Mark Scheme (Results)
January 2007

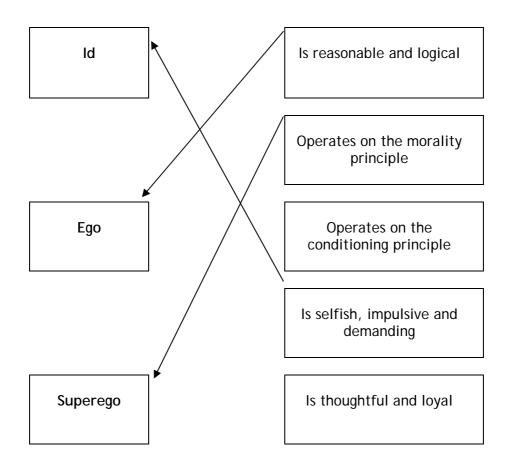# GCE Psychology (6762-01)

A PEARSON COMPANY

1 **(a)**

Id		Is reasonable and logical

		Operates on the morality principle

Ego		Operates on the conditioning principle

		Is selfish, impulsive and demanding

Superego		Is thoughtful and loyal

AO1 = 3

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

1

(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 describing the case study method as used in this approach.
>
> **MAX 3 marks** if only general outline of case studies and no reference made to psychodynamic principles such as analysis or interpretation of symptoms/symbols.
>
> 1 mark available for suitable example **ONLY** if more than identification is given (i.e. no mark for simply naming a case study)

Possible marking points:

In-depth study of a single individual/eq;
Usually the individual has a problem of a psychological nature and the aim of the method is to gain an understanding of the problem/eq;
The focus of the case study is often on childhood experiences and feelings/eq;
A variety of methods can be used to collect data, such as free association of ideas/dream interpretation/analysis of symbols in dreams/slips of the tongue/eq;
Data is interpreted to give insight into the problems of the individual/eq;
The case study of Little Hans showed that his phobia was caused by his Oedipal fear of his father/eq;

Look for any other reasonable marking points.   AO1 = 4

(c)
> 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 limitations of method, in each case 1 mark for identifying evaluation point and 1 mark for elaboration.
>
> 'It makes/does not make sense' is not acceptable for strength/limitation, even if face validity is mentioned.
>
> If a technical term is used, e.g. generalisability/reliability 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 Marking Points:

The method allows hidden meanings to be uncovered which cannot be done in another way - normally such things are blocked by the ego/eq;
The method can be used in therapy to help to unblock unconscious thoughts/eq;
Analysis of symbols is subjective, different analysts could interpret symbols in different ways/eq;
The method is unfalsifiable as concepts are not measurable scientifically/eq;

Difficult to generalise as analysis of symbols is specific to one case study only (2 marks)
Look for any other reasonable marking points.   AO2 = 4

2 (a)

<table>
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3 marks for the key assumption, 1 mark for identification of assumption, plus up to 2 for elaboration.

If more than one assumption mark all credit best. Suitable examples can only be credited (1 mark) if key assumption is identified in answer. Assumption must be appropriate to the approach, or **NO CREDIT**.

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Suitable examples include:
the influence of the environment, human and animal similarities in learning, stimulus-response approach to behaviour, all behaviour is learned behaviour etc

Possible marking points:

E.g. Influence of environment/eq;

Our behaviour is shaped by the environment around us/eq;
Environmental stimuli lead to certain responses/eq;
These responses are then shaped by their consequences/eq;
For example, aggressive behaviour may be learned from the media/eq;

E.g. Human beings and animals are similar in the ways that they learn/eq;

This means that we can study learning in animals and apply that knowledge to human learning/eq;
For example Skinner showed that rats learned to press a lever to get a food reward, which is like human babies learning to speak because they are rewarded for speaking/eq;

Look for any other reasonable marking points.   AO1 = 3

(b)

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

1 mark each for clear identification of research studies from the learning approach.

Identification can be through name of researcher or study, e.g. Not just Bandura or Skinner as they did many studies or brief outline of procedure, but **NO CREDIT** for description of general method, such as Pavlovian conditioning or use of Skinner box, it should be a recognisable research study.

If not learning approach the zero marks

</td></tr>
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Possible marking points:

Watson & Rayner (1920) / Little Albert study/eq;
Bandura, Ross and Ross (1961) / Bobo doll study/eq;
Pavlov (1927) /Pavlov's dogs/eq;

Look for any other reasonable marking points. AO1 = 2

(c)

> 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 **procedure** of one study from learning approach.
> If procedure not learning approach = zero marks.
>
> **NO CREDIT** for results or conclusions.
>
> Procedure does not have to be complete for full marks to be credited,
> but answer must be clear and appropriate to the question.
>
> Full credit can be given even if no identification stated or identification
> incomplete/inaccurate, if content is appropriate/accurate.
> However if procedure is generic e.g. Bandura/Skinner in general max 2
> marks

Possible marking points:

E.g. Watson & Rayner;

Baby Albert was tested before the experiment to see if he was afraid of
rats/eq;
Then each time a rat was shown to Albert a loud noise was made behind
his head/eq;
This was repeated on a number of occasions and then he was tested
again to see if he was afraid of the rat/eq;

E.g. Bandura, Ross and Ross;

There were 4 conditions including a control group who did not observe
any aggressive acts/eq;
Young children were exposed to same- or opposite-sex adults playing
with a Bobo doll/eq;
Some children saw an adult behaving aggressively towards the doll and
others saw the adult playing in a non-aggressive way and there was a
control group/eq;
The children were later observed playing with a Bobo doll and the
amount of aggression they showed was recorded/eq;

Look for any other reasonable marking points. AO1 = 3

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(d)

> 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 outline of results and/or conclusions of study, from the learning approach.
> If not findings from learning approach then zero marks.
> **NO CREDIT** for procedure of study.
>
> The study must be one of those identified in (b)(i), but need not be the same as the one described in (b)(ii).
>
> Findings/Results do not have to be complete for full marks to be credited, but answer must be clear and appropriate to the question.
>
> Full credit can be given even if no identification stated or identification incomplete/inaccurate, if content is appropriate/accurate.
> However if findings are generic e.g. Bandura/Skinner in general MAX 1 mark

Possible marking points:

E.g. Watson & Rayner

Little Albert showed fear of the rat by crying and moving away from it/eq;
The fear generalised to other white furry stimuli/eq;
This showed that an emotional response can be conditioned in a human being/eq;

E.g. Bandura, Ross and Ross;

Children who observed the adult behaving aggressively with the Bobo doll copied the behaviour/eq;
Children who observed the adult behaving non-aggressively with the Bobo doll also played non-aggressively/eq;
Boys were more likely to copy if the model was male and girls copied more if the model was female/eq;
Boys were more physically aggressive overall, but girls copied verbal aggression/eq;

Look for any other reasonable marking points.   AO1 = 2

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(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 description of mechanisms of social learning, credit can be given for aspects of learning which are shared with operant conditioning, but **NO CREDIT** for aspects of either which are not appropriate to social/observational learning.

Possible marking points:

Observation is when the child attends to a role model showing the behaviour/eq;
The child is more likely to imitate behaviour if model is rewarded, less likely if punished/eg;
Imitation is when the child copies the behaviour shown by the role model/eq;
The child internalises the behaviour and makes it their own/eq;
The child identifies with the role model because they are warm & loving/similar to them/eq;
The role model is someone who the child respects and likes and is more likely to model their behaviour on/eq;
The child observes someone being rewarded for an action and is motivated to copy it through vicarious reinforcement/eq;

Look for any other reasonable marking points.   AO1 = 4

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(f)

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 social learning as an explanation of human behaviour. 1 mark per point made /subsequent elaboration of point.

NO CREDIT for evaluation of application of theory (such as modelling therapy).

'Theory explains why girls grow up to be like their mothers' is acceptable for 1 mark must mention face validity, but 'Explains why we copy' is insufficient for credit to be given.

MAX 1 for alternative explanations

'There are other explanations' is not sufficient for credit, but point can gain credit if elaborated further, e.g. 'Genetic inheritance can explain why children grow up to behave like their parents'.

Possible Marking Points

Bandura's research showed that young children will copy the aggressive behaviour of a role model/eq;
But the studies were carried out in a laboratory, so the results may not generalise to the real world setting/eq;
The theory has face validity because it explains why girls grow up to behave in ways which are similar to their mothers/eq;
But there are other explanations for this, eg genetic inheritance can explain why children grow up to behave like their parents/eq;

Has application to real life e.g. raising awareness of the effects of media violence/eq;

Look for any other reasonable marking points.   AO2 = 4

3 **(a)**

The part of the mind that contains thoughts and feelings of which we are aware.	**Conscious OR conscious mind**

AO1 = 1

The part of the mind that we can access when we need to, but which is not currently in our thoughts. It contains memories and thoughts which we are not thinking about at the moment.	**Preconscious OR preconscious**

AO1 = 1

The part of the mind that is not accessible to us. It contains fears, desires and motivations that are hidden, or repressed, because they are too uncomfortable for us to think about.	**Unconscious mind**

AO1 = 1

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(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 points of description of each of ORAL and ANAL stage. 3 marks for points of description of PHALLIC stage
NO CREDIT for description of personality resulting from fixation, answer must refer to the development stage only
If description is in the incorrect stage then no credit for incorrect description.

E.g. Oral stage;

Libido is focused on the mouth/erogenous zone/eq;
Sucking or biting is pleasurable/eq;
The behaviour is dominated by Id and is selfish and demanding/eq;   AO1 = 2

E.g. Anal stage;

Libido is focused on the anus/erogenous zone/eq;
Expelling or retaining faeces is pleasurable/eq;
Ego develops so the child develops self control/eq;   AO1 = 2

E.g. Phallic stage;

Libido is focused on the genitals/erogenous zone/masturbation/eq;
The child becomes attracted to their opposite sex parent and rivals their same sex parent, which makes them anxious/eq;
The child identifies with their same sex parent to relieve this anxiety/eq;
The Oedipus/Electra conflict is shown at this stage/eq;
Superego develops at the resolution of Oedipus/eq;   AO1 = 3

Look for any other reasonable marking points.

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(c)

> 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 weakness of Freud's theory, 1 mark for identification and 1 for elaboration for each.
>
> If more than two weaknesses under one heading given then mark all and **CREDIT BEST** each time.
>
> **NO CREDIT** for positive commentary, evaluation point must clearly be a weakness.

Possible marking points:

Method is unscientific, emphasis on sexual urges, gender-biased against women, theory describes but does not predict behaviour, non-representative sample

Method is unscientific/eq;
Freud's theory is based on unscientific research evidence collected using case studies/eq;
Freud interpreted his cases in a subjective way which may be unreliable/eq;

Look for any other reasonable marking points.   AO2 = 2

Theory is biased against females/eq;
Freud believed that females were incomplete males, and therefore were more likely to be hysterical/neurotic/eq;
All females were said to have penis envy because they wanted to be male/eq;

Look for any other reasonable marking points.   AO2 = 2

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4	(a)(i)	1 mark for identifying method. **Accept** either **lesioning** or **ablation** study.
		Accept: laboratory experiment/animal experiment.
		Reject other methods.

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AO1 = 1

</div>

	(a)(ii)	Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE).
		READ ALL THE ANSWER BEFORE GIVING MARKS. **REJECT EVALUATION OF ANY OTHER METHODS.**
		Lesioning Ablation Laboratory Animal Experiment
		IF Method(s) identified is from above list then credit can be given. As all of these methods would be combined in some way to form other methods e.g. lesioning in animal experiments. Evaluation point from any/all can be given credit.
		If a technical term is used, e.g. generalisability/reliability 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 marking points:

E.g. lesioning;

The method is reliable as it allows the function of that part to be identified/eq;
The method must use animal subjects as humans cannot be used for research purposes because it is unethical/eq;
Information from animal research may not be directly generalised to human beings (1 mark) as there are qualitative differences between them (2 marks)/eq; (2 marks if term used correctly)

Lesioning using animals is ethical as long as guidelines are followed e.g. obtaining a home office licence/eq;

Look for any other reasonable marking points.

<div align="right">

AO2 = 4

</div>

(b)(i) | 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 description of use of EEG. 1 mark per point/elaboration up to 4 marks.

Procedure/Findings of appropriate studies max 2 marks.

NO CREDIT for description of brain scanning methods.

NO CREDIT for points of evaluation.

Possible Marking Points:

Electrodes are fitted to the scalp of the participant/eq;
The electrical activity of the brain is recorded/eq;
The EEG computer produces an output by marking the patterns with ink on paper/eq;
The method is used to record different levels of activity in different states of awareness, such as awake and asleep/eq;
The method is used to identify which areas of the brain are active when a particular state of awareness is shown/eq;
Dement + Kleitman used EEG measures to record sleep patterns/eq;

Look for any other reasonable marking points.   AO1 = 4

(b)(ii) | 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 one strength of EEG method. 1 mark for identifying strength plus one for elaboration of point.

NO CREDIT for weakness, evaluation point must clearly be a strength.

If more than one strength outlined then mark all and **CREDIT BEST**.

Possible Marking Points:

E.g. The method is non-invasive and so ethical/eq;

This means it does not hurt the participant in any way because brain waves are measured from outside/eq;

E.g. The method is scientific/eq;

Electrical impulses are objective measures and not open to experimenter bia/eq;

E.g. The method is replicable/eq;

Careful control of the situation/techniques make it possible to test for reliability/eq;

Look for any other reasonable marking points.   AO2 = 2

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5

> Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE).
>
> One ID mark for any appropriate concept from the leaving approach
> 1 mark per point made/elaboration of point.
>
> Must be about the behavioural techniques that alter **children's behaviour** in some way.
>
> **NB there is no identification mark.**
>
> Credit appropriate use of example to illustrate point, 1 mark only.

Suitable examples: positive reinforcement; Negative reinforcement; Punishment; SLT; Use of rewards.

Possible marking points:

Positive reinforcement:

The child is given a reward, such as a hug, for showing desired behaviour/eq;
This means that the behaviour will be repeated and strengthened/eq;
The reward must be something that the child likes to be effective/eq;

Use of tokens as Secondary reinforces:

The child is given a star to stick on a chart every time s/he shows desired behaviour/eq;
The stars represent a reward/eq;
The stars can be exchanged for something the child would like such as chocolate/eq;

Negative reinforcement:

The child is told if she doesn't clean her room then no pocket money/eq;
The child cleans her room in order to avoid negative consequences imposed by parents/eq;
Look for any other reasonable marking points.

AO2 = 6

eq. = equivalent wording
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6	Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE). **AO1** marks: 1 mark for identification of theory e.g. Hobson and McCarley/Activation-synthesis theory and 3 further marks for description of theory of dreaming. Likely theories will be activation-synthesis, reorganisational theory/reverse learning theory. **REJECT** pure description of psychodynamic theory of dreaming and all theories of sleep. **AO2** marks are for points of evaluation about the theory of dreaming, including supporting research evidence. E.g. Dement + Wolpert (1958) and evaluation of such research. Alternative explanations used as evaluation Max 1 mark. Mark subject content first then apply mark scheme for C&C and B&B. If essay plan is given credit information not given in essay if required/appropriate, but 0 for C in this case. 6 AO1 6 AO2 4 AO1 Subject Content 4 AO2 Subject Content 2 AO1 Clarity & Communication 2 AO2 Balance & Breadth

AO1 Subject content:

Activation-synthesis theory;

Brain activity during sleep is interpreted as the dream/eq;
The activation is random firing of neurons in the brain/eq;
The synthesis is the interpretation of this activity into the narrative of the dream/eq;
The random firing of neurons that are related to body movement is interpreted as movement in the dream/eq;

Reverse learning theory;

Dreaming is the result of the brain reorganising the information taken in during the day/eq;
When offline the brain sorts information and throws out unwanted material/eq;
This process results in the content of the dream/eq;
Unwanted connections in the brain are removed to allow necessary connections to be strengthened/eq;

Look for other reasonable marking points.   AO1 = 4

AO2 Subject content, points of evaluation of theory:

E.g. activation-synthesis;

Hobson & McCartney showed that there is random firing of nerve cells in the brain during sleep/eq;
The theory accounts for the bizarre nature of some dreams as areas of the brain are active together when normally they would not be/eq;
If brain activity was completely random then dreams should not include information about things which have actually happened during the day/eq;
The theory can account for the lack of dreams about smells and tastes as these areas of the brain are not active during dreaming/eq;

E.g. reverse learning theory;

Dement (1960) showed that without dreaming sleep cognitive functioning is impaired/eq;
Research has shown that more sleep is needed after new experiences, this supports the idea that dreaming is needed to organise the novel information/eq;
The theory does not explain why dreams can be personally meaningful to the dreamer, which psychodynamic theory does explain/eq;
The theory is difficult to test as recalling the dream would strengthen the memory of the content/eq;

Look for other reasonable marking points.   **AO2 = 4**

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

0   Note form/unintelligible/no use of appropriate specialist terms

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

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Balance/Breadth: Mark independently of AO1 and AO2 and show total for B

0   Totally irrelevant response

1   Adequate coverage of subject content / some irrelevance

2   Good coverage of subject content / minor irrelevance

At the end of the question 6 please total up as follows:

AO1 = (out of 4)
AO2 = (out of 4)
B = (out of 2)
C = (out of 2)

TOTAL =

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