

Mark Scheme January 2008

GCE

GCE Psychology (6762/01)

Question Number	Answer	Mark						
1(a)	<table border="1"> <tr> <td>Circadian rhythms include changes in awareness, blood pressure, temperature and sleeping.</td> <td>x</td> </tr> <tr> <td>Circadian rhythms are not influenced by endogenous pacemakers.</td> <td></td> </tr> <tr> <td>Circadian rhythms are bodily rhythms that last for about one day.</td> <td>x</td> </tr> </table> <p>1 mark per correctly identified statement.</p>	Circadian rhythms include changes in awareness, blood pressure, temperature and sleeping.	x	Circadian rhythms are not influenced by endogenous pacemakers.		Circadian rhythms are bodily rhythms that last for about one day.	x	AO1 = 3
Circadian rhythms include changes in awareness, blood pressure, temperature and sleeping.	x							
Circadian rhythms are not influenced by endogenous pacemakers.								
Circadian rhythms are bodily rhythms that last for about one day.	x							

Question Number	Zeitgebers are environmental cues that can affect our circadian rhythms. Explain what might happen to our circadian rhythms if we lived in total darkness for a few weeks. Answer	Mark
1(b)	<p>Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE).</p> <p>3 marks for explanation of effects of removal of sensory cues to time such as light or sound. Answer may focus on research study such as Siffre or Folkard but study must be identifiable to be creditworthy.</p> <p>1 mark per point/subsequent elaboration.</p> <p>Possible Marking Points</p> <p>If we lived in total darkness our body clock would become desynchronised/eq; When this happens we might sleep during the day and be awake during the night time/eq; Siffre/Folkard showed that the 24 hour cycle extends to 25 hours when zeitgebers are removed/eq;</p> <p>Look for any other reasonable marking points.</p>	AO2 = 3

Question Number	Describe one theory of sleeping other than restoration (restorational) theory. Answer	Mark
1(c)(i)	<p>Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE).</p> <p>4 marks for description of one theory of sleep. No mark for identification of theory if given. 1 mark per point/subsequent elaboration.</p> <p>ACCEPT mixture of ecological theories of sleep, eg evolutionary and hibernation theory, as there is considerable overlap between these theories.</p> <p>If more than one theory given, mark all and credit the best.</p> <p>REJECT description of restoration theory.</p> <p>IGNORE theories of dreaming.</p> <p>Likely theories include: Ecological/evolutionary theory, hibernation theory, others may be acceptable</p> <p>Evolutionary/Hibernation/Ecological theory; Sleep has evolved by a species adapting to their environment over time/eq; We have evolved sleep to avoid predators and keep us safe/eq; At night we are not well-adapted to the dark, so we sleep to keep out of harm's way/eq; We sleep to conserve energy at times when we would be in danger if we go outside because it is dark/eq; The length of time that an animal species sleeps varies according to its energy requirements and number of predators/eq; Meddis said that animals who are prey don't sleep for long periods of time/eq; Animals that have a safe place to sleep/don't need to eat all the time sleep for long periods of time/eq; It doesn't explain the different stages of sleep so there must be another explanation for this/eq; It doesn't explain why we dream as to conserve energy we shouldn't dream/eq;</p> <p>Look for any other reasonable marking points.</p>	AO1 = 4

Question Number	Evaluate one theory of sleep other than restoration (restorational) theory. Answer	Mark
1(c)(ii)	<p>Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE).</p> <p>4 marks for evaluation of theory of sleep. IGNORE continued description of theory. Ignore theories of dreaming.</p> <p>Evaluation can be in terms of supporting evidence, comparison with other theories and scientific credibility, eg falsification of theory; other points may be acceptable. 1 mark per point/subsequent elaboration.</p> <p>If evaluation does not match identified theory, or theory is not stated, evaluation can gain full credit, as long as an appropriate theory is clear.</p> <p>Possible Marking Points</p> <p>Eg Evolutionary theory: The theory is unfalsifiable because it explains that animals which have no predators sleep for a long period of time because they can, but also animals which have many predators sleep for a long period of time, for protection/eq; Horne (1988) showed that some sleep was optional, so this supports the idea that we sleep to waste time when we are not adapted to being outside in the dark/eq; Restoration theory suggests that we sleep to restore and repair the body, which is better supported by deprivation studies/eq; Mukhametov et al (1977) showed that species such as dolphins have evolved creative ways of sleeping, which suggests that sleep itself is necessary for the animal, not just time-wasting/eq; It is contradicted by the hibernation theory that says that prey sleep for a long time to stay out of the predators way/eq;</p> <p>Look for other reasonable marking points.</p>	AO2 = 4

Question Number	Outline one key assumption of the Psychodynamic Approach. Answer	Mark
2(a)	<p>Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE).</p> <p>3 marks for outline of assumption including 1 mark for appropriate identification. Credit can be given for appropriate example used to illustrate the assumption MAX 1 mark.</p> <p>If more than one assumption given, mark all and credit the best.</p> <p>Suitable examples include: the unconscious mind/motivation; the importance of early experiences on personality development; personality development stage theories; the importance of insight in psychotherapy.</p> <p>Possible Marking Points</p> <p>Eg 1: ID: Experiences in childhood affect our development/eq; Warm and sensitive parenting leads to secure and happy adult personality/eq; Abusive or insensitive parenting/Loss of a parent in childhood can lead to psychological problems such as depression in adulthood/eq;</p> <p>Eg 2: ID: Our personality develops in stages/eq; At each stage there is a crisis to be overcome/eq; For example Erikson suggested that babies have to overcome the crisis of trust vs mistrust/Freud suggested that babies have to have the right amount of mouth gratification in the oral stage/eq; If the stage is not successfully resolved then this affects our adult personality/eq; For example fixation in the anal stage leads to a mean personality according to Freud/eq;</p> <p>Eg 3: ID: The importance of the unconscious/eq; The unconscious is the part of our mind that we can't access/eq; It contains all our hidden desires and wishes that we aren't aware of/eq; Even though we aren't aware of them our unconscious wishes still motivate our behaviour/eq; Eg we may have a dislike of dogs because we have repressed a memory of being bitten by one as a child/eq;</p> <p>Look for other reasonable marking points.</p>	AO1 = 3

Question Number	Sigmund Freud proposed that personality was made up of three components: Id, Ego and Superego. Describe this model of personality. Answer	Mark
2(b)	<p>Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE).</p> <p>5 marks for description of Freud's theory of personality structure, ie Id, Ego and Superego. 1 mark per point/subsequent elaboration.</p> <p>IGNORE descriptions of personality/psychosexual stages, unless made relevant to the question, eg development of Ego in Anal stage etc.</p> <p>Possible Marking Points</p> <p>Id is present at birth, Ego and Superego develop during childhood/eq; Id is selfish and demands instant gratification of desires/eq; Ego operates on the reality principle and accepts that desires cannot always be gratified immediately/eq; Ego develops in the Anal stage when the child learns control over his/her bodily functions/eq; Superego develops in the Phallic stage through identification with the same-sex parent/eq; All three parts of the personality need to be in balance or the personality will be unhealthy and neurotic symptoms will appear/eq; Ego balances the conflicting demands of Id and Superego/eq; Id is driven by basic instincts/Eros & Thanatos/the life force and the death wish/eq; The id part of the unconscious, and the ego is mainly in the conscious parts of our mind/eq; Look for other reasonable marking points.</p>	AO1 = 5

Question Number	<p>Jane has bought a new dress, and asks Sally what she thinks of it. Sally replies that it makes Jane look fat. Actually Jane really looks good in her new dress.</p> <p>Using the idea of defence mechanisms (such as denial, rationalisation or projection) explain Sally's unkind behaviour.</p> <p>Answer</p>	Mark
2(c)	<p>Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE).</p> <p>2 marks for application of theory to the example given. 1 mark per point/subsequent elaboration.</p> <p>Answer should refer to ego defence mechanisms, accept reasonable application of one or more mechanisms, such as rationalisation, denial, displacement, reaction-formation etc, but answer does not have to identify term for full marks.</p> <p>Possible Marking Points</p> <p>Sally is envious of Jane's new dress but does not want to admit this as she is in denial of her true feelings/eq; So she starts to believe that Jane looks bad in the dress because this makes her feel better/eq; Sally is rationalising her negative emotions/eq; Sally is projecting her negative feelings onto Jane/eq;</p> <p>Look for other reasonable marking points.</p>	AO2 = 2

Question Number	Evaluate Freud's theory in terms of the research methods he used. Answer	Mark
2(d)	<p>Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE).</p> <p>4 marks for points of evaluation of Freud's theory, based on research methods used. Evaluation can be on the basis of a single point such as lack of empirical evidence, unscientific method, generalisation from limited sample, or a combination of any of these. 1 mark per point/subsequent elaboration. A term itself (e.g. generalisability) does not gain a mark, it needs clarifying for the mark to be given.</p> <p>IGNORE points of description of theory and alternative evaluation points, eg alternative explanations, unless point can be related to research methods in some way.</p> <p>Possible Marking Points</p> <p>Freud's methods were qualitative/holistic which allowed access to the unconscious mind, which is not accessible by other methods/eq; The theory is based on a small sample of unique participants so the results may not be generalisable to the rest of the population/eq; Freud used middle class Austrian women/ people with a mental illness so the studies can't be generalised to the rest of the population/eq; Freud mostly studied neurotic Viennese ladies who are not representative of the total population/eq; The case study method/dream analysis/free association is unreliable because of subjective interpretation and analysis of material/eq; Freud's methods of research were not scientific, unlike brain scanning/eq;</p> <p>Look for other reasonable marking points.</p>	AO2 = 4

Question Number	Answer	Mark
3(a)	<p data-bbox="316 286 561 322">Type of learning</p> <div data-bbox="293 322 1209 1187"> <pre> graph LR A[Classical conditioning] --> B[This type of learning involves a stimulus and a response when conditioning reflexes.] C[Operant conditioning] --> D[This type of learning involves rewards and/or punishments.] E[Social (observational) learning] --> F[This type of learning involves role models.] E --> G[This type of learning involves exploring the environment through play.] </pre> </div> <p data-bbox="258 1214 1257 1279">1 mark for each correctly marked type of learning. If more than 1 line drawn to a type of learning, NO CREDIT given for that item.</p>	AO1 = 3

Question Number	The learning approach uses laboratory experiments. Describe this method of research. Answer	Mark
3(b)	<p>Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE).</p> <p>4 marks for points of description about laboratory experiments on learning. MAX 1 mark for identification and outline of an appropriate study which contributes to the description. Answer can be in general terms about laboratory experiments, but must be appropriate to learning approach. IGNORE description of surgical methods.</p> <p>1 mark per point/subsequent elaboration.</p> <p>Possible Marking Points</p> <p>An independent variable/IV is manipulated and a dependent variable/DV is measured/eq; Extraneous variables are held constant/controlled/eq; Design might be independent groups/between groups or within groups/repeated measures/eq; Two or more experimental conditions can be compared/eq; A control group can be used to compare with the experimental groups/eq; Lab experiments are used to determine cause and effect/eq; Experiments on learning involve making a change in behaviour, for example learning a phobia which was not there before the experiment began/eq; Little Albert learned a phobia of rats in an experiment when the rat was paired with a frightening noise/eq;</p> <p>Look for other reasonable marking points.</p>	AO1 = 4

Question Number	Give one strength and one weakness of laboratory experiments as a research method. Answer	Mark
3(c)	<p>Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE).</p> <p>2 marks for one strength and 2 marks for one weakness of laboratory experiments. Answer can be in general terms about laboratory experiments, but must be appropriate to learning approach. IGNORE reference to surgical methods.</p> <p>1 mark for identification point/subsequent elaboration.</p> <p>If more than one strength or weakness is given, mark all and CREDIT BEST.</p> <p>Possible Marking Points</p> <p>Eg Strength: ID: Laboratory experiments have good control over extraneous variables/eq; E: Because there is high level of control a causal relationship between the IV and DV can be inferred/eq;</p> <p>ID: The method uses reductionism which means that the behaviour tested is very simple, such as response to stimulus/eq; E: Reductionist methods are scientific, and reliable/eq;</p> <p>Eg Weakness: ID: Laboratory experiments may lack ecological validity/eq; E: because the setting is artificial so it is likely that the behaviour shown is also artificial/eq;</p> <p>ID: Reductionist methods may be unrealistic as learning in humans is more complex than simple stimulus-response behaviour/eq; E: This means that the method may lack validity as it is not testing real behaviour/eq;</p> <p>Look for other reasonable marking points.</p>	AO2 = 4

Question Number	Identify one study from the learning approach. Answer	Mark
3(d)	<p>Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE).</p> <p>1 mark for identification of appropriate study. Study must be from Learning approach.</p> <p>Study must be uniquely identifiable; NO CREDIT for general names such as Bandura or Skinner which are not appropriately dated, but accept 'Little Albert' alone as identification. Identification can be through brief outline of procedure as long as it is recognisably an appropriate study.</p> <p>Likely responses include: Little Albert/Watson & Rayner (1920) or Bandura (various) but look for other appropriate examples.</p> <p>Bandura et al/Ross & Ross (1961); Skinner (1948)/superstitious pigeons; Watson & Rayner (1920)/Little Albert;</p> <p>Look for other reasonable marking points.</p>	AO1 = 1

Question Number	Describe one study from the Physiological Approach in psychology. Answer	Mark
4(a)	<p>Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE).</p> <p>5 marks for description of appropriate study. IGNORE description of study that is not acceptable as Physiological approach.</p> <p>If more than one study, mark all and credit the best.</p> <p>1 mark for identification, and max 2 marks each for aim, procedure, results, and conclusions. 1 mark per point/subsequent elaboration.</p> <p>Suitable examples include: Dement & Kleitman (1957); Rechtschaffen et al (1983); Dement/Luce & Segal (1966)/Peter Tripp; Vinha, Cavalcante & Andrade (2002); Folkard (1996)/Bags of time to play. There are others.</p> <p>Eg 1: ID: Dement & Kleitman (1957)/eq; Aim: To find out whether the length of a dream was related to length of time spent in REM sleep/eq; Procedure: Participants were studied in a sleep laboratory, and brain activity was measured by EEG/eq; Participants were woken up during the night and asked about the content of their dreams/eq; The length of time spent in REM was also measured/eq; Results: REM sleep increased in length as the night went on/eq; More dreams were recorded when in REM sleep than NREM/eq; The direction of eye movements was consistent with dream content in some cases/eq; Conclusion: Dreaming occurs in REM sleep/eq; Eye movements may be related to the content of the dream/eq;</p> <p>Eg 2: ID: Peter Tripp/eq; Aim: To see if sleep deprivation is damaging to health and performance/eq; Procedure: A DJ decided to go without sleep for 200 hours for a charity marathon/eq; His behaviour was monitored by psychologists using EEG and observations of behaviour/eq; Results: After 8 days his behaviour was paranoid/he thought his barber was trying to kill him/eq; He experienced hallucinations and delusions/thought he saw spiders in his shoes/eq; Conclusion: Sleep deprivation is damaging to psychological health/eq;</p> <p>Eg 3: ID: Heston/eq; Aim: He aimed to see if there was a genetic basis to schizophrenia/eq Procedure: The experimental group was made up of children who had been adopted at birth and whose mothers had schizophrenia/eq They were compared with the control group who were adopted at birth but whose mothers didn't have a mental illness to see which group had the most incidence of schizophrenia/eq; Results: About 10% of the children whose biological mothers had</p>	AO1 = 5

	<p>schizophrenia went on to develop it themselves/eq; None of the adoptees whose mothers were mentally healthy went on to develop schizophrenia eq; Conclusion: He concluded that genetics played a big part in the development of schizophrenia/eq; Look for other reasonable marking points.</p>	
--	--	--

Question Number	Evaluate the study you described in (a) in terms of one ethical and one practical application. Answer	Mark
4(b)	<p>Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE).</p> <p>2 marks for the ethical issue and 2 marks for the practical application with 1 mark per point/elaboration of point in each case.</p> <p>Evaluation must include one ethical and one practical application point for full marks to be credited. If more than one ethical, more than one practical - mark all and credit the best.</p> <p>TE: if (a) is blank but (b) correctly evaluates an appropriate study then credit can be given for (b). If (a) is inappropriate to approach or if (b) evaluates a different, but appropriate study, credit can be given for (b) MAX 1 mark each.</p> <p>Possible marking points, ethical issue:</p> <p>Eg 1: ID: The participants were woken frequently during their sleep, which might have been damaging to their health/eq; E: But they had given informed consent to take part in the study, so they knew what to expect/eq;</p> <p>Eg 2: ID: Peter Tripp was denied the right to withdraw during the sleep deprivation because when he wanted to give up the researchers encouraged him to carry on and complete the marathon/eq; E: But he became increasingly disturbed during the exercise, which was damaging to his long term health, so they should have stopped the study/eq;</p> <p>Eg 3: ID: Some of the adoptees may not have known that their biological mother had schizophrenia/eq; E: When they found this out it may have caused them distress and anxiety at the thought it may be genetic/eq;</p> <p>Look for other reasonable marking points.</p> <p>Possible marking points, practical application:</p> <p>Eg 1: ID: The study shows that REM sleep is when we dream/eq; E: It suggests that everyone dreams even though they might think they don't because they don't always recall them/eq;</p> <p>Eg 2: ID: The study shows that sleep is important for health and performance/eq; E: Without sleep we might become paranoid and delusional/eq;</p>	AO2 = 4

	<p>EG 3: ID: This study shows that schizophrenia has a genetic component/eq; E: This means that health professionals can target families with a history of schizophrenia and intervene in the early stages of its development in individuals in those families/eq; Look for other reasonable marking points.</p>	
--	---	--

Question Number	Outline one contemporary issue or debate from the Psychodynamic Approach. Answer	Mark
5(a)	<p>Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE).</p> <p>3 marks for identification and outline of contemporary issue or debate appropriately related to Psychodynamic approach. 1 mark per point/subsequent elaboration.</p> <p>Answer must clearly identify the issue or debate for full marks, MAX 2 marks if issue can be discerned but is not fully expressed, eg 'Michael Jackson' is not an issue but 'Why does Michael Jackson behave like that?' is an issue.</p> <p>If more than one issue or debate described, MARK ALL & CREDIT BEST.</p> <p>Suitable examples include: Why we are interested in horror; Why Buffy the Vampire Slayer is popular; What causes anorexia/depression/mental ill health? Why are teenagers difficult to handle? What is the cause of schoolgirl pregnancy? Is multiple personality disorder a genuine disorder? Are recovered memories accurate?</p> <p>Eg 1:</p> <p>ID: What causes schoolgirl pregnancy?/eq; Many young women are choosing to have babies when they are still at school/eq; This can cause many problems for the girls and their children in later life, such as loss of education and employment opportunities/eq;</p> <p>Eg 2:</p> <p>ID: What causes anorexia?/eq; This is an eating disorder in which the individual stops eating and becomes very thin and underweight/less than 85% of normal body weight/has an intense fear of putting on weight/eq; 90% of sufferers are female and adolescent/eq; This can cause health problems such as infertility and also be life-threatening if it continues/eq;</p> <p>EG2: ID: Is multiple personality a genuine disorder?/eq; Multiple personality disorder is where there are two or more different personalities existing in the same person/eq; Some say it is a way of coping with abuse as a child, a new personality is created. Others argue that patients create multiple personalities due to the suggestion of the therapist/eq; Sybil suffered from childhood abuse and developed 16 different personalities</p> <p>Look for other reasonable marking points.</p>	AO1 = 3

Question Number	Describe the results and conclusion of one study from the Psychodynamic Approach. Answer	Mark
5(b)	<p>Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE).</p> <p>4 marks for description of results and conclusions of one study from the Psychodynamic Approach. ACCEPT interpretations of case study as findings. 1 mark per point/subsequent elaboration. NO MARK FOR ID. NO CREDIT for points of description of aims or procedure.</p> <p>IGNORE studies that are not appropriate to the approach.</p> <p>Likely studies include: Little Hans, Dora, Ratman, Brown & Harris (1978), Whitbourne et al (1992), Adams et al (1996), there are others.</p> <p>Possible Marking Points</p> <p>Eg 1: Little Hans Freud found that Little Hans was in the phallic stage of development and was attached to his mother and frightened of his father due to the Oedipus complex/eq; The fear of horses was due to fear that his father would castrate him for wanting to possess his mother/eq; When his father talked to Hans about his fears the phobia of horses was cured, and Hans was able to approach horses in the street/eq; The blinkers on the horse were said to represent his fathers glasses, and the dark bit round their mouths his moustache/eq;</p> <p>Eg 2: Whitbourne et al Whitbourne et al found that there were changes in identity and intimacy over time, as predicted by Erikson's theory/eq; Scores for identity and intimacy increased between the ages of 20 and 42/eq; They concluded that Erikson's theory was supported and that identity and intimacy were relatively weak in adolescence and stronger in adulthood/eq; The social changes that had taken place between 1966 and 1988 had had little impact on identity and intimacy, which suggests that development is more dependent on age than social factors/eq;</p> <p>Eg 3: Bowlby 44 juvenile thieves. Bowlby found that 14 of the 44 juvenile thieves were classified as affectionless psychopaths/eq; Of the 14 affectionless psychopaths 12 of them had had prolonged separation from their mothers in the first two years of life/eq; In the non delinquent group only 2 of the ppts. had suffered prolonged separation from their mothers/eq; Bowlby concluded that those who suffer separation from their mothers in the first two years of life are more likely to develop disorders such as affectionless psychopathy/eq;</p> <p>Look for other reasonable marking points.</p>	AO1 = 4

Question Number	Evaluate one study from the Psychodynamic Approach. Answer	Mark
5(c)	<p>Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE).</p> <p>4 marks for evaluation of one study from the Psychodynamic Approach, 1 mark per point/subsequent elaboration. If more than one study evaluated, mark all and credit the best.</p> <p>NO CREDIT for points of description.</p> <p>IGNORE studies that are not appropriate to the approach. Likely studies include Little Hans, Dora, Ratman, Brown & Harris, (1978), Whitbourne et al (1992), there are others. Study does not have to be the same one as described in 5(b).</p> <p>Possible Marking Points</p> <p>Eg 1: Little Hans Hans was a unique individual so the results may not be generalisable to the rest of the population/eq; Freud's analysis of Hans' case was subjective and so may be biased and unreliable/eq; Freud ignored the possibility that the phobia may have been due to learned experience, such as Hans' experience of seeing a horse fall down in the street/eq; Freud based the study on information gained through Hans' father, which was likely to be unreliable/eq; Because the study was done at home and by his father Hans felt more comfortable talking about his issues/eq;</p> <p>Eg 2: Whitbourne et al The method was reliable as it used both a cross-sectional and longitudinal design, which controlled for cohort effects/eq; The longitudinal design also controlled for participant variables because the same participants were being studied repeatedly/eq; The sample was of college students which is not representative of the total population so might not be generalisable/eq; The study used psychometric tests of intimacy and identity which might not be a valid way of testing these variables/eq;</p> <p>Eg 3: Bowlby. The study was retrospective and relied on people's memories so the data collected may not be accurate/eq; The sample was biased as the ppts. were thieves and in therapy so the results may not be true for other people/eq; He ignored other factors that may have led to the affectionless psychopathy, it could be genetic/eq; His results have practical applications e.g. if children need to go into hospital long term mothers are now allowed to stay with them and aren't restricted to visiting hours/eq;</p> <p>Look for other reasonable marking points.</p>	AO2 = 4

Question Number	The mechanisms of learning described by the Learning Approach can be applied to the deliberate alteration of human behaviour. Describe and evaluate one technique that has been used to change human behaviour based on one of the following: classical conditioning, operant conditioning and social learning. Indicative content	Mark						
6	<p>Marking points are indicative, not comprehensive and other points should be credited. In each case consider Or Words To That Effect (OWTTE).</p> <p>1 mark per point/subsequent elaboration.</p> <p>4 A01 marks are for points of description of one technique used to change behaviour. Answers must focus on either classical or operant conditioning or social learning theory, NO CREDIT for answers based on other types of learning.</p> <p>[MAX 3 A01 marks if answer only focuses on description of a single study, such as Little Albert, as this question is intended to refer to the application of this approach.]</p> <p>If more than one type of learning is described, MARK ALL & CREDIT BEST.</p> <p>4 A02 marks are for evaluation of the technique described. IGNORE points of evaluation based on animal research unless they are specifically related to human behaviour at some point.</p> <p>Essay Mark Scheme Mark subject content first then apply mark scheme for C & C and B & B. Credit can be given for any material found in an essay plan but not in the essay itself, but 0 for C in this case.</p> <table data-bbox="256 1249 1182 1391"> <tr> <td>6 A01</td> <td>6 A02</td> </tr> <tr> <td>4 A01 Subject content</td> <td>4 A02 Subject Content</td> </tr> <tr> <td>2 A01 Clarity & communication.</td> <td>2 A02 Balance & Breadth.</td> </tr> </table> <p>Suitable examples include: Systematic desensitisation; covert sensitisation; flooding; implosion; token economy; time out; behaviour modification based on shaping; modelling therapy. There may be others.</p>	6 A01	6 A02	4 A01 Subject content	4 A02 Subject Content	2 A01 Clarity & communication.	2 A02 Balance & Breadth.	
6 A01	6 A02							
4 A01 Subject content	4 A02 Subject Content							
2 A01 Clarity & communication.	2 A02 Balance & Breadth.							

	<p>Possible marking points for A01:</p> <p>Eg 1 Aversion therapy</p> <p>An undesired behaviour is extinguished by pairing it with an aversive stimulus/eq; For example alcohol is paired with an emetic drug which induces nausea and vomiting/eq; So the individual associates the behaviour with the unpleasant event and avoids it in future/eq; The emetic drug is the unconditioned stimulus and the nausea is the unconditioned response/eq; Alcohol becomes the conditioned stimulus which produces the conditioned response of nausea/eq;</p> <p>Eg 2 Behaviour modification through shaping</p> <p>A desired behaviour is encouraged and shaped using positive reinforcement/eq; The desired behaviour is identified and a series of small steps towards the goal behaviour is identified/eq; A stimulus which is reinforcing to the individual is given whenever the desired behaviour is shown/eq; Each step towards the goal behaviour is selectively reinforced until the goal behaviour is achieved/eq; The goal behaviour is then reinforced to stabilise it/eq; Undesired behaviour is ignored so that it is extinguished/eq; For example Gross and McIlveen (1996) used chewing gum to encourage speech in a 40 year old male schizophrenic patient who had not spoken for 19 years/eq;</p> <p>Eg 3: Token economy:</p> <p>When someone carries out a desired behaviour they are reinforced with a token/eq; The token can be exchanged for something the person wants when enough have been collected/eq; The token is a secondary reinforcer as it allows the person to gain something that satisfies a basic need/primary reinforcer/eq; Eg at school when a pupil has collected 10 gold stars they may be able to have an extra five minutes with a friend in the dressing up corner/eq; Before the system starts everyone must be made aware of what a token is worth and what can be bought with how many tokens/eq;</p> <p>Look for other reasonable marking points.</p>	<p>A01 = 4</p>
--	---	-----------------------

	<p>Possible marking points for A02:</p> <p>Eg 1:</p> <p>Meyer & Chesser (1970) showed that aversion therapy was successful in treating alcoholics as about half of their sample avoided alcohol for at least one year following treatment/eq;</p> <p>Aversion therapy has been used to treat sexual orientation in the past, which is inappropriate as this is not learned behaviour/eq;</p> <p>Aversion therapy is thought to be a negative form of social control especially if it is used against the wishes of the individual being treated/eq;</p> <p>Aversion therapy is unpleasant experience for the patient which is unethical/eq;</p> <p>The psychodynamic approach criticises this method for treating the symptoms but not the causes of undesired behaviour/eq;</p> <p>Eg 2:</p> <p>Lovaas et al (1967) showed that behaviour modification was successful in encouraging autistic children to communicate/eq;</p> <p>The treatment can be used by people with only a little training so it can be used in the home instead of in institutional care/eq;</p> <p>This means that it can avoid the problems of context-dependency which can affect generalisation to the real world in other behavioural treatments/eq;</p> <p>Treatment can fail if the reinforcement is inconsistent, but it is hard to be completely consistent, so this makes it hard to carry out effectively/eq;</p> <p>Isaacs et al (1960) showed that the treatment is successful as their patient began to talk again after being mute for 19 years when treated by behaviour modification/eq;</p> <p>Eg 3:</p> <p>Token economy has been used with schizophrenics with the result that institutionalised patients have been able to go back into the community/eq;</p> <p>The system could be abused and patients could be denied basic rights such as being able to watch tv unless they earn enough tokens/eq;</p> <p>People may only behave for the tokens and once the tokens are withdrawn they could revert back to their undesirable behaviour/eq;</p> <p>It has been found to decrease criminals contact with the police up to a year after release from prison/eq;</p> <p>However, others have found that over the long term token economy has no effect on contact with the police/eq;</p> <p>Look for other reasonable marking points.</p>	<p>A02 = 4</p>
--	--	-----------------------

Clarity/Communication: Mark independently of S & B and show total mark for C	
Mark	Descriptor
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 AO1 and AO2 and show total for B	
Mark	Descriptor
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 =
