

6766/01

Mark Scheme Summer 2007

GCE

GCE Psychology

Unit 6 - 6766-01

The expectation of synoptic assessment in (page 8 of the specification)

Synoptic Assessment

This is the main synoptic assessment. The expectation of synoptic assessment means in particular:

Links between different approaches and perspectives in psychology, and/or psychological applications.

Appreciation of the appropriateness of different methodologies in psychology to the investigation of issues and problems.

Students will be expected to bring together principles and concepts from different areas of psychology and apply them in a particular context, expressing ideas clearly and logically and using appropriate specialist vocabulary.

Assessment Objectives:

AO1: Knowledge and understanding

Students should be able to:

- a explain their knowledge and understanding of psychological terminology and concepts through appropriate usage and application.
- b demonstrate their knowledge and understanding of psychological theories, studies, methods and concepts through orderly and lucid selection of such material.
- c demonstrate their knowledge and understanding of psychological principles, perspectives and applications through their presentation and discussion in relevant contexts
- d communicate their knowledge and understanding of psychology clearly and effectively.

AO2: Applications of knowledge an understanding, analysis, synthesis and evaluation

Students should be able to:

- a analyse and evaluate psychological theories and concepts through discussion and appraisal of psychological knowledge and its relevant evidence.
- b appraise psychological studies and methods through the analysis and evaluation of existing psychological research, and through the application and evaluation of different research methods to psychological data
- c analyse and evaluate psychological perspectives and applications in the areas of cognitive, social, developmental, individual differences and physiological psychology.

1 (a) Explain what is meant by quantitative data.

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

Up to 2 marks for explanation of quantitative data. 1 mark per point/elaboration. **IGNORE** evaluation points.

Examples can be used, as long as they serve to elaborate a point, ie refer to the data, rather than just state the name of a method or study.

Possible points:

Quantitative data is data that is expressed numerically/eq;
They are data that are statistical/can be expressed in terms of descriptive statistics/eq;
e.g. Loftus and Palmer measured responses in terms of estimated speed/eq;
They are data that are more likely to be drawn from controlled situations/laboratory experiments/eq;

Look for any other reasonable marking points.

AO1 =2

1 (b) Explain what is meant by qualitative data.

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

Up to 2 marks for explanation of qualitative data. 1 mark per point/elaboration. **IGNORE** evaluation points.

Examples can be used, as long as they serve to elaborate a point, no credit for simply stating the name of a method or study.

Possible points:

Qualitative data are data that are expressed in detailed descriptions/words/images/eq;
People can give answers in their own words with no formal measure/eq;
They are data that are more likely to be drawn from open questions/case studies/real world settings/eq;
E.g. Little Hans' father told the story of his son's behaviour/eq;

Look for any other reasonable marking points.

AO1 =2

- 1 (c) (i) Choose one method that commonly produces qualitative data. Describe this method.

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

1 mark for identification of an appropriate method and 3 marks for description of what is involved in the method.

No credit for ID mark if refers to experiments, but credit material in answer if appropriate, and 'experiment' is understood to mean 'investigation'.

If more than one method is described, **mark all and credit the best.**

No credit for identification of published study.

Suitable examples include Case studies, Naturalistic Observations, Unstructured Interviews, Diary Methods, etc.
REJECT Experiments, Correlations, Brain scanning.

Possible points:

E.G. (ID) Case studies;

In-depth investigation of a single person or group, looking at their background for example/eq;

Describes the events of a person's life or group's history/eq;

Often used to study rare or unusual examples of behaviour/eq;

E.G. (ID) Observations;

Often conducted in natural environment where behaviour can be watched and recorded/eq;

Behaviour is spontaneously occurring and is not set-up/manipulated in any way/eq;

Observations can be overt, covert, participant or non-participant/eq;

1 mark for list but credit any of these separately, if appropriately elaborated

Look for any other reasonable marking points.

AO1 = 4

- 1 (c) (ii) Evaluate the method described in (c)(i) in terms of strengths and weaknesses.

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

Up to 8 marks for evaluating one method. 1 mark per point/elaboration and points must be fully outlined, e.g. no credit for simply saying 'case studies are valid' or 'observations have high ecological validity', etc.

Max 6 marks if only considers either strengths or weaknesses alone.

T.E. If (c) (i) is blank or not a method, credit can be gained if an identifiable qualitative method is evaluated, max. 6 marks.

If (c)(i) is a quantitative method, credit can be gained for evaluation, max. 3 marks.

Possible strengths:

E.G. Case studies:

Case studies involve the creation of in-depth, detailed data which can produce valid conclusions/eq;

Case studies can help to provide explanations for the motives behind behaviour/eq;

Case studies draw meaning and understanding from the people under study and are therefore more valid/eq;

Often the only method available due to the rarity of the case, e.g.

Genie/eq;

E.G. Observations

High ecological validity as they provide an accurate representation of real behaviour in that situation/eq;

Sometimes the only practical method when observing young children as they may not be able to understand questions/eq;

Can be used to generate ideas for further experimental study/eq;

Can use inter-observer reliability to assess reliability of findings/eq;

Possible weaknesses:

E.G. Case studies:

Case studies can often only apply to one person or group that is under study at that point in time, making it difficult to generalise/eq;

Problem of bias and subjectivity on the part of the researcher who may get taken in by the participant/eq;

Difficult to replicate and therefore lacking in reliability/eq;

Often involves recall of past events leaving it open to distortion/eq;

E.G. Observations

Difficult to control extraneous variables leading to data that is confounded/eq;

Lack of control makes replication difficult and therefore low in reliability/eq;

Often involve observing participants without their knowledge causing ethical problem of invasion of privacy/lack of consent/eq;

Cannot legitimately infer cause and effect due to lack of manipulation of variables/eq;

Look for any other reasonable marking points.

AO2 = 8

1 (d) Discuss whether psychology should be called a science.

For essay plans, mark essay first and then check plan. If new material is found in plan and credited, then C=0

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

The essay mark scheme should be applied. Mark the subject content first, and then apply the marking scheme for clarity/communication and the one for balance/breadth separately considering the whole answer.

Although the question asks for whether it 'should' be a science' marks can still be gained for saying whether it 'could' be a science.

Max 4 marks for AO1 if answer only refers to 'what science is' without reference to Psychology.

Max 1 mark for AO1 for list of minimum of 4 features of science (eg reductionism, falsifiability, scientific methods, paradigm)

Essay mark scheme:

AO1

8 (subject content)
2 (clarity/communication)

AO2

8 (subject content)
2 (balance / breadth)

Suggested AO1 points. (Points in favour of psychology being called a science):

Experimental psychology fits the criteria for science in that it works on the basis of hypothesis testing (and/or) in order to support/refute theories/eq;

Behaviourism uses carefully controlled experiments on humans and animals to generate laws for human behaviour/eq;

Behaviourism can be regarded as parsimonious in that it attempts to explain many behaviours on the basis of a few principles/eq;

Cognitive psychology provides a scientific approach by using models to explain mental processes and testing them experimentally/eq;

Most psychological methods can use operationalised and standardised procedures to record behaviour/eq;

Although Psychology has a number of approaches, within science, there are always a number of competing theories working under one paradigm/eq;

Behaviourists agree that all behaviour is learned, this is a paradigm/eq;

The physiological approach uses the same methods used in Biology e.g. brain scans, which can provide precise measurements and can easily be tested/eq;; **2 marks**

Look for any other reasonable marking points.

AO1 = 8

Suggested AO2 points. (Points against psychology being called a science):

Non-experimental psychology uses methods that are open to interpretation and bias/eq;

Case studies provide little or no opportunity to generalise from the individual or group, as they are idiographic/eq;

The psychodynamic approach comes up with explanations for behaviour based on the findings of studies, not on the basis of testable hypotheses/eq;

The methods employed in the psychodynamic approach are open to interpretation by the psychoanalyst/eq;

It may be impossible to study human beings objectively, as they cannot be controlled or predicted in the way that objects can/eq;

The humanistic approach has rejected any attempt to use scientific methods as they argue that everyone is individual and scientific study is impossible/eq;

Psychology does not seem to have a dominant paradigm in the way that Kuhn suggests and may therefore be pre-scientific/eq;

It is impossible to separate people from the social context in which they live and therefore a deterministic approach is inappropriate/eq;

Look for any other reasonable marking points.

AO2 = 8

Clarity/communication (mark independently of S and 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

A01 = 2

Balance / breadth (mark independently of S and C and show total mark for B)

- 0 totally one sided or very limited response
- 1 adequate coverage of subject content/minor irrelevance
- 2 good coverage of subject content / no irrelevance

A02 = 2

Write A01, A02 etc down the left hand side of the page and indicate as follows at the end of the essay.

A01 =

A02 =

B =

C =

Total =

Total = 20 marks

Add up the totals for parts (a), (b), and (C).

Circle the total for Qu.1 (out of 36) at the end of the question in the margin.

Transfer the total for Qu.1 to the front cover.

- 2 (a) Outline two ethical guidelines for the use of non-human animals in psychological research.

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

Up to 2 marks each. 1 mark per point/elaboration.

No credit for human ethical guidelines applied to humans (withdrawal, harm etc)

If more than two outlined, mark all and credit the best. No mark for simply identifying an ethical guideline.

Suitable examples are likely to be drawn from the Animals (Scientific Procedures) Act (1986), but could equally come from BPS Guidelines for the Use of Animals in Research (1985)

Possible points:

Eg Licensing:

A project licence must have been issued by the Home Office for the research in question/eq;

These are only issued to particular individuals for specific projects to allow careful monitoring of the animals/eq;

Eg Costs/benefits:

The Home Office must consider the likely effects on the animals (animal suffering)/eq;

This suffering must be weighed up against the likely benefits of the research/certainty of medical benefit/eq;

Eg. Choice of species:

The sentience/experience of pain and discomfort of different species should be considered/eq;

Animals differ in the amount of pain and discomfort that they can take/eq;

Eg Aversive/painful stimuli and stress:

Procedures causing unnecessary pain or distress should be avoided and all possible measures should be taken to do this/eq;

Where no alternative is possible researchers must ensure that suffering is minimised/eq;

Look for any other reasonable marking points.

AO1 = 4

- 2 (b) Choose one psychological study of non-human animals that has ethical implications. Describe this study.

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

Up to 4 marks for outline of an appropriate study. 1 mark per point/elaboration.

Study must be identifiable, though no mark for identifying the study. It is safe to assume that all non-human animal studies have ethical implications, so any non-human animal study can be used.

Max. 2 marks each for aim/method/results/conclusion. If more than one study outlined, mark all and credit the best.

Max 2 marks for 'generic' research procedure, eg Skinner's rats, unless specific IV or result stated.

Animals must be the focus of the study, no credit for studies such as Little Albert or Sheridan & King where animals were not the subjects/participants.

Suitable examples include Harlow and Harlow, Rechtschaffen, Calhoun, Seligman, etc. There are many other possible studies, so consult team leader if in doubt.

Possible points:

Eg Harlow and Harlow (1962)

The aim of the study was to test the notion of cupboard love as an explanation for attachment/eq;

Rhesus monkeys were separated from their mothers at birth and reared in isolation in a cage containing two model 'surrogate mothers' /eq;

Both models were made out of wire, but one was equipped with a milk dispenser and no soft covering, whereas the other was the opposite/eq;

The results were that the monkeys clung to the 'soft' mother when afraid or in need of comfort and had no such attachment to the other/eq;

The soft contact seems to be more important in developing attachments than the provision of food/eq;

Eg Calhoun (1962)

Aimed to see the effects of crowding on a rat population/eq;

Groups of either 32 or 56 rats were placed into an enclosure designed to hold 48 rats/eq;

The rats were divided into four equally sized pens and the rats were observed over a sixteen month period/eq;

Two of the pens became very densely populated as the other two were defended by a dominant male/eq;

The mortality rate in the overcrowded pens was between 80-96% compared to 50% in the other pens/eq;

It seems that overcrowding is a cause of major health problems/eq;

Look for any other reasonable marking points.

AO1 = 4

- 2 (c)(i) Using psychological research, explain why it might be ethically justifiable to use non-human animals.

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

4 marks for explanation of why it is ethically justifiable to use non-human animals. 1 mark per point/elaboration.

If no use of psychological research in the answer **max. 2 marks**. No marks given for simply describing more of the guidelines.

Ignore reference to medical research unless clearly psychological, eg drugs to treat abnormality.

Ignore reference to practical justifications/evolutionary arguments for animal research.

Possible points:

Licensing ensures that modern studies meet ethical standards so are justifiable/eq;

Bateson's decision cube suggests that if benefits outweigh animal suffering the study is justified/eq;

Necessary procedures such as lesioning cannot be carried out on humans and animals are needed in such cases/eq;

It would have been impossible to use human participants in Harlow's study as this would have required babies to be taken from their mothers, so another approach had to be found for this important research/eq;

Some research has helped improve animal care eg research into overcrowding/eq;

Look for any other reasonable marking points.

AO2 = 4

- 2 (c)(ii) Using psychological research, explain why it might be ethically unjustifiable to use non-human animals.

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

Up to 4 marks for explanation of why it is ethically unjustifiable to use non-human animals. 1 mark per point/elaboration.

If no use of psychological research in the answer **max. 2 marks.**

No marks given for simply describing more of the guidelines.

No credit for human ethical guidelines applied to humans (withdrawal, harm etc)

Possible points:

It is ethically unjustifiable to use endangered species for the benefit of humans/eq;

Some studies have irreversible effects and it must be established if, for example, lesioning a rat's brain to see if it under-eats is really necessary/eq; Harlow's study may have been the only way of studying maternal deprivation, but the extreme nature of the deprivation and stress was unnecessary/eq; Seligman's study of learned helplessness in dogs could have been studied by looking at the experience of real people in the real world/eq;

Some people believe that animals have rights and should not be used for experimentation/eq;

Animal behaviour is different to human behaviour so generalisation is difficult, so animal research might be unnecessary and so unethical/eq;

Look for any other reasonable marking points.

AO2 = 4

- 2 (d) Describe four ethical guidelines for the use of human participants in psychological research. Evaluate ethical guidelines for the use of human participants.
For essay plans, mark essay first and then check plan. If new material is found in plan and credited, then C=0

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

The essay mark scheme should be applied. Mark the subject content first, and then apply the marking scheme for clarity/communication and the one for balance/breadth separately considering the whole answer.

AO1: 2 marks for description of four ethical guidelines. A list of four guidelines identified without elaboration, max 2.

AO2: marks are for counterarguments, examples used to support arguments, comments on the use of guidelines etc.

No credit for description of study, it must be used to support an evaluation point.

Essay mark scheme:

| AO1 | AO2 |
|---------------------------|-----------------------|
| 8 (subject content) | 8 (subject content) |
| 2 (clarity/communication) | 2 (balance / breadth) |

Suggested AO1 points:

Informed consent means the participant has full knowledge of facts that might make them question their participation/eq;

If informed consent is not possible then the problem can be overcome by debriefing the participants at the end/eq;

Debriefing involves making sure that all participants fully understand what they have taken part in and that no upset has been caused/eq;

Debriefing should allow for the participant to be returned to their normal state before leaving the research/eq;

Withdrawal allows participants to leave at any time/eq;

Withdrawal also allows them to withdraw their results if they are unhappy/eq;

Deception no one should be deceived about the nature of the research without strong scientific or medical justification/eq;

In cases where deception has to be used, researchers must ensure that participants are aware of what has gone on at the end/eq;

Confidentiality should be assured, participants and the data they provide should be anonymous/eq;

No names of participants should be recorded without consent and /or pseudonyms should be used/eq;

Protection Participants should be protected from harm, the risk of harm should be no greater than that found in everyday life/eq;

Participants should leave the research in the same psychological state as when they arrived/eq;

Look for any other reasonable marking points.

AO1 = 8

Suggested AO2 points:

Deception has to be used in some studies as if not demand characteristics may change participants' behaviour/eq;

Ethical guidelines are useful to protect participants, but may have limited research in sensitive areas because studies are not carried out if there is potential harm to the participants/eq;

Psychologists can employ presumptive consent/prior general consent if fully informed consent is not possible/eq;

Increased use of meta-analysis, which requires no new participants and therefore no ethical issues, e.g. Fisher (1992) meta-analysis of research into play/eq;

Milgram harmed his participants through stress, but they agreed afterwards that the study was valuable and should have taken place/benefits outweighed the costs/eq;

Zimbardo caused ethical uproar for the harm caused to mock prisoners, but this was ethically approved prior to taking place/eq;

It is questionable whether Hamer (1985) should have conducted research into the homosexual gene. It may not harm the participants, but it could cause prejudice and discrimination in future/eq;

Cockett and Tripp(1994) may have caused harm to family relationships by asking children about feelings towards step parents/eq;

Popularity studies cause problems in asking children to rate peers, this may lead to increased negative behaviour towards disliked peers (Smith, 1995)/eq;

Look for any other reasonable marking points.

AO2 = 8

| Clarity/communication (mark independently of S and 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 |

A01 = 2

| Balance / breadth (mark independently of S and C and show total mark for B) | |
|---|--|
| 0 | totally one sided or very limited response |
| 1 | adequate coverage of subject content/minor irrelevance |
| 2 | good coverage of subject content / no irrelevance |

A02 = 2

Write A01, A02 etc down the left hand side of the page and indicate as follows at the end of the essay.

A01 =

A02 =

B =

C =

Total =

Total = 20 marks

Add up the totals for parts (a), (b), and (C).

Circle the total for Qu.2 (out of 36) at the end of the question in the margin.

Transfer the total for Qu.2 to the front cover.

3. (a) Explain two key assumptions from the Psychodynamic Approach.

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

Up to 4 marks for the explanation of two key assumptions, 2 marks for each. If more than two outlined, **mark all and credit the best**.

No mark for simple identification of a key assumption, it must be explained.

An example can gain credit **max 1 mark**, only if used to elaborate a point.

Suitable examples include: the influence of the unconscious mind on the motivation for behaviour; the influence of early childhood experiences on adult personality.

Possible points:

Eg. Influence of the unconscious:

Mental processes that we are not aware of provide motivation for our behaviour/eq;

The unconscious urges push us towards behaviour that is largely out of our conscious control/eq;

Some believe that these urges are sexual and it is this urge that determines most of our behaviour/eq;

Eg. Influence of childhood experiences:

Our behaviour and feelings as adults originate in our early childhood experiences/first five years of life/eq;

Our relations with our parents are important as they have the power to control many aspects of our childhood behaviour/eq;

For example, parents are able to decide if we have a dummy or not, which could decide our future independence/eq;

Look for any other reasonable marking points.

AO1 = 4

3 (b) Explain two key assumptions from the Cognitive Approach

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

Up to 4 marks for the explanation of two appropriate key assumptions, 2 marks for each. If more than two outlined, **mark all and credit the best.**

Only credit input-processing-output once; each assumption should have different points to gain full marks.

No marks for simple identification of key assumption, they must be explained.

No credit for comments about Blank Slate.

An example can gain credit **max 1 mark**, only if used to elaborate a point.

Suitable examples include The Computer Analogy, The Information Processing Model, The focus on internal/mental processes, Psychology is a pure science.

Possible points:

E.G. The Computer Analogy:

Cognitive psychologists liken the mind to a computer/eq;

The hardware is the nervous system and the software is experiences/eq;

The input part of the mind comes as information to the sense, whereas in a computer, it might be the keyboard or CD Rom/eq;

The process part of the mind is the schemas, whereas in a computer it might be the programs/eq;

The output part of the mind is in the form of behaviour or language, whereas in the computer it is the monitor or the printer/eq;

E.G. Information processing model:

Cognitive psychologists focus on how the human mind makes sense of information/eq;

Existing knowledge in the mind, in the form of schemas is used to help us interpret incoming information/eq;

Visual illusions show that our mind is involved in an active process of trying to make sense of information, rather than being passive recipients/eq;

Look for any other reasonable marking points.

AO1 = 4

- 3 (c) Compare the Psychodynamic and Cognitive Approaches in terms of how they explain not being able to remember.

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

8 marks for appropriate comparison of the two approaches. 1 mark per point/elaboration.

Marks can be gained in two ways, either by the use of simple comparisons for 1 mark (see below), or by the use of complex comparisons for two marks (see below).

Max. 4 marks (2 + 2) for points made with no comparison at all, but juxtaposition of points can be regarded as comparison and can gain marks.

Max 4 marks if no mention is made of memory loss, i.e. the two approaches are compared.

Possible points:

Simple comparison (1 mark each):

The psychodynamic approach explains memory loss in terms of traumatic childhood experiences, whereas the cognitive approach doesn't/eq;

The cognitive approach focuses on the idea that forgetting occurs due to mistakes that occur in our attempts to remember, whereas the psychodynamic approach doesn't/eq;

They both focus on the role of inner mental processes related to how we deal with information to explain memory loss/eq;

They both look at the nature of the material that is being processed as important in our memory/eq;

Complex comparison (2 marks each):

The psychodynamic approach explains memory loss in terms of traumatic childhood experiences which are repressed, whereas the cognitive approach would suggest that memories from the past are lost due to decay and disuse/eq;

The cognitive approach focuses on the idea of memory loss being due to mistakes that occur in our attempts to remember, such as information interfering with another, whereas the psychodynamic approach suggests that forgetting is motivated and therefore deliberate/eq;

The psychodynamic approach refers to the role of inner mental forces like the unconscious in causing forgetting and the cognitive approach also looks at inner mental processes in terms of how or mind allocates information to different cues/eq;

The psychodynamic says that it is the type of information that is important in determining forgetting, so traumatic material will be forgotten and the cognitive approach also looks at the nature of the material in so far as organised information will be remembered and disorganised material will not/eq;

Look for any other reasonable marking points.

AO2 = 8

3 (d) Describe and evaluate the contributions of the Psychodynamic Approach and the Cognitive Approach to society.

For essay plans, mark essay first and then check plan. If new material is found in plan and credited, then C=0

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

The essay mark scheme should be applied. Mark the subject content first, and then apply the marking scheme for clarity/communication and the one for balance/breadth separately considering the whole answer.

4 AO1 and 4 AO2 for each approach. Ignore any approaches other than the two asked for here.

If only one approach is covered, Max. 4 AO1, 4 AO2, 1 B, 2 C.

Essay mark scheme:

AO1

8 (subject content)
2 (clarity/communication)

AO2

8 (subject content)
2 (balance / breadth)

Suggested AO1 points. (Description of the contributions of both approaches to society):

Psychodynamic Approach:

The Psychodynamic approach has led to development of psychoanalysis, which is a therapy aimed at allowing people to free themselves of mental problems by talking about it/eq;

Psychoanalysis involves the patient talking through childhood experiences in order to identify the root of their problem/eq;

Once the source of the problem has been identified methods such as transference can be used to allow the patient to achieve catharsis/eq;

Freud used a variety of methods, such as Dream analysis, Free association, etc to interpret the patient's unconscious mind/eq;

The Psychodynamic Approach has contributed novel ways of understanding literature/entertainment media in terms of analysis of symbols/ego defence mechanisms/eq;

The Psychodynamic Approach has contributed to business marketing/advertising with the understanding that motivation to purchase goods can be unconscious/eq;

The Psychodynamic Approach has contributed to improvements in the treatment of children in care/eq;

Cognitive Approach:

The Cognitive Approach has researched into the unreliability of eyewitness testimony and the effects of this on the conviction of defendants/eq;
Research into this area has shown a variety of factors that are relevant to EWT, such as leading questions, weapons focus, etc./eq;
From this the cognitive interview has been developed, which attempts to increase the accuracy of recall in police interviews with witnesses/eq;
The cognitive interview involves asking the witness to recall everything, asking them to recall in wrong order, reconstruct smells, etc.
Cognitive therapies such as cognitive restructuring attempt to get the patient to change faulty thinking patterns/eq;
The Cognitive Approach has contributed to an understanding of the effects of brain damage/amnesia/eq;
The Cognitive Approach has led to the development of Anger Management programmes to help violent offenders to control their own behaviour/eq;

Look for any other reasonable marking points.

AO1 = 8

Suggested AO2 points. (Evaluation of the contributions of both approaches to society):

Psychodynamic Approach:

Psychoanalysis is highly controversial and is accused of creating false memories of abuse in patients, due to its focus on sexual development/eq;
Beth Rutherford recalled experiences of sexual abuse by her father and having two abortions, but was later found to be still a virgin/eq;
Eysenck (1952) claims that people who undergo psychoanalysis are less likely to improve and recover than people who have no treatment at all and may in fact be worse, due to the trauma of reliving painful memories/eq;
Smith and Glass (1977) found that psychoanalysis was better for most people than no therapy at all, but less effective than other therapies/eq;
Skal (1993) showed that the content of films changed over the 20th century, linked to the current fears of the population, which supports the idea that media can be analysed for symbolic content/eq;

Cognitive Approach:

Cognitive therapies have been shown to be as effective as drug therapy for treating depression and some studies have shown higher rates of success/eq;
Engels et al (1993) found that cognitive therapy was more effective in treating anxiety disorders than behavioural therapies/eq;
Yuille and Cutshall (1986) have shown that recall of a real traumatic event was accurate and resistant to leading questions/eq;
Loftus (1979) own research has shown that eyewitnesses can only be misled on peripheral details and not on the main parts of a crime/eq;
Geiselman and Machlowitz have shown that using cognitive interviews is more effective than using standard police interviews with 45% more correct information recalled and no increase in errors/eq;

Look for any other reasonable marking points.

AO2 = 8

Clarity/communication (mark independently of S and 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

A01 = 2

Balance / breadth (mark independently of S and C and show total mark for B)

- 0 totally one sided or very limited response
- 1 adequate coverage of subject content/minor irrelevance
- 2 good coverage of subject content / no irrelevance

A02 = 2

Write A01, A02 etc down the left hand side of the page and indicate as follows at the end of the essay.

A01 =

A02 =

B =

C =

Total =

Total = 20 marks