

Mark Scheme (FINAL)

Summer 2008

GCE

GCE Psychology (6762/01)

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

PSYCHOLOGY MARK SCHEMES NOTES FOR ASSISTANT EXAMINERS

GCE Psychology is a very wide and dynamic subject. Hence, the Edexcel Specification is written in such a way where centres can teach their students a main study and any other study to explain psychological concepts. In a few cases, it may be possible for a candidate to answer a particular question using 2 - 4 different studies. Hence, it is **NOT** always feasible to list all the possible answers to a question in the mark scheme.

In the mark scheme, the Principal Examiner may list one to two examples with various points that the candidates may write in response to a question. Please note that in some cases this does not mean that the examples given by the Principal Examiner are the only answers to the question. This is where the professional judgement of you as the Psychology examiner has to be used. There is a note in the boxes in the mark scheme stating that '**the marking points are indicative not comprehensive**'. As Psychology Examiners, you must take **NOTE** of the information put into the boxes on the mark scheme, marking points and follow any other instructions provided at the standardisation meeting very carefully through out your marking.

The Principal Examiners will do their best to give you extra information where possible to help you with your marking. Where you come across answers stating studies or material that you are not familiar with, do **NOT** just mark them wrong! You **MUST** contact your Team Leader to check whether it is valid and could be used to answer the question. This is to ensure that candidates are awarded the marks that they deserve.

Question Number	Answer	Mark
1(a)(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>2 marks for each term correctly explained. 1 mark per point/subsequent elaboration. Max 1 mark for an explained eg. Possible points may include</p> <p>Role Model:</p> <p>The person that the individual/child observes and imitates/eq; Someone whom the observer admires and wants to copy/eq; E.g. A child observes a mum using a spoon and copies the actions/ Behaviour/eq;</p> <p>Look for other reasonable marking points.</p> <p>Vicarious reinforcement:</p> <p>Learning through observing the outcomes of another's actions/eq; If the model is rewarded the action is likely to be copied/eq; E.g. If the mum is seen to enjoy the food the child is more likely to copy her/eq</p> <p>Look for any other reasonable marking points.</p>	<p>AO1 = 2 (2)</p> <p>AO1 = 2 (2)</p>

Question Number	Answer	Mark
1(a)(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 explanation of learning through observation/SLT. Answer must refer to use of spoon at least once to gain full marks, if no such reference then MAX 2 marks.</p> <p>1 mark per point/subsequent elaboration. 1 mark for listing four steps or more of the learning process if they aren't explained. 1 mark for each step if it is fully explained.</p> <p>Possible points may include</p> <p>The child observes a role model eating with a spoon/eq; The child copies the actions of the role model The child identifies with the role model and is motivated to copy the behaviour/eq; The child sees the action and retains in its memory.</p> <p>Look for other reasonable marking points.</p>	<p>AO2 = 4</p> <p>(4)</p>

Question Number	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>4 marks for evaluation of explanation of human behaviour through observation/SLT.</p> <p>1 mark per point/subsequent elaboration. MAX 1 for reference to alternative explanations.</p> <p>Possible points may include: Observational learning is a better explanation than CC/OC because it acknowledges the importance of cognitive factors such as motivation/eq; It is supported by Bandura who found that children imitate aggressive adults/models/eq; The theory is supported by reliable research studies such as Bandura et al Bobo doll/eq; But laboratory studies such as Bandura's work can be criticised for lacking ecological validity, so the theory may not work in real life/eq; Social learning ignores the importance of genetic influences on behaviour/eq; Social learning cannot account for new behaviours that have not been observed in a role model/eq;</p> <p>Look for other reasonable marking points.</p>	<p>AO2 = 4</p> <p>(4)</p>

(Total 12 marks)

Question Number	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>4 marks for description of case study method. Material must be appropriate for approach, e.g. REJECT description of use in brain damage cases, but does not have to refer to psychoanalysis directly for full marks.</p> <p>Max 1 mark for an eg. that elaborates on the answer.</p> <p>0 marks for a description of a case study if it is not used as an elaboration.</p> <p>1 mark per point/subsequent elaboration.</p> <p>Possible points may include</p> <p>A case study is a detailed investigation into an individual/small group/eq;</p> <p>Case studies can include analysis of symbols in dreams/clinical interviews/eq;</p> <p>Information from a variety of sources is used to build up a picture of the individual/eq;</p> <p>The case study can be used to treat a mental health problem/eq;</p> <p>Eg. The case of Little Hans was used to cure his phobia of horses/eq;</p> <p>Look for other reasonable marking points.</p>	<p>AO1 = 4</p> <p>(4)</p>

Question Number	Answer	Mark
2(b)(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>3 marks for outline of symbol analysis method. It is likely that the answer will refer to dreams but accept reference to other media such as literature if given. 1 mark for an example.</p> <p>1 mark per point/subsequent elaboration.</p> <p>Possible points may include</p> <p>Items in dreams or stories are analysed to find their true/unconscious meaning/eq; The manifest content of the dream is what it appears to be about, but the latent content is the real meaning/eq; The symbols are analysed to explain the unconscious motivation of the individual/eq; Symbols are analysed to explain mental health problems/eq; Eg. a dream about a baby rabbit could represent a new baby sister/eq;</p> <p>Look for other reasonable marking points.</p>	<p>AO1 = 3 (3)</p>

Question Number	Answer	Mark
2(b)(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 analysis of symbols.</p> <p>1 mark per point/subsequent elaboration.</p> <p>NO credit for stating 'it is not generalisable'. In such cases if a technical term is used correctly and explained it can gain 1 mark, they don't need to give the technical term to get the mark.</p> <p>Possible points may include</p> <p>Symbol analysis is useful because it gives detailed data, which is holistic/qualitative/eq; Because it is based on individual memories, the information can be unreliable, which is unscientific/eq; Analysis of symbols is not replicable because symbols may mean different things to different people/analysts may interpret them differently/eq; Symbols in dreams may be meaningless, the Physiological Approach suggests that the content of dreams is random and meaningless/eq; Dream analysis can be applied/is useful because it can help solve a person's mental problems/eq; It's a valid method as it can explain Hamlet through the Oedipus Complex/eq</p> <p>Look for other reasonable marking points.</p>	<p>AO2 = 4</p> <p>(4)</p>

(Total 11 marks)

Question Number	Answer	Mark
3(a)	<p>1 mark for each correctly identified statement that is true.</p> <p>No marks if more than two crosses, unless one is crossed out.</p> <p>The Physiological Approach believes that behaviour is influenced by genes. <input checked="" type="checkbox"/></p> <p>The Physiological Approach uses lesioning studies. <input checked="" type="checkbox"/></p> <p>The Physiological Approach believes that all behaviour is learned behaviour. <input type="checkbox"/></p> <p>The Physiological Approach interprets the meaning of dreams. <input type="checkbox"/></p>	<p>AO1 = 2</p> <p>(2)</p>

Question Number	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>5 marks for description of study, 1 per point/subsequent elaboration of point.</p>	

	<p>Must be recognisably a Physiological study, ACCEPT case studies of brain damage if appropriately described.</p> <p>1 mark for identification of study, then marking can be either by standard: Aim, Method, Results, Conclusion, MAX 2 marks each, or if case study, case details + case analysis, MAX 3 marks each.</p> <p>Suitable egs. Include: Dement & Kleitman; Peter Tripp; Rechstaffen et al; Sperry; Folkard; Siffre; Hetherington & Ranson; Morgan; La Berge there are others, if in doubt check with your team leader.</p> <p>Possible points may include:</p> <p>Eg Dement & Kleitman (1957)/eq; A: To test whether eye movements in REM sleep correspond to the content of dreams/eq; M: Participants in a sleep lab were woken up during REM and nREM sleep/eq; Their task was to describe their most recent dream, which was recorded/eq; R: More dreams were reported during REM than nREM sleep/eq; The length of reported dream corresponded to the time in REM sleep/eq; There was a strong association between the dream content and the direction of eye movements/eq; C: Dreams occur in real time/eq; REMs correspond to the content of dreams/eq;</p> <p>Eg: Peter Tripp/eq; A: To test the effects of effects of sleep deprivation on psychological and physical functioning/eq; M: Tripp volunteered for this as a charity marathon exercise and carried out his work as a DJ /eq; He was deprived of sleep for 200 + hours/eq; Psychologists monitored his progress and he was filmed/photographed every hour/eq; R: Tripp gradually became delusional/psychotic/eq; He experienced hallucinations / paranoid delusions / depersonalisation/eq; Afterwards he slept for 24 hours to make up the sleep debt/eq; C: Sleep deprivation can be damaging to psychological health/eq; Sleep deprivation can cause temporary psychosis/eq;</p> <p>EG: Rechtstaffen et al/eq; A: They wanted to see the effect that sleep deprivation had on rats/eq; M: Rats were placed on a disc in some water had their brain activity was monitored by EEG/eq; When half the rats went to sleep the disc rotated and they had to wake up or fall in the water/eq; A control group of rats were allowed to sleep when they wanted/eq; R: After 33 days all the sleep deprived rats had died/eq;</p>	<p>AO1 = 5</p> <p>(5)</p>
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	<p>None of the rats who were allowed to sleep suffered from any ill effects/eq; C: Lack of sleep can be detrimental to our health and can be fatal if prolonged/eq;</p> <p>EG: Sperry/eq; A: to investigate the roles of the left and right hemispheres/eq; M: single ppt experiment using patients after splitbrain op/ cutting of corpus callosum/eq; Compared spoken/manual answers from Left hemisphere/Right field of view/eq; Compared L & R hemisphere answers to questions/eq; R: Left hemisphere but not Right could give spoken answers/eq; Both could give manual answers to information into opposite field of view C: Only Left hemisphere has (sophisticated) use of language/eq; The corpus collosum unites 2 streams of consciousness in Left & Right hemisphere/eq;</p> <p>Look for other reasonable marking points.</p>	
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Question Number	Answer	Mark
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<p>3(c)</p>	<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 correlational techniques these can be general points as well as relating to specific techniques eg. twin studies. 1 mark per point/subsequent elaboration.</p> <p>ACCEPT any reasonable interpretation of twin study method, including separated twins, but REJECT comments that suggest experimental separation of twin pairs.</p> <p>Possible marking points:</p> <p>Correlations look at the relationship between two variables/eq; MZ/identical twins are assessed in terms of similarity on a psychological characteristic such as intelligence/eq; The correlation between the twin pairs is compared with similar correlations of DZ/non identical/fraternal twins/eq; If the MZ twins are more similar then this suggests that the characteristic is inherited/eq; If MZ and DZ twins are both similar then this suggests that the characteristic is environmentally determined/eq; Separated MZ twin pairs are studied to see if they are similar, if they are similar this suggests the characteristic is inherited/eq; The concordances between the offspring and their biological and adoptive parents on a psychological characteristic are calculated/eq; If the offspring is more like the biological than the adoptive parent then it can be assumed that the characteristic is due to nature/inherited/eq; If the offspring is more like the adoptive parent than the biological parent then it can be assumed that the characteristic is due to nurture/ environmental/learned/eq; E.g. Gottesman et al found a greater correlation between MZs than DZs for schizophrenia/eq; Look for other reasonable marking points.</p>	<p>AO1 = 4 (4)</p>
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Question number	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>Answer must refer to the stem in some way; MAX 2 marks if no reference to a behaviour/ personality trait/mental disorder. Accept any reasonable interpretation, but reject simple repetition of the stem.</p> <p>1 mark per point/subsequent elaboration.</p> <p>Possible marking points The results suggest that bad temper is inherited because the association for identical twins is greater than for fraternal twin pairs/eq; Identical twins have identical genes, so the similarity must be genetic/eq; Fraternal twins share similar environments but are genetically different, so this explains why they are different in terms of bad temper/eq; Identical twins are more likely to be treated alike because they are identical, so similarities in their behaviour might be due to their environment rather than genetics/eq; If it was totally genetic all MZ twins would have a bad temper, but as they don't other factors must also influence temper/eq;</p> <p>Look for other reasonable marking points.</p>	<p>AO2 = 3 (3)</p>

(Total 14 marks)

Question Number	Answer	Mark
4(a)(i)	<p>3 marks for placing the correct words in the correct spaces given. If more than one term is placed in a space no credit for that item.</p> <p>Each term must be used only once. [Only credit positive reinforcement once.]</p> <p>The Headteacher of a nursery school decided to implement a new discipline system based on operant conditioning. Every time a child in school behaved well she or he was given a reward, this is called positive reinforcement</p> <p>The reward was a star to stick on a chart; at the end of the week all of the children counted up the number of stars they had received, and the child who had the highest number of stars received a box of sweets. The stars were secondary reinforcers / positive reinforcement</p> <p>If the child behaved badly a star would be taken away from them; the children learned to behave well to avoid this happening, this is called negative reinforcement</p>	<p>AO1 = 3</p> <p>(3)</p>

question Number	Answer	Mark
4(a)(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 method of behaviour change described in part (a)(i). It must be an evaluation of token economy. Max 2 if it's a general evaluation of operant conditioning and the point is relevant to token economy.</p> <p>1 mark per point/subsequent elaboration.</p> <p>Possible marking points</p> <p>The treatment is simple and uses rewards not punishments, so is ethical to use/eq; Learning approach focuses on behaviour not causes of problem behaviour, so treats the symptoms not the causes/eq; Method is context-specific so the results may not generalise to other settings/eq; The undesired behaviour may return when the treatment stops/eq; The method uses social control which may be unethical because the power can be abused by the controller/eq; Using continuous reinforcement gives a low response rate so it is better to use partial reinforcement/eq; Continuous reinforcement results in a high extinction rate so learned behaviour is lost quickly/eq;</p> <p>Look for other reasonable marking points.</p>	<p>AO2 = 4</p> <p>(4)</p>

Question Number	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>4 marks for evaluation of animal learning studies. IGNORE reference to human ethical guidelines, eg 'right to withdraw'. 1 mark per point/subsequent elaboration.</p> <p>Possible marking points</p> <p>These are reliable methods due to the amount of control that is possible when working with animal subjects/eq; The results from animal experiments can be generalised to human participants because the basic principles of learning apply to different species /eq; There may be problems with generalisation from different species because human brain/ability to learn is more complex/eq; Human learning includes cognitive elements such as thinking processes which cannot be tested in animals, so the results of animal studies may not be able to be generalised/eq; Animals respond less to demand characteristics than human ppts/eq;</p> <p>Look for other reasonable marking points.</p>	<p>AO2 = 4</p> <p>(4)</p>

(Total 11 marks)

Question Number	Answer	Mark
5(a)(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>2 marks for outline of circadian rhythms. 1 mark per point/subsequent elaboration.</p> <p>Possible marking points:</p> <p>Bodily rhythms that last about one day/24 hours/eq; Includes changes in blood pressure/respiration/hormone production/excretion/eq; any or all acceptable These are controlled by endogenous and/or exogenous pacemakers/eq; an example of a circadian rhythm is the sleep-wake cycle/eq;</p> <p>Look for other reasonable marking points.</p>	<p>AO1 = 2</p> <p>(2)</p>

Question Number	Answer	Mark
5(a)(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>2 marks for outline explanation of jet lag. 1 mark per point/subsequent elaboration. No credit for repeating stem from 5ai i.e. jet lag is caused by the disruption of circadian rhythms.</p> <p>Possible marking points:</p> <p>Jet lag is caused by the desynchronisation of body rhythms/eq; When we fly across time zones our body rhythms become out of phase with the local conditions/eq; Local zeitgebers tell us that it is time to be awake when we are ready to sleep and vice versa/eq; The symptoms include sleep problems/tiredness/nausea/loss of appetite/insomnia/eq; any or all acceptable</p> <p>Look for other reasonable marking points.</p>	<p>AO1 = 2</p> <p>(2)</p>

Question Number	Answer	Mark
5(a)(iii)	<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 suggestion of ways in which jet lag effects might be decreased or treated.</p> <p>1 mark per point/subsequent elaboration.</p> <p>Possible marking points:</p> <p>Fly east to west as this direction involves phase delay rather than phase advance/eq; Phase delay is easier to cope with as it is the natural direction of the body clock to increase the day length/eq; Follow the local zeitgebers/cultural factors at the point of destination by getting up when the sun rises and going to bed at local night time/eq; This allows a faster adjustment to the new time phases/eq; Take melatonin capsules a few hours before local bedtime/eq; Melatonin helps the body to feel drowsy so should allow you to sleep at the right local time/eq;</p> <p>Look for other reasonable marking points.</p>	<p>AO2 = 3</p> <p>(3)</p>

Question Number	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>5 marks for description of restoration/al theory of sleep.</p> <p>1 mark per point/subsequent elaboration.</p> <p>Oswald suggested that the function of sleep is for growth and /or 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; We sleep in order to restore energy used in the day/eq;</p> <p>Look for other reasonable marking points.</p>	<p>AO1 = 5</p> <p>(5)</p>

Question Number	Answer	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). 1 mark per point/subsequent elaboration.</p> <p><u>4 AO1 marks</u> are for points of description of alternative psychodynamic theory. NO CREDIT for description of any of Freud's theories.</p> <p><u>4 AO2 marks</u> are for points of evaluation of alternative theory. NO CREDIT for evaluation of Freud's work.</p> <p>Theory must be recognisably psychodynamic. If more than one theory given, mark all and credit the best, including both AO1 and AO2.</p> <p><u>Essay Mark Scheme</u> 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> <p>6 AO1 = 4AO1 subject content + 2 AO1 Clarity and Communication 6 AO2 = 4AO1 subject content + 2 AO2 Balance and Breadth</p> <p>Suitable theories include: Erikson, Object Relations Theory, Jung, Adler, Bowlby, Klein; look for other possible alternatives.</p> <p>E.g. Erikson's theory Erikson's theory is of psychosocial development of personality/eq; Each stage of development includes a crisis that must be resolved/eq; Each crisis has a possible positive and negative outcome, such as Integrity versus Despair/eq; Positive outcomes lead to a healthy personality, negative outcomes lead to problems and mental health issues /eq; Erikson's theory considers the entire lifespan of the individual/eq; MAX 1 mark for list of at least 3 stages;</p> <p>E.g. Object Relations Theory The object-seeking tendency is the powerful instinct to form relationships with other people/eq; The relationship with the primary carer in infancy is the most important relationship in our psychological development/eq; The inner/internal world is the mental representation of the world including our relationships with others/eq; The good enough mother is a mother who is sensitive and responsive to her baby/eq; If the baby does not have good relationships with the primary carer then s/he will develop a false self/eq;</p> <p>E.g. Klein A child is born with a limited perceptual system/eq; They only see mother as a series of part objects (eg eye, breast)/eq; When at the breast child feels safe and secure/eq;</p>	<p>AO1 = 4</p>

	<p>When breast is taken away child becomes frustrated & creates a phantasy bad breast/eq; Child realises after 5 months that mum is whole object/eq; To resolve conflict, child needs a good breast experience with the mother; Can get list mark if both stages are named (paranoid schizoid and depressive). Look for other reasonable marking points.</p> <p>Possible marking point for AO2</p> <p>E.g. Erikson's theory The theory is supported by research evidence such as Whitbourne et al which showed that identity and intimacy change with age/eq; A cross-sectional and longitudinal study showed that identity was weak in adolescence and increased during the individual's 30s and 40s, which is just as the theory would predict/eq; Erikson's theory is psychosocial rather than psychosexual so is more acceptable to many people than Freud's theory/eq; Erikson's theory is preferred to Freud's theory because it explains changes over the entire lifespan, instead of only the first five years of life/eq;</p> <p>E.g. Object Relations Theory The theory is supported by research studies such as McCarthy (1999) which showed that children who have secure relationships with their primary carer are more likely to have successful relationships in adult life/eq; Some of the terms used are difficult to operationalise and test scientifically/eq; The theory ignores many other factors that affect psychological development such as childhood experiences of trauma, and only concentrates on the primary relationships/eq; The theory has important social implications such as the importance of day care in child development/eq;</p> <p>E.g. Klein She had case studies of when clients put under pressure they don't see the 'whole' picture - evidence of paranoid-schizoid stage/eq; She does not fully explain what a good breast experience involves/eq; As a child cannot vocalise we have no idea whether an experience is good or bad/subjective/eq; The idea of a phantasy bad breast is subjective so we have no idea if it actually happens/eq</p>	<p>AO2= 4</p> <p>AO1 = 2</p> <p>AO2 = 2</p> <p>(12)</p>
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	<p>Look for other reasonable marking points.</p> <p>Clarity/Communication: Mark independently of S & B and show total mark for C</p> <p>0 Note form/unintelligible</p> <p>1 Essay format / some use of appropriate specialist terms/some spelling mistakes</p> <p>2 Essay format / good use of appropriate specialist terms / good spelling and grammar</p> <p>Balance/Breadth: Mark independently of AO1 and AO2 and show total for B</p> <p>0 Totally irrelevant response</p> <p>1 Adequate coverage of subject content / some irrelevance</p> <p>2 Good coverage of subject content / minor irrelevance</p>	
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(Total 12 marks)