

6762/01

Mark Scheme Summer 2007

GCE

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

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Unit 2 - 6762-01

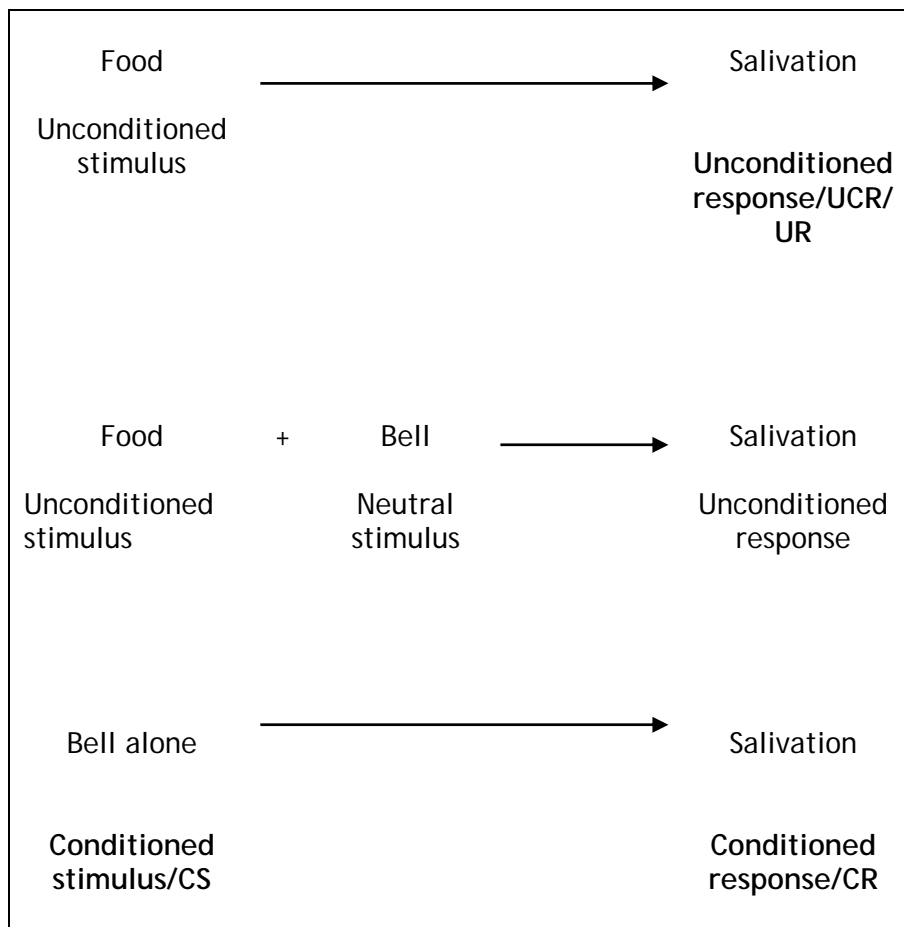
1 (a)

1 mark for each correctly and clearly identified term.

If more than one term placed on line, then no mark for that term.

Accept reasonable variation, but not if term incorrect eg **Conditional stimulus** is acceptable, but **REJECT Conditional/ed** alone.

Accept abbreviations, eg **UCR**, but the answer must be clear



A01 = 3

1 (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 explanation of each term. 1 mark for simple definition, 2 marks for enriched definition.

MAX 1 mark for appropriate example in each case, example can be animal or human in so far as the concept is described by the example.

IGNORE reference to operant conditioning.

Possible marking points:

(i) Generalisation:

The animal/participant responds to something similar/eq; **simple df: 1 mark**

The animal/participant responds to a stimulus which is similar to the conditioned stimulus/eq; **enriched df: 2 marks**

For example Little Albert responded to other furry stimuli as well as the rat/eq;

Look for any other reasonable marking points.

A01 = 2

(ii) Discrimination:

The animal learns to respond only to a particular stimulus/eq; **simple df: 1 mark**

The animal learns to respond to one stimulus only, and not to respond to a similar stimulus/eq; **enriched df: 2 marks**

For example pigeons might learn to peck a red disc instead of a blue one/eq;

Look for any other reasonable marking points.

A01 = 2

(iii) Extinction:

The response declines/dies out/eq; **simple df: 1 mark**

The animal stops responding to the CS/eq; **simple df: 1 mark**

This occurs when the bell rings without any food being presented, ie the CS is presented frequently without the UCS/eq; **enriched df: 2 marks**

For example Pavlov's dogs stopped salivating when the bell rang/eq;

Look for any other reasonable marking points.

A01 = 2

1 (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 weaknesses of operant conditioning as an explanation of human behaviour. 1 mark for evaluation point / subsequent elaboration.

Evaluation can be based on animal behaviour only if it is used as a point of evaluation of human explanation.

NO CREDIT for evaluation of application of theory (such as token economy) unless used as point of evaluation of theory.

IGNORE reference to classical conditioning.

'There are other explanations' is not sufficient for credit, but point can gain credit if elaborated further, eg 'operant conditioning does not explain where entirely novel behaviours come from; observational learning can explain this through imitation of observed behaviour'. MAX 1 mark for alternative explanations.

Possible marking points:

The theory has practical applications in child care and education, such as using positive reinforcement to encourage desired behaviour/eq;

The theory has shown that punishment is not useful as it does not show the organism how to behave/eq;

Token economy is an effective therapy for maladaptive behaviour which is based on operant conditioning/eq;

Operant conditioning assumes that all behaviour is learned, but there is evidence that some behaviours are the result of biology/eq;

The theory is based on animal studies and there may be a problem with generalisation to human behaviour because animals are different/eq; 2 marks

Look for any other reasonable marking points.

**AO2 = 4
Total = 13**

2 (a)

One mark for each correct identification of true or false or T/F. Accept a tick (✓) as true and a cross (x) as false. No marks for more than one answer per statement/cell.

Statements relating to the Psychodynamic Approach	True or False?
Psychodynamic psychology investigates the workings of the unconscious mind.	True
Psychodynamic psychology uses case studies to find out about the mind.	True
Psychodynamic psychology focuses on the treatment of mental health issues.	True
Psychodynamic psychology uses animal studies to research into behaviour.	False

A01 = 4

2 (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 description of clinical interview method. 1 mark per point / subsequent elaboration of point.

MAX 1 for use of an appropriate example.

Answer must be appropriate to, or refer to, psychodynamic method at some point or **MAX 3 marks** for general description of clinical interview method.

MAX 3 for descriptions of transference/counter transference etc. and not related to clinical interviews.

Possible marking points:

The analyst interviews the patient/client/analysand in a one-to-one situation/eq;

The analyst asks questions to find out about areas of significance in the patient's life/eq;

Questions are semi/unstructured/open ended in that the general area is prepared by the analyst, but the patient can discuss other things as well/eq;

The information given by the patient is interpreted by the analyst to explore their unconscious motivations/desires/anxieties/eq;

Free association is used in the interview to stimulate access to the unconscious mind/eq;

Dreams can be described by the client and analysed by the therapist/eq;

Eg. It was used in the little Hans case study to explain the Oedipus complex/his phobia of horses/eq;

Look for any other reasonable marking points.

AO1 = 4

2 (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 one strength and **2 marks** for one weakness of the clinical interview method, 1 mark for identification point /subsequent elaboration of point.

If more than one strength/weakness is given, then **MARK ALL** and **CREDIT BEST**.

The evaluation point does not have to be specific to the Psychodynamic Approach, accept general evaluation of method.

Eg Strength:

ID: Holistic, in depth, detailed information about the patient/client/analysand is gathered/eq;

E: This type of data is necessary for analysis of unconscious processes/eq;

ID: The data is valid because it is the true experience of the individual patient/client/analysand/eq;

E: Because the data is valid it can be used to treat the problems of the individual patient/client/analysand, which is useful/eq;

ID: They are more flexible/eq;

E: They can gather more details than a structured interview/eq;

Look for any other reasonable marking points.

AO2 = 2

Eg Weakness:

ID: It's subjectivity/eq;

E: If the data is not objective then it is not reliable and cannot be generalised to other cases/eq;

E: Different analysts may interpret the same thing in different ways/eq;

ID: A clinical interview would be impossible to replicate/eq;

E: Each interview is different and cannot be applied to other cases/eq;

Look for any other reasonable marking points.

AO2 = 2
Total =12

3 (a) (i)

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 appropriately identified method of research.

Methods must be sufficiently different from each other to gain 2 marks, see marking points below. An overall method (**BOLD below**) can gain credit but no further mark for example in this case.

REJECT symbol analysis and content analysis.
Take first answer written if more than 1.

Possible marking points:

Correlational techniques/eq;
Adoption studies/eq
Twin studies/eq;

EEG/Electroencephalograph/eq;

Brain scan/eq;
fMRI scan/eq;
CAT scan/eq;
PET scan/eq;
Non invasive, PET scan/eq;

Psychosurgery/eq;
Lesioning/eq;
Ablation studies/eq;
Laboratory experiments/eq;
Sleep laboratory studies/eq;

Look for any other reasonable marking points.

AO1 = 2

3 (a) (ii)

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

3 marks for outlining the chosen method of research, 1 mark per point made / elaboration of point. **There is no ID mark for this question.**

MAX 1 for outline of how many methods can be used.

Method must be appropriate to the Physiological approach or **NO CREDIT** is given.

Can gain maximum for describing individual, methods in a common method eg brain scan can describe MRI, PET and CAT

Possible marking points:

Suitable examples include, brain scanning; PET; CAT; MRI; Correlations; twin studies and adoption studies.

Eg Adoption studies:

Family members are measured on a particular characteristic and their concordance rates compared/eq;

If the offspring is more like the natural/biological parent then the characteristic is assumed to be due to genetics, but if s/he is more like the adoptive parent then it is assumed to be due to nurture/eq;

Eg EEG:

Electrodes are placed on the scalp of the participant/eq;

The electrodes pick up electrical activity in the brain/eq;

The EEG machine produces a printout of the brain waves showing the activity in different areas of the brain/eq;

Eg Ablation:

The animal is anaesthetised and held in a frame/eq;

Electrodes are inserted into the area of the brain to be studied and heat/electricity is used to destroy the brain tissue in that area/eq;

The behaviour of the animal is observed when it is awake to see the effects of the damage/eq;

Look for any other reasonable marking points.

A01 = 3

3 (b)

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

4 marks for outlining the effect of shift work on circadian rhythms, 1 mark per point made / elaboration of point.

MAX 1 mark for an appropriate example of the effects on circadian rhythms, eg disasters such as the Selby train crash, Challenger space shuttle, Three Mile Island, Bhopal, Chernobyl.

NO CREDIT for comments relating to how effects might be reduced.

Possible marking points:

When we work shifts we are sleeping when we should be awake and working when we should be asleep/eq;

This means that the internal body clock is out of phase/desynchronised with the external daylight conditions/eq;

When we are working out of phase with our body clock our performance is reduced, eg reaction times are slower/eq;

Shift working can also result in sleep deprivation because it is hard to sleep during the day when the body rhythm is programmed for wakefulness/eq;

The Challenger space shuttle disaster was blamed on decisions that were made in the middle of the night/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).

3 marks for explanation of an appropriate way to reduce the negative effects of shift work.

Answers must not be common-sense, so must refer to Physiological theory at least once to gain full credit, eg circadian rhythms, endogenous pacemakers, zeitgebers, sleep deprivation, or to research such as Czeisler. **MAX 2 marks** if no such reference made.

Accept drugs - melatonin and caffeine count as drugs. Mark as one way

Possible marking points:

Eg:

Moving shifts in a clockwise direction, from day to evening to night shifts instead of the other way round/eq;

Moving shifts in clockwise direction allows for phase delay in circadian rhythms which is easier to adjust to than phase advance/eq;

Phase delay is easier to cope with as this works with the natural movement of the body's clock/eq;

Eg:

Shifts should only be changed after a minimum of 3 weeks/18 days/eq;

Changing shifts after an extended period of time gives time to allow the body clock to readjust/resynchronise/eq

Czeisler et al (1982) showed that shifts should only be changed after a minimum of 18 days to allow readjustment of the body clock/eq;

Eg:

Use extremely bright lighting in offices where people work at night/eq;

Bright lighting can help to suppress the production of melatonin, so makes workers feel more alert/eq;

Melatonin is normally produced at dusk when the SCN registers that daylight levels are falling and it is nearly time to sleep/eq;

Look for any other reasonable marking points.

A02 = 3

Total = 12

4 (a) (i)

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 appropriate study. **NO CREDIT** given if study is not appropriate to the Psychodynamic approach.

Identification can be through name or brief outline, but study must be clearly identifiable.

Possible studies:

Freud Ratman/eq;

Freud (1909), Little Hans/eq;

Freud (1905), Dora/eq;

Adams et al (1996)/Homophobia as reaction-formation eq;

Ablon (1994)/Analysis of dreaming in pregnancy/eq;

Whitbourne et al (1992)/Longitudinal study on identity and intimacy changes with age/eq;

Harris & Campbell (1999)/Unplanned pregnancy and secondary gain/eq;

Look for any other reasonable marking points.

A01 = 2

4 (a) (ii)

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 outline of study, 1 per point/subsequent elaboration of point.

NO CREDIT for identification point.

Marking can be either by standard: Aim, Method, Results, Conclusion, **MAX 2** marks each, or if case study aim **MAX 1**, case details + case analysis, **MAX 3** marks each.

Possible marking points:

Eg Adams et al:

A: The aim was to test Freud's theory of reaction-formation/eq;

M: Male participants were given a questionnaire to test homophobia/eq;

M: They were then tested for sexual arousal when viewing images of heterosexual and homosexual sexual activity/eq;

R: The men who were rated as homophobic were more likely to be aroused when watching homosexual sex than the men who were not homophobic/eq;

C: Freud's theory of reaction-formation was supported by this evidence/eq;

Eg Little Hans:

A: The aim of the study was to treat Hans' fear of horses/eq;

CD: Hans had a phobia of white horses with black mouths/eq;

CD: Hans was frightened to go out of the house in case he met a horse/eq;

CA: The white horse represented Hans' father, with glasses, white skin and black moustache/eq;

CA: Hans feared his father because he was in the Phallic stage and this was the Oedipus complex/eq;

CA: Hans was really afraid of castration because he desired his mother/eq;

Look for any other reasonable studies.

AO1 = 4

4 (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 outline of each term given, 1 per point/subsequent elaboration of point.

An appropriate example can be credited 1 mark for elaboration point in each case.

NO CREDIT for tautology eg. Wish fulfilment is dreaming about things you want to happen.

Possible marking points:

(i) **Wish fulfilment:**

The hidden desires of the dreamer are fulfilled in the dream in symbolic form/eq;

For example Dora dreamt that her nephew was dead because she really wanted to see her man friend, who would come to the funeral, again/eq;

Look for any other reasonable marking points.

AO1 = 2

(ii) **Symbols:**

A symbol is something that stands for/represents something else/eq;

It is an unconscious representation of a deeper/repressed desire/eq;

For example if a boy dreams of having his hair cut this is said to show castration anxiety/eq;

Look for any other reasonable marking points.

AO1 = 2

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 evaluation of Freud's theory of dreaming, 1 mark per point made / elaboration of point. **NO CREDIT** for description of theory.

MAX 1 mark for an appropriate example used to illustrate or elaborate on the point.

MAX 1 mark for alternative explanations used as point of evaluation of Freud e.g. Hobson and McCarley below.

MAX 3 marks for general evaluation of Freud's theory with no reference to dreaming.

Evaluation is likely to be in terms of criticism of methods, subjective analysis and interpretation.

ACCEPT use of dream analysis as technique of therapy as strength, and alternative explanations of dreaming as weakness.

Possible marking points:

Freud's theory of dreaming is good because it explains why we dream about things which make us anxious/eq;

The content of dreams can be used to treat psychological problems through analysis/eq;

For example, Little Hans dreams which symbolised his desire to grow up, this supports Freud's theory of wish fulfilment in dreaming/eq;

Freud was very subjective in his analysis of dreams, others may interpret the same content differently/eq;

Freud's theory of dreaming was based on a very small sample of people which was biased due to their abnormality/eq;

Freud's theory of dreaming is based on a small sample so can't be generalised to the rest of the population/eq; **(2 marks)**

There are other explanations of dreaming such as Hobson and McCarley which suggests that dreams are random and meaningless/eq;

Look for any other reasonable marking points.

A02 = 4

Total = 14

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 per point / elaboration.

1 mark for identification of an issue and 2 further marks for elaboration of the issue. Answer must clearly identify the actual issue e.g. media violence itself is not the issue but whether media violence leads to aggressive behaviour, for example.

Marks are for outlining the issue, not explaining it. Answer must identify the issue or debate. Max 2 marks if issue can be discerned but is not fully expressed.

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

Suitable examples include: the debate about media violence; whether it is possible to teach language to animals; whether anorexia is caused by imitation of thin models; is Gulf War syndrome explained by classical conditioning? should we allow advertisements of unhealthy foodstuffs aimed at children? There are others.

Possible marking points:

Eg: The debate over media violence/eq;

There is concern that children may imitate aggressive behaviour shown on films/TV/computer games/eq;

Some people believe that children should not be exposed to violence so there should be censorship of such media/eq;

Films that are violent should have a certificate to prevent them from being bought or seen by young children/eq;

Eg: Should we allow advertising of sweets and soft drinks aimed at children?/eq;

There is concern that young children are influenced by TV advertising of unhealthy foods and drinks/eq;

TV advertisements aim to make children want these unhealthy foods so they pester their parents to buy them/eq;

Children are at risk of obesity if they eat too much fat and sugar, so in some countries such advertisements are banned due to the negative effects on children's health/eq;

Eg: Should adults/parents be allowed to smack children?/eq;

Some people believe they should be allowed to smack their children/eq;

But in countries where its been banned the incidence of child death has been dramatically reduced/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).

6 marks for explanation of the contemporary issue or debate using concepts from the Learning Approach. 1 mark per point made/subsequent elaboration of point.

IGNORE responses that do not correspond with the issue outlined in part (a). If (a) is blank and an appropriate issue is identifiable in (b) then (b) can gain credit up to full marks. If the issue or debate in part (a) is incorrect then (b) is incorrect.

Possible marking points:

Eg: The debate over media violence

Bandura's Bobo doll studies showed that children imitate adult behaviour/eq;

So it is possible that children may imitate what they see on TV/films/eq;

Film actors may be role models for children, so they observe and copy them/eq;

Eron and Huesmann showed that people who watch more violent TV in childhood are more aggressive in adult life/eq;

But this study is correlational and so it might be that aggressive children prefer to watch violence on TV/eq;

Eg: Should we allow advertising of sweets and soft drinks aimed at children?

TV advertisements use popular characters as role models to model eating or drinking to the product/eq;

The children observe the role model and are motivated to imitate the behaviour/eq;

TV advertisements pair humorous activities with the product they are selling/eq;

Through classical conditioning the child learns associate the product with the happy feeling and so demands it/eq;

The child is encouraged through the advertisement to pester his/her parent to buy the food/drink, until they give in, which is negative reinforcement/eq;

When purchase the food or drink itself tastes sweet, which is positively reinforcing, so the child demands to buy it again/eq;

Eg: should parents be allowed to smack their children?

Smacking is a form of punishment and wont teach new behaviour/eq;

However threat of smacking is a negative reinforcement which does teach new behaviour/eq;

The parent who smacks the child acts as a role model/eq;

The child may imitate the role model and hit another child/eq;

Bandura found children did copy on aggressive role model/eq;

This is especially true for the boys who were found to copy physical aggression more than girls/eq;

Look for any other reasonable marking points.

**A02 = 6
Total = 9**

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

AO1 marks are for description of Restoration/al theory; **AO2 marks** are for evaluation of theory, including alternative explanations and supporting evidence.

NO CREDIT for inappropriate theory.

Mark subject content first then apply mark scheme for C&B.

If essay plan is given, credit any information found there which is not given in essay, if required/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

AO1 subject content, points of description of Restoration/al theory of sleep

Possible marking points:

Oswald suggested that the function of sleep is for growth and repair of the body/eq;

Slow wave sleep/stage 4 sleep is for restoration of the body tissues/repair of cells/eq;

REM sleep is for restoration of the brain/neurotransmitters are replenished/eq;

Pituitary hormones are released during sleep which stimulate growth and repair/eq;

When we are asleep we are relaxed and inactive, so restoration functions can take place/eq;

We cannot repair our systems when we are active so this happens when we are asleep/eq;

Look for other reasonable marking points.

AO1 = 4

A02 Subject content, points of evaluation of Restoration/al theory of sleep

Possible marking points:

Growth hormone is secreted at night when we are in deep sleep, this supports the idea that sleep is for growth and repair of the body/eq;

Patients who have suffered brain assault, show prolonged REM sleep, suggesting that it is needed for repair of the brain/eq;

Sleep deprivation studies such as Peter Tripp show that functioning deteriorates when we are deprived of sleep, so it must be needed for repair/eq;

Shapiro et al (1986) showed that athletes spend more time in SWS following intensive exercise showing that it is needed for body tissue repair/eq;

But when we are deprived of exercise we do not sleep less, the theory cannot explain this/eq;

Studies of dolphins show that they have developed sophisticated ways of sleeping to prevent drowning, which shows that sleep is necessary/eq;

Restorational theory does not explain why we sleep at night, the evolutionary theory has a better explanation of this/explains that we sleep at night because it keeps us safe/eq;

Look for other reasonable marking points.

A02 = 4

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

AO1 = 2

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

AO2 = 2

Total = 12

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 =
