

GCE

Edexcel GCE

Psychology (6762/01)

Summer 2006

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Mark Scheme (Results)

*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)

5 marks for correctly identifying the UCS, UCR, NS, CS and CR.

Possible words for UCS include: attack; war; fighting; ships under attack; gunfire; look for equivalent wording.

Accept only bell, warning bell or chimes for NS.

UCS	→	UCR		
Attack /eq;		Fear/anxiety/eq;		
UCS	+	NS	→	UCR
		Bell		
CS	→	CR		
Bell		Fear/anxiety/eq;		

AO1 = 5

/ eq. =equivalent wording  
OWTTE = Or Words to That Effect  
TE= Transferred Error

1 (b)

1 mark for correctly identifying process. If more than 1 process identified, credit the first only.

Generalisation/stimulus generalisation;

AO1 = 1

1 (c)

1 mark for correctly explaining extinction.  
**REJECT** tautology, eg *Extinction is when the response is extinct/extinguished.*  
**ACCEPT** clarification based on example given, ie fear.

The response / CR is no longer produced/eq;

AO1 = 1

1 (d)

1 mark for correctly explaining spontaneous recovery.  
**REJECT** tautology, eg *Spontaneous recovery is when the response recovers spontaneously.*  
Answer must be understood to refer to extinction (can be implicit) in some way so it clear that response has recovered (rather than just learned) eg *comes back* implies *has been extinguished*.

After extinction a full CR is produced/eq;

After extinction the response comes back/shows again/eq;

AO1 = 1

/ eq. =equivalent wording  
OWTTE = Or Words to That Effect  
TE= Transferred Error

1 (e)

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

4 marks for strengths and/or weaknesses of classical conditioning as explanation of human behaviour. 1 mark per point made / subsequent amplification.

Credit can be given to both evidence and an evaluation of that evidence.

**MAX 1** mark for appropriate example.

**MAX 1** mark for alternative explanations, eg operant conditioning, SLT.

Evaluation can be based on animal behaviour, **ONLY** if generalisation is used as a point of evaluation of human explanation.

**NO CREDIT** for evaluation of application of theory (such as aversion therapy) unless used as a point of evaluation of theory.

**IGNORE** reference to operant conditioning, unless used as below.

*'There are other explanations'* is not sufficient for credit, but point can gain credit if elaborated further, eg *'classical conditioning does not explain conditioning of voluntary behaviours; operant conditioning can explain this through reinforcement of voluntary behaviours'*.

Only accept evaluation based on face validity if the term itself is used and supported by an appropriate example.

**Possible marking points include:**

Classical conditioning has been demonstrated in humans by the Little Albert study/eq;

CC cannot account for many human behaviours as it only conditioning basic behaviours such as reflexes/emotional responses/eq;

**Successful therapies** / such as systematic desensitisation are based on the theory / **which shows that the theory is valid/eq; either/or**

The theory does not explain species-specific differences in behaviour, which might be due to innate instincts/biological preparedness/eq;

**Look for other reasonable marking points.**

**AO2 = 4**

/ eq. =equivalent wording  
OWTTE = Or Words to That Effect  
TE= Transferred Error

1 (f)

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

1 mark for identifying an alternative way of learning behaviour and 3 further marks for describing how humans learn behaviour.

MAX 1 mark for an appropriate example.

MAX 1 mark for list of terms, eg *Attention, retention, reproduction, motivation*.

IGNORE reference to classical conditioning.

1 mark per point made / subsequent amplification.

Suitable examples include operant / instrumental conditioning, insight learning, social learning theory.

REJECT common sense description of learning.

**Possible marking points for operant conditioning:**

ID: Humans can learn through operant conditioning/eq;

Operant conditioning is learning from the consequences of behaviour/eq;

For example, a child given money for tidying their room then do it again/eq;

If behaviour is followed by a positive consequence / positive reinforcement then it will be repeated/strengthened/eq;

If behaviour turns off an aversive experience/is negatively reinforced it will be repeated/strengthened/eq;

If behaviour is followed by a negative / aversive consequence / punishment then it will not be repeated/eq;

**Possible marking points for social learning theory:**

ID: Social learning theory is another way in which humans can learn/eq;

Social learning theory is where the behaviour of another person/role model is observed/eq;

The behaviour is remembered and later imitated / modelled/eq;

If the behaviour of the model is reinforced then that behaviour is more likely to be repeated/eq;

If the behaviour of the model is punished then that behaviour is less likely to be repeated/eq;

Look for other reasonable marking points.

Total = **AO1 = 4  
16 marks**

/ eq. =equivalent wording  
OWTTE = Or Words to That Effect  
TE= Transferred Error

2 (a)

3 marks for correctly identifying the 3 correct statements.

2 marks if 4 boxes are ticked, including 3 correct answers, unless error clearly crossed out.

1 mark if 4 boxes are ticked, including 2 correct answers, unless error clearly crossed out.

**NO CREDIT** if 5 or 6 boxes are ticked.

**IGNORE** all other marks (True/False; T/F; X etc).

Children who fixate in the latent stage usually become criminals	
In the oral stage the most sensitive part of the body is the mouth.	✓
Infants who fixate in the oral stage may become smokers, thumb suckers and pen chewers as adults.	✓
The anal stage occurs between 3-5 years of age.	
Harsh potty training in the anal stage can lead to an anal-retentive personality in adulthood.	✓
The genital stage is the second stage of psychosexual development	

A01 = 3

/ eq. =equivalent wording  
OWTTE = Or Words to That Effect  
TE= Transferred Error

2 (b)

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

2 marks for each feature. In each case 1 mark for identifying the feature and 1 further mark for amplification.

**Features must be distinct**, ie only credit the feature once if there is overlap between the two stated, eg reject Oedipus complex for 1st feature followed by unconscious sexual attraction to same sex parent as 2nd feature (but can gain 2 marks if expressed as one feature only).

**ACCEPT** Oedipus and Electra as two different features, but explanations must be distinct to gain full marks.

If more than one feature given in any one part, mark all and **CREDIT BEST**.

**Suitable features might include:** Oedipus complex; Electra; identification; development of superego; erogenous zone; castration anxiety; penis envy; **look for others relevant to stage**

**Possible Points may include:**

**ID:** The Oedipus complex; (**ACCEPT** reasonable spelling error)  
Young boy wishes to possess their mother sexually/eq;

**ID:** Identification with same sex parent/eq;  
Internalises morals of the parent/eq;  
Adopts the gender role of the parent/eq;

**ID:** Erogenous zone is the genital area/eq;  
Pleasure is gained through masturbation/self-stimulation/eq;  
Fixation might lead to a vain/bullying personality/eq;

**Look for any other reasonable marking points.**

**AO1 = 4**

/ eq. =equivalent wording  
OWTTE = Or Words to That Effect  
TE= Transferred Error



2 (c)

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

1 mark for each point made / subsequent amplification.

Credit can be given for answered dealing with theory, methods, analysis, subjectivity, etc.

Only credit points which focus on why Freud's approach is not scientific.

**Possible marking points include:**

A scientific theory should be potentially falsifiable / be able to be tested objectively/scientifically/eq;

Many Freudian concepts (e.g. defence mechanisms) are not directly observable / are in the unconscious/eq;

This makes it difficult to provide observable / empirical evidence to support Freud's theories / approach/eq;

Freud based his theory on a few patients only/small sample/eq;

As the sample was not representative the conclusions may not be reliable and so not scientific/eq;

Case studies cannot be replicated as they are unique/eq;

Freud's methods were subjective, eg symbols can be analysed in different ways/eq;

**Look for any other reasonable marking points.**

**AO2 = 4**

**Total =**

**11 marks**

/ eq. =equivalent wording  
OWTTE = Or Words to That Effect  
TE= Transferred Error

3. (a)

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

3 marks for outline of method. 1 mark per point made / subsequent amplification.

\* MAX 1 mark for identification of an appropriate type of scan.

REJECT EEG and lesioning.

Credit should be given to general answers about scanning, specific techniques (e.g. PET, MRI or CAT scan) or any mixture of general and specific answers.

REJECT answers based on medical use **unless** expressed as a research method for psychological abnormality.

**Possible marking points for a CAT scan include:**

\*ID: CAT scan;

Produces a detailed picture of brain structure/eq;

A scan takes x-rays of the brain from different angles/eq;

These are combined to produce an image of the whole brain/eq;

**Possible marking points for a PET scan include:**

\*ID: PET scan;

Produces an image of brain function/eq;

A radioactive isotope is injected into the blood/eq;

Participant is given a task to complete, active brain areas will show a different colour on a computer screen/eq;

**Possible marking points for MRI scan include:**

\*ID: MRI scan;

These use a powerful magnetic field/eq;

A series of images is assembled by the computer to make the scan/eq;

**Look for any other reasonable marking points.**

**AO1 = 3**

/ eq. =equivalent wording  
OWTTE = Or Words to That Effect  
TE= Transferred Error

3 (b)

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

2 marks for one strength and 2 marks for one weakness. In each case, 1 mark for identifying strength / weakness and 1 further mark for amplification. Strengths / weaknesses could be specific to a particular type of scan (e.g. PET scan) or general to brain scanning.

If more than one strength or weakness in the relevant part mark all and credit the best.

**REJECT** answers based on EEG or lesioning.

**REJECT** single word answers: '*expensive*', '*accurate*' etc.

**REJECT** evaluations based on medical use **unless** expressed as a research method for psychological abnormality.

**Possible points for CAT scan include:**

**S:** Can be used to identify structural changes in the brain which helps to understand abnormality/eq;

E.g. some schizophrenic patients show up larger ventricles/eq;

E.g. some London cabbies have a larger hippocampus/eq;

**W:** Does not provide information about brain function/eq;

Cannot tell which parts of brain are responsible for particular cognitions / emotions / behaviours/eq;

**W:** Involves the use of X-radiation, so must not be over-used on the same participant/eq;

**Possible points for PET scan include:**

**S:** Allows brain functions to be identified in action/eq;

Can tell the which parts of the brain are responsible for particular cognitions / emotions / behaviours/eq;

**W:** It is difficult to perform some tasks in a scanner as the participant must be still/eq;

So only a limited number of brain functions can be identified/eq;

**W:** Involves the use of radioactivity, so must not be overused on the same participant/eq;

/ eq. =equivalent wording  
OWTTE = Or Words to That Effect  
TE= Transferred Error

**Possible points for general scanning method include:**

**S:** Scanning is non-invasive so is an ethical method of research into the brain/eq;

It can be used on human participants as it does not cause damage unlike lesioning/eq;

**W:** Scanning is expensive in terms of time and money/cumbersome/intimidating for participant/eq;

So cannot be used frequently as other methods such as EEG/eq;

**Look for any other reasonable marking points.**

**AO2 = 4**

3 (c)

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

1 mark for each correctly identified characteristic of REM sleep.

**MAX** 1 mark for reference to changes in body physiology such as heart/respiration rate fluctuation/sexual arousal etc

If more than one characteristic in the relevant part mark and credit the best.

**Possible characteristics include:**

When dreaming / most dreams occur/eq;

Sensory blockade/eq;

Muscular/sleep paralysis/eq;

Rapid eye movements/eq;

Highly active cortex/random brain neuron/cell firing/eq;

Occurs in each cycle of sleep/about 5 times per night of sleep/eq;

Paradoxical state because EEG shows brain active but hard to rouse/eq;

Desynchronised brain wave patterns/eq;

Look for any other reasonable characteristics.

**AO1 = 2**

/ eq. =equivalent wording  
OWTTE = Or Words to That Effect  
TE= Transferred Error

3 (d)

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

1 mark for identifying an appropriate theory, and 3 marks for description. 1 mark per point made / subsequent amplification. Must be a theory not a study (eg Dement & Kleitman is a study).

**REJECT** non-physiological theories of dreaming (e.g. Freud, Webb & Cartwright, etc.)

**REJECT** theories of sleep.

If more than one relevant theory mark all and credit the best.

**Suitable examples include** the Activation-synthesis model, Reverse learning theory, etc.

**Reverse Learning Theory, possible points include:**

**ID:** Reverse Learning Theory / Reorganisational Theory / Crick & Mitchison (1986);

Some of the information we receive during the day is spurious/eq;

Like a computer, the brain needs some time 'off line'/eq;

When 'off line' the brain will consolidate what is useful and disregard what is not/eq;

The random firing of neurons in REM sleep modifies synapses/eq;

**Activation-Synthesis Model, possible points include:**

**ID:** Activation Synthesis Model / Hobson & McCarley (1977);

Activation part of the model refers to the random firing of neurons in the brain/eq;

No sensory information enters the brain as the person is asleep/eq;

Midbrain areas/pontine areas mimic sensory information/eq;

The cortex responds to this mimicked sensory information as if it were real/eq;

The synthesis is the cortex trying to make sense of the random information/eq;

**Look for other reasonable marking points.**

**AO1 = 4**

/ eq. =equivalent wording  
OWTTE = Or Words to That Effect  
TE= Transferred Error

3 (e)

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

1 mark for identifying a suitable difference and 2 further marks for amplification. 1 mark per point made.

Argument is likely to be based on whether dreams are meaningful or not but others are possible, eg answer could refer to scientific basis of theory.

**MAX 1** mark if no specific comparison points made/only refers to Freud (can be given even if (d) is incorrect).

**MAX 1** mark for an appropriate example used to clarify comparison point.

If (d) is blank and (e) contains an appropriate and identifiable theory then credit can be given for (e) up to full marks.

**TE:** If (e) refers to a different physiological theory from that given in (d), but is appropriate itself, can give credit up to **MAX 2** marks.

**Possible marking points include:**

**Example 1 starting with the physiological theory:**

According to the reverse learning theory dreams do not have any meaning/eq; (in the context of the answer this has identified a difference)

In Freud's theory dreams are symbolic for repressed / unconscious wishes/fears/eq;

In the reverse learning theory dreams are the product of random firing of neurons in the brain/eq;

**Example 2, the same answer starting with Freud's theory:**

According to Freud's theory dreams have a meaning/eq; (in the context of the answer this has identified a difference)

In the activation-synthesis theory dreams are the product of random firing of neurons in the brain/eq;

In Freud's theory dreams are symbolic for repressed / unconscious wishes/eq;

For example a boy dreaming of a haircut represents castration anxiety, but activation-synthesis theory suggests that this is meaningless/eq;

**Look for other reasonable marking points.**

**AO2 = 3**

**Total =**

**16 marks**

/ eq. =equivalent wording  
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TE= Transferred Error

4 (a)

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

Suitable examples include Bandura, Ross & Ross (1961), Watson & Rayner (1920), Skinner (1948). There are others.

If more than one relevant study mark all and credit the best.

Marks can be awarded for:

Identifying study;

Aim;

Method;

Results;

Conclusion;

Max 2 marks each section

**Example 1: Bandura, Ross & Ross (1961):**

I: Bandura, Ross & Ross (1961);

A: Can aggression be learnt through modelling / vicarious reinforcement / imitation/eq;

M: Three groups of children were rated for initial aggression and split into groups/eq;

M: One group did not see an adult model, the other 2 groups did, 1 aggressive and one non-aggressive/eq;

R: Children exposed to the aggressive role model were more aggressive than those who had not/eq;

R: Children were more likely to copy the same sex role model/eq;

C: Aggression can be learnt through imitation / vicarious reinforcement/eq;

**Example 2: Watson & Rayner (1920)**

I: Watson & Rayner (1920) / Little Albert;

A: To see if emotional reactions can be conditioned / to see if phobias can be learnt through classical conditioning/eq;

M: Albert was shown a white rat whilst a steel bar was banged behind his head/eq;

M: Loud Noise (UCS) → Fear (UCR), Loud Noise + Rat (NS) → Fear (UCR);

R: After several pairings the rat produced a fear response/eq;

R: Rat (CS) → Fear (CR);

C: Emotions / phobias can be learnt through classical conditioning/eq;

Look for other reasonable marking points.

AO1 = 5

/ eq. =equivalent wording  
OWTTE = Or Words to That Effect  
TE= Transferred Error



4 (b)

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

1 mark per point made / subsequent amplification.

Study does not have to be the same as described in (a), but must be identifiable, and appropriate, for credit to be given.

If a technical term is used, eg 'ecological validity' it can gain 2 marks: one mark for correct use of term and one mark for correct explanation. Term on its own, without explanation, is not creditworthy.

**Possible points made relevant to the study:**

Strengths / weaknesses of the method;  
Whether conclusions are justified by the results;  
Criticism of the ethics;  
Replications / alternative findings;  
Social relevance / application to real-life;

**Example 1: Bandura, Ross & Ross (1961):**

The study may lack **ecological validity** as it was carried out in an artificial setting, where children were made to be aggressive/eq; **2marks**  
Children may only imitate aggressive behaviour in play situations/eq;  
Does not indicate whether aggression will be imitated in the long-term / only demonstrates that aggression will be imitated in the short-term/eq;  
It may not be ethical to expose a child to an aggressive role model if that makes the child more aggressive/eq;  
Suggests that aggression on TV / in films may contribute to children being aggressive/eq;

**Example 2: Watson & Rayner (1920)**

The procedures were fully controlled, so the study was reliable/eq;  
It may not be ethical to subject people to procedures which cause fear/eq;  
The outcome may have been a permanent negative change for Albert, Watson may have intended to remove the fear but Albert's mother removed him so they did not have the opportunity/eq;  
It may not be possible to **generalise** results from a single case experiment/eq; **1 mark only as not defined**  
The method has been applied to behavioural therapies such as aversion therapy which are successful in treating maladaptive behaviour/eq;  
Gives an explanation for Gulf War syndrome which might be a classically conditioned aversion to the smell of burning oil/eq;

Look for any other reasonable marking points.

Total = **AO2 = 5**  
**10 marks**

/ eq. =equivalent wording  
OWTTE = Or Words to That Effect  
TE= Transferred Error

5 (a)

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

1 mark for identifying an appropriate contemporary issue and 2 further marks for amplification, 1 mark per point made.

**MAX 2** marks if suitable topic described but no specific issue raised.

Possible examples include: narcolepsy, the 24 hour society, lucid dreaming, SAD, Are dreams meaningful? and Can alien abduction be explained by normal REM sleep?

If more than one appropriate issue, mark all and credit the best.

**Example 1: Narcolepsy**

**ID:** One contemporary issue is What causes narcolepsy?;  
Narcolepsy is a disorder where the person can suddenly enter REM sleep/eq;  
This prevents them from leading a normal life/eq;

**Example 2: The 24 hour society**

**ID:** The question is whether the 24 hour society is damaging to health and welfare/eq;  
Some areas of the UK are moving towards a 24 hour society/eq;  
More people are having to work night shifts in order to meet economic needs/eq;  
This requires essential services such as shopping, doctors and dentists to be available for shift workers/eq;

**Look for any other reasonable marking points.**

**AO1 = 3**

5 (b)

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

4 marks for explaining the contemporary issue using concepts from the physiological approach, 1 mark per point made / subsequent evaluation.

**IGNORE** responses that do not correspond to the issue outlined in part (a).

Credit is for physiological concepts; concepts from other approaches can only gain credit if used for evaluation points, **MAX 1**.

If (a) is blank and an appropriate issue is identifiable in (b), then (b) can gain credit up to full marks, but 0 for (a).

**Concepts from the physiological approach can include:**

- Assumptions
- Methods and their strengths / weaknesses
- Theories (i.e. of sleep and dreaming)
- Circadian rhythms
- The results / conclusions of research (e.g. studies of sleep deprivation), but **do not credit** descriptions of the studies themselves.

**Example 1: Narcolepsy**

Research in animals has shown that narcolepsy can be inherited/eq;

Although there may be difficulties in generalising from animals to humans/eq;

Narcolepsy could be related to problems in brain function/eq;

The area of brain responsible for triggering REM sleep is triggered during the day/eq;

**Example 2: The 24 hour society**

Research has shown that sleep deprivation has detrimental effects on cognitive performance/eq;

A number of serious industrial accidents have occurred late during night shifts because people are sleep deprived/eq;

During night shifts the external zeitgebers/internal body clock is telling the person that they should be asleep/eq;

They become drowsy, cannot concentrate and are more likely to make mistakes/eq;

Look for any other reasonable marking points.

Total = **A02 = 4  
7 marks**

/ eq. =equivalent wording  
OWTTE = Or Words to That Effect  
TE= Transferred Error

6

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

Credit should be given to general answers based around psychodynamic studies (e.g. Little Hans), theories or concepts (e.g. neurotic anxiety), therapy (e.g. psychoanalysis) or answers using a specific psychodynamic theory of a mental disorder (e.g. Bruch's theory of eating disorders).

AO1 marks are for descriptive points about how mental disorder can be understood using this approach; AO2 marks are for evaluative points including supporting evidence from research studies.

**Do not give credit to assumptions of the psychodynamic approach unless used in the specific context of mental disorders.**

**ACCEPT** points about fixation if answer refers to abnormal psychology but not if only refers to normal personality development.

AO2 points can include supporting evidence from studies, but studies must be published to be acceptable.

Mark subject content first then apply mark scheme for C&C and B&B. If essay plan is given, credit any information not given in essay if required or appropriate, but 0 for C in this case.

6 AO1

4 AO1 Subject Content

2 AO1 Clarity & Communication

6 AO2

4 AO2 Subject Content

2 AO2 Balance & Breadth

**Possible AO1 points (there are others):**

The causes of mental disorders are found in the unconscious/eq;  
Mental health issues can be linked to childhood traumas/eq;  
Conflict between the id and superego causes neurotic anxiety which is manifested in the form of mental disorders/eq;  
Psychoanalysis aims to understand the unconscious causes of mental disorders by making the unconscious conscious/eq;  
Fixation in the anal stage can result in an anal-retentive personality which might develop into OCD/eq;

**Look for any other reasonable marking points**

**AO1 = 4**

/ eq. =equivalent wording  
OWTTE = Or Words to That Effect  
TE= Transferred Error

**Possible AO2 points (there are others):**

The study of Little Hans supports Freud's theory that mental disorders can have unconscious causes/eq;

It is difficult to find scientific support for Freud's theories because the unconscious cannot be measured/eq;

Psychoanalysis has been criticised as not very effective by Eysenck. His review found that no intervention / waiting list was more effective than psychoanalysis/eq;

There are other explanations for mental disorders - e.g. Phobias can be explained through classical and operant conditioning/eq;

The case study of Alex/Lemma-Wright showed that early childhood experiences can be repressed and cause anxiety later/eq;

**Look for any other reasonable marking points.**

**AO2 = 4**

**Clarity & Communication:** Mark independently of S & B and show the 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

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

This mark can be awarded for depth OR breadth

0. Totally irrelevant response
1. One psychodynamic theory, concept or study dealt with superficially/ AO1 or AO2 points only.
2. **Breadth:** More than one psychodynamic theory, concept or study dealt with superficially OR one psychodynamic theory, concept or study dealt with in depth / balance of AO1 and AO2 points.

/ eq. =equivalent wording  
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