:

There is a higher risk for MZ than DZ twins /eq ;

MZ twins share more genetic material than DZ twins / eq ;

Suggests there may be genetic component to schizophrenia / eq ;

17% for DZs is higher than 1% in general population / eq ;

If purely genetic MZs concordance would be 100%, but it is not so environment must have some effect / eq ;

Look for any other reasonable marking points.

AO2 = 3

(c)

Marking points are indicative, not comprehensive and other points should be credited. In each consider Or Words To That Effect (OWTTE).

2 marks for strength and weakness.

In each case 1 mark for identifying strength / weakness (✓ID) and 1 mark for subsequent amplification (✓AMP).

Possible marks points for strength:

Can use correlations when experiments are not practical / eq ; (✓ID)
Cannot create twins to study whether schizophrenia is inherited / eq ; (✓AMP)

Correlations can be used for prediction / eq ; (✓ID)
to establish areas of research which might be studied experimentally / eq ; (✓AMP)

Correlational techniques are replicable, therefore can be reliable / eq ; (✓ID)
This is due to the use of numerical data /eq ; (✓AMP)

Possible marking points for weakness:

Do not control for environmental influences / eq ; (✓ID)
MZ twins may share a more similar environment / experience than DZ twins / eq ; (✓AMP)

Correlations do not show cause and effect / eq ; (✓ID)
As they do not control for confounding variables / eq ; (✓AMP)

Look for any other reasonable marking points. AO2 = 4

Total 10 Marks

3 (a)

Marking points are indicative, not comprehensive and other points should be credited. In each consider Or Words To That Effect (OWTTE).

1 mark per point made / subsequent amplification.

NO CREDIT for characteristics of adult anal personality.

Max 1 mark for reference to fixation.

Possible points may include:

The most sensitive part of the body is the anus / eq ;

During potty training the child comes into conflict with external authority / eq ;

Parents impose where and when the child can defecate / eq ;

Withholding defecation to please the parent denies the ids demands/eq ;

The ego develops following interaction with others / eq ;

Child learns that its own wishes cannot always be immediately gratified / eq ;

Must be adaptable to the wishes / demands of others / eq ;

Fixation at this stage leads to anal personality / eq ;

Look for any other reasonable marking points.

AO1 = 3

(b)

Marking points are indicative, not comprehensive and other points should be credited. In each consider Or Words To That Effect (OWTTE).

1 mark per point made / subsequent amplification.

Possible marking points may include:

Fixation involves being stuck at a particular stage of development / eq ;

When a child did not resolve frustrations during a certain stage/eq;

Too much/little gratification for the needs in a stage results in fixation / eq;

Child holds onto pleasure derived during that stage/ We continue to demand the need from the fixated stage / eq;

Characteristics of that stage become 'imprinted' onto personality/ eq;

Look for any other reasonable marking points.

(c)

Marking points are indicative, not comprehensive and other points should be credited. In each consider Or Words To That Effect (OWTTE).
1 mark per point made / subsequent amplification.

Answer can be general, or specific to either the anal retentive / expulsive personality.

NO CREDIT for comments of a sexual nature.

1 mark only for list of 3 characteristics or more.

Possible marking points include:

Anal retentive where the person hates mess / is very tidy / organised / mean / possessive / etc. / eq ;

Intolerant of others who are not clean/tidy/punctual/eq;

Certain occupations are associated with the need to hoard/eq;

Anal expulsive features are recklessness/deviant/careless / disorganised and messy/eq;

The compulsion to give things away/donate to charity/perform are characteristics of the expulsive personality/eq;

Look for other reasonable marking points.

AO1 = 3

(d)

Marking points are indicative, not comprehensive and other points should be credited. In each consider Or Words To That Effect (OWTTE).
2 marks for each for strength and weakness.
In each case 1 mark for correctly identifying (✓ID) a suitable strength / weakness and 1 mark for amplification (✓AMP).

Possible points for strength include:

Evidence has come from Little Hans who showed an oedipal conflict / eq ; (✓ID)
Demonstrating how a phobia of horses was symbolic for fear of father / eq; (✓AMP)

Practical application of treatment of mental ill health through analysis / eq ; (✓ID)
Psychoanalysis allows for the unconscious problems to be treated / eq ; (✓AMP)

Support for early childhood affecting later development comes from Bowlby / eq (✓ID)
Bowlby found that maternal deprivation led to later problems / eq ; (✓AMP)

Possible points for weakness include:

Freud's theory is difficult to test scientifically / eq; (✓ID)
The unconscious cannot be observed / eq; (✓AMP)

Problems in generalising to the wider population / eq; (✓ID)
Freud's sample was made up of neurotic Viennese women / eq ; (✓AMP)

Freud over emphasised child sexuality / eq ; (✓ID)
Erikson takes a more psychosocial approach / eq ; (✓AMP)

Look for other reasonable marking points.

AO2 = 2+2

Total 12 marks

4 (a)

1 mark for identifying each structure correctly.
Terms do not have to be spelt absolutely correctly, as long as the word is identifiable and could not be confused with another term.

Description	Physiological Structure
Secretes the hormone melatonin	Pineal Gland
Synchronises circadian rhythms	Suprachiasmatic Nucleus / SCN
Passes information about light / dark to the brain	Optic Nerve

A01=3

(b)

Marking points are indicative, not comprehensive and other points should be credited. In each consider Or Words To That Effect (OWTTE).
1 mark per point made / subsequent amplification. DO NOT CREDIT repetition of question. Examples of studies can gain credit as long as they outlined the role of zeitgebers.

Possible marking points may include:

Zeitgebers are environmental cues to time / eq ;
Zeitgebers reset / trigger circadian rhythms / body clock / dark may indicate it is time to go to sleep / light may indicate that it is time to wake up / eq ;
Enable humans / animals to maintain a 24hr sleep-wake cycle / eq ;

Look for any other reasonable marking points.

A01=3

(c)

Marking points are indicative, not comprehensive and other points should be credited. In each consider Or Words To That Effect (OWTTE).
1 mark per point made / subsequent amplification. DO NOT CREDIT repetition of question.

Possible marking points may include:

Suprachiasmatic nucleus (SCN) controls the sleep-wake cycle / eq ;
Endogenous pace-makers are internal regulators / eq ;
SCN receives information about light / dark from the eyes / eq ;
Pineal gland releases melatonin when it is dark / eq ;
Melatonin causes sleepiness / eq ;

Look for any other reasonable marking points.

A01 = 3

(d)

Marking points are indicative, not comprehensive and other points should be credited. In each consider Or Words To That Effect (OWTTE).

2 marks for each method of reducing the effects of shift work. In each case, 1 mark for identifying the method and 1 further mark for amplification.

If more than 2 ways explained, mark all and credit the best.

Suitable marking points include:

Shift patterns should not be changed every few days / eq ;
Allows the body clock time to adjust to the new shift / eq ;

Bright lights should be used in the work place / eq ;
It is a zeitgeber that indicates wakefulness / eq ;

Shifts change forwards / phase delay rather than backwards / phase advance / eq ;
Easier to gain time rather than lose time / eq ;

Blackout curtains / sleep in as much darkness as possible / eq ;
This will trigger melatonin production causing sleepiness / eq ;

Take melatonin tablets / melatonin-rich milk / eq ;
Melatonin causes drowsiness, so sends you to sleep / eq ;

Look for other reasonable marking points.

**AO2 = 2+2
13 marks**

5 (a)

Marking points are indicative, not comprehensive and other points should be credited. In each consider Or Words To That Effect (OWTTE).

1 mark for identifying a contemporary issue and 2 further marks for amplification, 1 mark per point made. Issue must be identifiable to gain credit. If more than one issue given, mark all and credit the best.

Suitable examples include: the debate over TV violence whether it is possible to teach animals language. Whether it is acceptable to deliberately alter human behaviour; is anorexia caused by imitation of thin role models; should we advertise unhealthy foodstuffs to children? There are others

Example 1: The debate over TV violence / eq. Possible points include:

There is a worry that children may imitate aggressive behaviour they may have watched on the TV / in a film / eq ;

There is a 9pm watershed in the UK to prevent young children from exposure to violence / eq ;

There is a debate whether all violence should be censored / further censoring is necessary / eq ;

Example 2: Deliberate alteration of human behaviour / eq. Possible points include

This is by using learning techniques to make behaviour more acceptable/ eq ;

For example conditioning techniques to treat psychological disorders / maladaptive behaviours / eq ;

Look for any other reasonable marking points.

AO1=3

(b)

Marking points are indicative, not comprehensive and other points should be credited. In each consider Or Words To That Effect (OWTTE).

5 marks for explaining the contemporary issue using concepts from the learning approach, 1 mark per point made / subsequent amplification.

Ignore responses which do not correspond to the issue outlined in part (a).

If no issue is clear in (a), but is identifiable in (b), credit can be given.

Example 1: The debate over TV violence. Possible points include:

There is evidence that children imitate adults from Bandura's bobo doll studies / eq ;

So it is possible that children may also imitate what they have been on the TV / eq ;

However in Bandura's study the children might have only been playing and so would not turn into violent adults / eq ;

There is evidence from studies by Eron & Huesman that children who watch more violence on the TV are more aggressive later in life / eq ;

However this study is correlational and it may be possible that aggressive children like watching more violent TV / eq ;

Example 2: Token economy is where secondary reinforcers are used to encourage desired behaviour.

Tokens can be exchanged for primary reinforcers such as sweets / eq ;

Aversion therapy involves pairing an aversive stimulus with an undesirable behaviour / eq ;

Aversion therapy has been used as a form of social control, for example homosexuals / eq ;

Systematic desensitisation has been used to treat phobia's by pairing a phobic object with relaxation/ eq ;

Concepts from the learning approach can include:

- Assumptions
- Methods and their strengths weaknesses
- Theories (i.e. classical and operant conditioning, social learning) and their appropriateness to humans
- The application of these learning theories to the deliberate alteration of human behaviour (e.g. token economy)
- The results / conclusions of research (e.g. see how Bandura / Eron & Huesmann studies are used in the example above). **Do not credit** descriptions of the studies themselves.

Look for any other reasonable marking points.

A02 =5

Total 8 marks

6

Marking points are indicative, not comprehensive and other points should be credited. In each consider Or Words To That Effect (OWTTE).

Suitable examples include Freud (1909) Little Hans, Harris & Campbell (1999) Is unplanned pregnancy unconsciously motivated?, Adams *et al.* (1996) Is homophobia caused by a reaction formation?.

There are other suitable examples, if in doubt contact your TL.
If study is not from the psychodynamic approach, no credit can be given.

6 A01

6 A02

4 A01 Subject Content

4 A02 Subject Content

2 A01 Clarity & Communication

2 A02 Balance & Breadth

Subject Content : Mark independently of C & B and show total mark for S

Possible AO1 Points. Use the study mark scheme for NON-CASE STUDIES:

Aim

Method

Results

Conclusion

(Max 2 marks for each of the above)

If case study, MAX 3 for case details, Max 3 for analysis (A01).

Example: Little Hans (1909) Possible AO1 points include

Aim: To uncover the cause of a phobia / eq ;

CASE DETAILS:

1. Hans was afraid of white horses with black around the mouth / muzzle / and black blinkers / horse would bite him / eq ;
2. Hans had a fascination with his penis and his mother threatened to cut off his widdler/ eq ;
3. Hans' developed a fear of the bath and wishes for his sister Hanna to fall under the water / eq ;
4. Hans dreamt of his father being the grandfather / eq ;

ANALYSIS:

1. The fear of horses represented a fear of his father / Oedipus complex /eq ;
2. Being bitten by a horse was symbolic of castration anxiety /eq ;
3. Hans fascination with penis evidenced that Hans was in the phallic stage / eq ;
4. Hans dreams represented being married to his mother and resolved this unconsciously by placing father as grandfather / Oedipus complex /eq;

Example: Adams *et al.* (1996) Possible AO1 points include:

- A: Is homophobia caused by a reaction formation? / eq ;
- M: Homophobic and non-homophobic men were shown explicit scenes of heterosexual, lesbian and gay sex / eq ;
- M: Sexual arousal was measured using a plethysmograph and asked to estimate how aroused they were during each type of sex scene / eq ;
- R: During the gay scene 80% of the homophobic group developed an erection and 33% of the non-homophobic group developed an erection / eq ;
- R: The homophobic group underestimated their levels of arousal during the gay sex scene / eq ;
- C: Homophobic men were showing a reaction formation / adopting a feeling that is the opposite of how they feel / eq ;

Look for any other reasonable marking points.

AO1=4

Possible AO2 points include (there are others):

Example: Little Hans:

- Freud only met Hans twice and the rest of the information came from Hans' father which may have been biased / eq ;
- Hans' father was a follower of Freud's work and so may have been biased / eq ;
- Hans' fear can also be explained via learning theory as he witnessed an accident with a horse which scared him / eq ;
- Freud generalised the Oedipus complex to all boys which may not be possible from a single case study / eq ;

Example: Adams et al:

- In general Freudian theories relating to the unconscious are difficult to provide empirical support for / eq ;
- However this study is showing support for Freudian theory using an experimental design / eq ;
- Even though the idea of reaction formation is supported - this does not mean that the mechanism Freud suggested is also supported / eq ;
- Reaction formation may not be the only factor influencing homophobia - homophobia is more socially unacceptable than some other prejudices / eq ;

Look for any other reasonable marking points.

AO2=4

Clarity / Communication : Mark independently of S & B and show total mark for C

- 0 Note form / unintelligible
- 1 Essay format / some use of appropriate specialist terms / some spelling mistakes
- 2 Essay format / good use of appropriate specialist terms / good spelling and grammar

AO1 = 2

Balance / Breadth : Mark independently of S & C and show total mark for B

- 0 Totally irrelevant response / inappropriate study
- 1 Superficial account of the study
- 2 Detailed account of the study

AO2 = 2