

Examiners' Report  
June 2012

GCE Psychology 6PS02 01

## Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk) for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson.

Their contact details can be found on this link: [www.edexcel.com/teachingservices](http://www.edexcel.com/teachingservices).

You can also use our online Ask the Expert service at [www.edexcel.com/ask](http://www.edexcel.com/ask). You will need an Edexcel username and password to access this service. See the ResultsPlus section below on how to get these details if you don't have them already.



### Get more from your exam results

#### ...and now your mock results too!

ResultsPlus is Edexcel's free online service giving instant and detailed analysis of your students' exam and mock performance, helping you to help them more effectively.

- See your students' scores for every exam question
- Spot topics, skills and types of question where they need to improve their learning
- Understand how your students' performance compares with Edexcel national averages
- Track progress against target grades and focus revision more effectively with NEW Mock Analysis

For more information on ResultsPlus, or to log in, visit [www.edexcel.com/resultsplus](http://www.edexcel.com/resultsplus). To set up your ResultsPlus account, call us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

### Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk).

June 2012

Publications Code US032840

All the material in this publication is copyright  
© Pearson Education Ltd 2012

## Introduction

Candidates performed well overall and showed good knowledge and understanding of the questions asked. Timing did not seem to be an issue, with very few seeming to rush the last question.

In some cases candidates seemed to think that they could get marks for just stating something without giving any explanation so limiting the marks they could get for those questions, for example they stated an ethical issue with little elaboration possibly thinking they could get marks for stating the issue. Candidates need to explain each point they make rather than assume just by identifying a point they can gain marks. Candidates were also better at linking evaluation points about studies to the actual study being evaluated rather than just putting down generic points which could apply to several studies. Less able candidates were often putting down some generic comments which limited their marks, and showed little understanding of the actual study in question. More able candidates were being specific in their evaluation and showed that they have good knowledge and understanding of that study.

Most candidates were able to focus on the question that was asked rather than rewrite pre-prepared answers that didn't fully answer what the question was asking. For example question 15b most candidates did focus on Freud's research methods rather than offer a generic evaluation of Freud which may have picked up some marks if they put some points about research methods in there. Candidates need to make sure they read the questions carefully and focus their answers on what the question requires, the more able candidates were doing this and so gained higher marks. Those that don't focus on the requirements of the question probably think they have written enough to access all marks, but some of it is not relevant to the question so they limited their marks. Candidates were still making categorical statements which were not true and so not gaining marks, for example stating that the unconscious cannot be measured, whilst it is hard to measure, it can be measured especially with developments in scanning techniques, and indeed Freud would argue it can be measured through dream analysis etc.

Candidates are still having trouble with questions asking for comparison. For question 19 many candidates simply described the biological explanation of gender followed by a description of the learning explanation of gender. This is not a comparison and so limits the marks they can gain. The more able candidates managed to make every sentence an explicit comparison between the two explanations and so gained more marks. The practical question was answered well in some cases, especially the evaluation; however lack of detail limited the marks for parts (a) and (b).

There was also some evidence of unethical practicals, it is not alright to deliberately expose children to aggressive role models to see if they themselves will become aggressive or to watch school children to see which gender smokes more. Whilst candidates should carry out their own practicals, and indeed those that do show more understanding and gain more marks when answering the practical questions, it is the teacher's responsibility to check the practicals are ethical and to stop any unethical practices being carried out.

Handwriting could be an issue with some answers being virtually illegible or very small so it was difficult to work out what was written. The report that follows aims to help teachers and candidates by pointing out good practices and common weaknesses that occurred throughout this paper so it can inform them on how to answer questions in future series, and hopefully avoid common mistakes.

## Question 11

On the whole these were well answered with many candidates able to gain 10 to 13 marks.

Common mistakes included question 3 where a minority of candidates put down neurotransmitters, and question 6 where candidates put down superego rather than ego.

As in previous series candidates either knew their statistical tests and so gained all 3 marks, or weren't so sure about them so gained one or two marks. A minority of candidates clearly had no knowledge of the tests and gained 0 marks. Some candidates didn't put down 3 crosses so couldn't gain fully marks.

## Question 12 (a) (b)

12(a) was typically answered well by the candidates. Most candidates were able to correctly express the IV as being either cats or dogs. Less able candidates just stated that the IV was the species of animal without naming the two species involved. However some candidates didn't know their IV from their DV and so didn't gain marks for either 12(a) or 12(b).

For 12(b) the vast majority of candidates were able to identify the DV as time it took to find the treat, however they did not gain the marks as they did not specify the unit of time, seconds.

**SECTION B**

**Answer ALL questions. You are advised to spend approximately 45 minutes on Section B.**

**12** Liam carried out an experiment to see which was the most clever species, cats or dogs. He used a number of cats and dogs and tested each animal on its own. While the animals were watching, Liam placed a food treat under one of three upside down cups and then moved the cups around into different positions. He then timed how many seconds it took the animal to find the food treat. He found that, on average, dogs found the food treat more quickly than cats.

(a) Identify the independent variable (IV) for the study. (1)

*Species of animal - whether cat or dog*

(b) Identify the dependent variable (DV) for the study. (1)

*Amount of time (in seconds) for the animal to find the treat*



**ResultsPlus**  
Examiner Comments

This clearly gained both marks as the candidate named the species as cat or dog and names the unit of time as seconds.

## SECTION B

Answer ALL questions. You are advised to spend approximately 45 minutes on Section B.

12 Liam carried out an experiment to see which was the most clever species, cats or dogs. He used a number of cats and dogs and tested each animal on its own. While the animals were watching, Liam placed a food treat under one of three upside down cups and then moved the cups around into different positions. He then timed how many seconds it took the animal to find the food treat. He found that, on average, dogs found the food treat more quickly than cats.

(a) Identify the independent variable (IV) for the study.

(1)

*The animal tested (dog or cat)*

(b) Identify the dependent variable (DV) for the study.

(1)

*time taken for the animal to find the food treat*

(c) (i) Identify the experimental/participant design Liam used in his study.



### ResultsPlus Examiner Comments

This answer gained 1 mark for stating the dog or cat, but didn't get the mark for the DV as it only said time taken it didn't say what unit of time was taken.



### ResultsPlus Examiner Tip

Be specific and exact when asked to state the IV and the DV.

## Question 12 (c) (i-ii)

(c)(i) The vast majority of candidates were able to correctly identify the experimental design; however a minority of candidates misinterpreted the question and put down a research method. Also some candidates had a weak knowledge of experimental design and put down the wrong one. The most common incorrect answer was repeated measures.

Those candidates who put down a research method in (c)(i) then evaluated that and didn't gain any marks. Those who put down the wrong experimental design also limited the marks they could gain. However those candidates who correctly identified the correct participant design used were able to pick up at least one mark out of the allocated two awarded for this question. Common candidate responses ranged from 'individual differences between groups' to 'time consuming and costly' but little else added so failing to gain both marks.

More able candidates were able to state a weakness and explain why it was a weakness then elaborate using a possible example from the scenario, such as dogs may have had a better sense of smell and so were able to gain both of the marks available.

(c) (i) Identify the experimental/participant design Liam used in his study. (1)

Independent groups, he used dogs and cats.

(ii) Outline **one** weakness of the experimental/participant design you identified in (c)(i). (2)

They are a different species so they may have less sensitive senses!



### ResultsPlus Examiner Comments

This answer gained 2 marks, 1 mark for correctly identifying the experimental design and then just 1 mark for the weakness talking about how one species may have less sensitive senses. To gain the other mark the candidate needed to elaborate and say why this was a weakness.



### ResultsPlus Examiner Tip

If a weakness is for two marks make sure you say what the weakness is and then explain why it is a weakness or use an example from the scenario to elaborate.

(c) (i) Identify the experimental/participant design Liam used in his study.

(1)

independent groups

(ii) Outline **one** weakness of the experimental/participant design you identified in (c)(i).

(2)

Participant variables could influence the results, as the participants in each group could have been different to each other, as it could have been the dogs' sense of smell that enabled them to find the treat quicker, instead of their IQ.



**ResultsPlus**  
Examiner Comments

This answer gained 3 marks overall. 1 mark for correctly identifying the experimental design and 2 marks for the weakness, it stated participant variables can affect the results and then went on to elaborate by giving an example of a participant variable between dogs and cats.

## Question 12 (d)

For this item many candidates were able to pick up between two to three marks that were allocated for this question. A vast majority of candidates only mentioned two ethical issues that would need to be considered and again failed to elaborate in sufficient detail to gain more than two marks. Many seemed to think that just naming the ethical issue would gain a mark.

Answers were on the whole brief; candidates lost marks because they did not expand their answer. Common responses ranged from 'use of minimal animals', 'ensuring an endangered breed of animals were not used', 'suitable caging conditions need to be provided' and 'consent must be gained from owners'. Consent from the owners was well expressed by the more able candidates, and they were also able to explain how animals should not be forced to take part if they seemed reluctant to do so, rather than just state they can't withdraw as they can't speak. Bateson's cube was alluded to by a lot of candidates but was not well explained so failed to gain more than one mark.

Less able candidate responses depicted answers which related back to human ethical guidelines such as 'right to withdraw' or 'animals need to be able to give their informed consent', but not as many as in previous series. As a result they were unable to pick up marks for this response. Some candidates failed to answer the question which may indicate that some candidates were unsure or struggled with the question. However these responses were not common.

Some candidates talked about the use of endangered animals, which indicates they hadn't read the question properly, as they had to talk about ethical issues Liam needed to consider and dogs and cats aren't endangered animals.

(d) Describe **at least two** ethical issues Liam needed to consider before carrying out his experiment.

(4)

Liam will have to ~~had~~ consider debriefing the animals owners so that they know what there animals will be doing.

Also he will need to make sure that the owner have the right to withdraw there pet if they want to.



### ResultsPlus Examiner Comments

This answer gained 1 mark. 0 was given for the first sentence as debrief happens at the end of the experiment so would not tell the owners what the animals will be doing. 1 mark was given for the last sentence about owners having the right to withdraw their pets if they want to; it explained and linked to the owners of the pets.



### ResultsPlus Examiner Tip

Make sure you know the difference between the brief and debrief and when they occur. Check what you have written for accuracy.



(d) Describe **at least two** ethical issues Liam needed to consider before carrying out his experiment.

(4)

Liam needs to make sure the animals he uses are not harmed in the experiment, he therefore would have to devise an experiment in which the animals were not without their basic needs; water, food, sleep and shelter. The animals must not be caged inappropriately so Liam would have to find a way to keep the animals without putting them in uncomfortable environments.



### ResultsPlus Examiner Comments

This answer gained two marks, one mark for not harmed and elaboration. It nearly got 2 marks if they had added a bit more, e.g. not harmed physically and psychologically plus the elaboration. 1 mark was given for last sentence.



### ResultsPlus Examiner Tip

When a question says 'at least 2...' you can use more than 2 to gain further marks.

### **Question 13**

Overall this question seemed to have mixed responses with candidates; some candidates were able to answer the question really well providing great detail in their responses. Whilst other candidates were only able to provide basic details of the treatments as a result were unable to pick up many marks for this question. Common treatments which candidates wrote about were token economy, systematic desensitisation and aversion therapy with both smoking and flying being written about in equal measures.

Many candidates who wrote about token economy seemed to have a good knowledge of this treatment and were able to pick up at least three marks for this question. Many candidates were able to correctly identify the uses of positive reinforcements, for example 'Mary should be given a token for every time she goes without a cigarette.' However, all too often once they had talked about positive reinforcement and tokens there was little elaboration, often information was repeated, just written in a different way and so for the less able candidates marks were limited.

Those candidates who were able to report information about systematic desensitisation were able to provide detailed descriptions of the use of relaxation techniques so that Mary would be able to fly. Candidates were also able to provide a detailed description of the hierarchy of fears and being gradually exposed to the phobic object. SD typically done in more detail, i.e. discussing hierarchy and association with relaxation. Less able candidates just explained it by going through the hierarchy, e.g. see a picture of a plane and when relaxed move to seeing a real plane etc. which limited the marks they could get.

Candidates who chose to write about aversion therapy seemed to have a very good understanding of this treatment. Being able to write about how the conditioning process works and correctly identifying the neutral stimulus and the conditioned response. Some candidates also drew a step by step diagram of how the conditioning process would work to further enhance their descriptions. These candidates appeared to be the more able candidates and were able to pick up maximum marks for their answers. The less able candidates confused the UCS and Cs thinking that the cigarette was the UCS, but they still managed to gain marks through an understanding of the use of an emetic drug.

13 Mary is going on holiday abroad, but she is afraid of flying and she smokes cigarettes. Both of these are problems as the flight is long and smoking is not permitted. Mary's friend has recommended that she find a therapy to help her with her fear of flying or to help her stop smoking.

Describe a therapy from the Learning Approach that may help Mary with **either** her fear of flying **or** her smoking. You must refer to Mary in your answer.

Indicate which problem you are focusing on by putting a cross  in the box.

Fear of flying

Smoking

(5)

Therapy Token economy

~~By~~ By using token economy, Mary's friend could help Mary stop smoking. She could give Mary a token for each day she goes without a cigarette. These tokens will ~~save~~ <sup>given</sup> up and if Mary gets 7 tokens, she is ~~rewarded~~ <sup>given</sup> a bottle of wine, something you're allowed on an aeroplane. If Mary has a cigarette one day, a token is taken away. This therapy is easy as Mary's friend does not have to be a psychologist to use it. It is also cheap as she only needs to buy one bottle of wine every 7 tokens. This should eliminate Mary's behaviour of smoking for when she gets on the flight, however when the therapy stops, Mary may revert back to smoking. This is called extinction. Although extinction is there, if token economy is used up until her flight,

then she will be able to fly without needing a cigarette, instead she could have a glass of wine.



**ResultsPlus**

**Examiner Comments**

This answer gained 3 marks. 1 mark was given for a token each day without a cigarette. 1 mark was given for saving tokens and wine. 1 mark was given for taking token away. Then the answer went into evaluation so 0 marks for the rest.



**ResultsPlus**

**Examiner Tip**

If the question asks for a description do not add evaluation, as it is not creditworthy.

13 Mary is going on holiday abroad, but she is afraid of flying and she smokes cigarettes. Both of these are problems as the flight is long and smoking is not permitted. Mary's friend has recommended that she find a therapy to help her with her fear of flying or to help her stop smoking.

Describe a therapy from the Learning Approach that may help Mary with **either** her fear of flying **or** her smoking. You must refer to Mary in your answer.

Indicate which problem you are focusing on by putting a cross  in the box.

Fear of flying

Smoking

(5)

Therapy Aversion therapy

Aversion therapy is when you use classical conditioning to treat a problem that the patient has e.g. alcoholism, smoking. In this therapy, a neutral stimulus is paired with an unconditioned stimulus. To treat Mary, a drug could be given to her that makes her feel ill whenever she smokes a cigarette. The drug would be the unconditioned stimulus and the unconditioned response would be feeling ill. If you gave Mary ~~or~~ the drug and asked her to smoke a cigarette ~~at the same time~~ (the neutral stimulus) at the same time then the unconditioned response, feeling ill, would occur. After ~~the~~ going through this therapy for a while then the neutral stimulus, smoking, would be associated with the unconditioned response, feeling ill. The neutral stimulus would become the conditioned stimulus and the unconditioned response would become the conditioned response meaning that whenever Mary smoked she would feel ill. This would hopefully make her not want to smoke. However there is a risk of extinction where by the conditioned <sup>stimulus</sup> ~~response~~ stops creating the conditioned response.



**ResultsPlus**  
Examiner Comments

This answer gained the full 5 marks. 1 mark was given for pairing NS and UCS accurately. This was a generic point but could gain a mark even though it was not yet linked to stopping smoking. 1 mark was given for linking the giving of a drug, to smoking. It could have got a second mark in that sentence if the candidate had said what they meant by 'ill' such as use the term nausea. 1 mark was given for accurately pairing UCS + drug and UCR + being ill. 1 mark was given for pairing NS and UCS and saying what each was. 1 mark was given for NS becoming CS and UCR become CR. Full marks.

## **Question 14**

Overall this item was answered very well with the vast majority of candidates able to score four marks for this question. It appeared candidates had a good knowledge of operant conditioning. Some candidates failed to gain all the marks because they ignored the injunction to not use the same word twice. The most common mistakes were not knowing the secondary and primary reinforcement where candidates either got it wrong or confused the two and got them the wrong way round.

## **Question 15 (a)**

This question seemed to split the candidates. The more able candidates had a clear understanding of what the terms meant and were able to provide good examples for each term, e.g. doing their psychology exam was in their conscious or relating the Oedipus complex and desire for the opposite sex parent to the unconscious. However, many answers did not give examples therefore could not gain full marks, candidates must read the questions carefully and answer all aspects of the question in order to access full marks.

A lot of candidates seemed to go on to describe the id, ego and superego seeming to think that each one was only at one level of consciousness. The term that was the answered the least well was the pre-conscious with candidates often struggling to define it, thinking it was part of the unconscious and often struggling to come up with a suitable example, often just stating memories without adding anything specific. A small minority of candidates left this term blank.

15 Freud said that our mind is made up of three parts, the conscious, the preconscious and the unconscious.

(a) Explain these three terms using an example with each term.

(6)

Conscious

Is the part of our mind that is in use now, for example ~~what~~ what we are seeing and doing so we can respond.

Preconscious

This is hard for us to reach but it is retrievable information for example memories of a holiday from last summer

Unconscious

This part of the mind is not accessible and shows itself through slips of the tongue and dreams. It is where we store our irrational undesirable thoughts such as sexual fantasies and violence towards others.



**ResultsPlus**  
Examiner Comments

This answer gained full marks. 1 mark was given for conscious + 1 mark given for example which was weak but just enough for the mark because it had 'so we can respond which implies we are focusing on what we are seeing'. What we are seeing on its own would not be enough. 1 mark was given for preconscious + 1 mark given for example. 1 mark was given for unconscious + 1 mark for example, as it clearly stated the thoughts are undesirable and irrational and also mentioned fantasies. If the example had just said our sexual desires and violence towards others it would not get the example mark.

15 Freud said that our mind is made up of three parts, the conscious, the preconscious and the unconscious.

(a) Explain these three terms using an example with each term.

(6)

Conscious

The conscious part of mind is where we know what is happening. For example, I know that I'm writing.

Preconscious

The preconscious is the part of the mind that is a bit deeper. You know what is happening if you really think about it but don't need to think about it all the time. For example, breathing.

Unconscious

The unconscious is where we have to push things to get to it, we can't think about things in the unconscious even if we try. For example, the oedipus conflict.



**ResultsPlus**  
Examiner Comments

This answer gained 4 marks. 1 mark was given for conscious + 1 mark given for example. 1 mark was given for pre conscious but the example of breathing was not part of the preconscious. 1 mark was given for unconscious but no mark for example as just stating Oedipus complex was not enough.



**ResultsPlus**  
Examiner Tip

When giving examples make sure they are fully explained, don't just give one word examples.



### **Question 15 (b)**

There were some good answers to this question with the more able candidates being able to focus on what the question was asking and explain weaknesses in relation to Freud and his methods rather than just put down generic answers that could be applied to any case study, e.g. they related generalisability to the fact the sample was mainly Viennese women with neuroses. Candidates were able to evaluate Freud's methods either in terms of his use of case studies and gain full marks, or they looked at a variety of methods including dream analysis and free association and gained marks that way.

Less able candidates tended to offer an evaluation of the study of Little Hans with no other points. Whilst Little Hans was relevant to the question it was not a question asking for an evaluation of Little Hans so this limited the marks for these candidates. Other candidates just evaluated Freud in general, so may have picked up some marks because they included some points about his methods, but they were not focussed on the question, again limiting the marks they could gain because some of their answer was not relevant to the question. Some less able candidates didn't offer any evaluation and just described Freud's stages so gaining no credit for their answers.

Many candidates offered definitive statements such as it is impossible to study the unconscious and so didn't gain the marks, as whilst it is hard to study the unconscious it is not impossible.

(b) Evaluate Freud's theory of psychosexual development in terms of the methods he used to gather data as evidence for his theory.

~~Freud used a case study to collect his data, however information. He collected~~ <sup>(4)</sup> ~~in order to find out~~

The method that he used was an observation because he analysed as little Hans grew up. This means that because he is only looking at the one boy that it will be more in depth information. However the data came from a second hand source and therefore may be bias.

Also you can't measure memories in the unconscious so therefore makes him unscientific



**ResultsPlus**

**Examiner Comments**

This answer gained 2 marks.

Ignore the sentence about observation as it offered no evaluative comments. 1 mark was given for Little Hans 1 boy in depth information.

1 mark for second hand and biased this was now maximum marks for evaluation relating to Little Hans. 0 marks for can't measure memories, it is hard to but not impossible.



**ResultsPlus**

**Examiner Tip**

Don't give definitive statements when they are not true.

(b) Evaluate Freud's theory of psychosexual development in terms of the methods he used to gather data as evidence for his theory.

(4)  
Freud used case studies to gather evidence for his theory. These were beneficial because they were rich in depth and detail, they had qualitative results. However because Freud's case studies were mainly about individual people, the results may not be generalisable to other people. For example Little Hans did show and back up Freud's theory of the oedipus complex, however Hans will never be the same and therefore ~~there is~~ <sup>can't</sup> be repeated and tested for reliability. Freud's data gathering methods, his case studies do have similarities and show links that back up his theory, however they are interpreted by himself and could therefore ~~show~~ be subjective to his beliefs. Other people may interpret them differently.



**ResultsPlus**

**Examiner Comments**

This answer gained all 4 marks. 1 mark was given for the point about being in depth and detailed. 1 mark was given for individual people so not generalisable. 1 mark was given for using LH to elaborate the generalisability point. 1 mark was given for subjective and others may interpret them differently. This was a well written answer that focused on the question asked.

## **Question 16 (a)**

This question was answered poorly with the vast majority of the candidates talking about the conclusions from the follow up study rather than concentrating on the results and conclusions from Money's study. Some also made categorical statements about Money's study being the cause of David's suicide, whilst it may have been a factor we cannot say it caused it, there were other factors involved as well and this was something candidates needed to be aware of. Those candidates that correctly answered the question often gave very good answers that focussed on the results and conclusion and managed to gain 2 or 3 marks.

## **Question 16 (b)**

Candidates were able to respond to this question much better than the previous question. It seemed that candidates had a good understanding of the terms 'reliability' and 'validity' and as a result were giving detailed evaluation points of the case study. Many candidates were able to score between two to four marks on this item, which showed the level of understanding candidates had in relation to this study.

However, some candidates did confuse the terms reliability and validity, and very few used other studies to question the reliability of the study. A lot of candidates said it was valid as it measured what it claimed to measure, when it did not, and this statement on its own would not be enough to gain a mark anyway, it needed some explanation. When writing about reliability more able candidates were able to highlight the uniqueness of the case study as a result would be difficult to evaluate, candidates were also able to state that Brian acted as a natural control so that the results could be compared.

In terms of validity many candidates were able to state that this case study had ecological validity as the study took place in a natural environment and was a naturally occurring case but failed to say what was natural about the environment so didn't get the marks, especially as it could be argued the interviews were not a natural occurrence. This was a case of candidates limiting the marks they could gain by putting down generic statements without relating it to the actual study they were evaluating.

## **Question 17**

The most popular practical was looking at gender and the size of the cars they drove, though there was a variety of other practicals. There were some that read as though they were unethical, e.g. showing young children an aggressive role model and then seeing if it had made the children more aggressive. (a) Most candidates stated their aim rather than the hypothesis and were able to gain both marks. However some failed to gain both marks as they said the aim was to see the effect of adverts on the size of the car driven but when the whole question was read it was clear they had only observed who was driving the car they did not observe people watching adverts and then see what type of car they bought or drove. Those that choose to write a hypothesis very often failed to gain both marks as they failed to operationalise the DV, e.g. what do they mean by a big or small car? Only a very small proportion of candidates wrote about their practical from another approach.

(b) The vast majority of candidates were only able to gain one mark for their answers, many candidates only reporting the results of their observation instead of mentioning the conclusions of their observation. Where candidates did talk about their conclusion they often only put very simple conclusions such as we concluded men drove bigger cars than women and so did not gain full marks. The more able candidates were able to state a conclusion and then relate it to their results, either including figures or writing about their observed and critical values and why it was or wasn't significant.

(c) From the responses it seemed that candidates were able to evaluate their observation well with many candidates scoring a minimum of two marks for this item. Many candidates were able to evaluate their observation in light of ethical issues, reliability, validity and generalisability, giving plenty of detail and relating the points to their actual practical rather than give generic points. There were some good detailed answers including from candidates who didn't carry out a practical on cars, e.g. observing gender differences in play with children, details such as 2 minute sampling over a two hour period were well answered. The candidates had obviously been engaged with their observations as they gave good examples overall of the limitations or positives of their research. Those candidates who had not planned or carried out their own research found it hard to offer any relevant points for all of question 17, and showed a limited understanding of what had happened and how it could be evaluated.

## **Question 18**

The most popular answers were 'is autism a male brain condition' and 'transgender operations ethical', though there were a range of other issues including 'are mental disorders biological' and 'do anti depressants work'. Some candidates lost a mark because they failed to identify a key issue, e.g. putting down autism, autism is not an issue, the causes of autism are an issue.

This question relating to the biological approach key issue had some mixed responses from candidates, some candidates being able to describe the key issue in detail as well as being able to apply their knowledge of the approach to explain the issue. Whilst, less able candidates were only able to provide a brief description of the issue and failed to provide detailed knowledge of the approach to explain the issue.

Those candidates who chose to write about autism as the key issue wrote extremely detailed responses. Both providing detailed descriptions of the key issue as well as being able to explain the issue using biological terminology. Some candidates could have scored well above seven for this question. A large number of answers were able to talk about the brain difference between males and females and then linked it to autistic brains and gained marks quite quickly.

Candidates who chose to write about the ethics of transgender operations wrote similar answers many using the case study of David Reimer to suggest that they were not ethical. Candidates also used the case of Daphne Went, but mistakenly said she had been through a transgender operation as a child.

A very small portion of candidates misinterpreted this question and instead of writing about the key issue of the biological approach, were writing about the key issue of the learning approach, as a result no marks could be awarded.

Less able candidates tended to offer a lot of descriptive points about their chosen key issue but failed to apply psychological concepts to the issue so limited the marks they could gain.

### SECTION C

Answer ALL questions. You are advised to spend approximately 40 minutes on Section C.

18 In the Biological Approach you will have studied a key issue.

Describe the key issue you studied in the Biological Approach and apply psychological concepts (theories and/or research) to explain the key issue.

Clearly identify the key issue in your answer.

(7)

Key issue Are transgender operations ethical?

It is not clear what makes for people want transgender operations, and the ethics of these are debatable. For those born as hermaphrodites (both gender genitals) then ~~some~~ some people say it is unethical not to offer transgender operations. However for those born female who want to become male with no medical explanation then some people say it is unethical to offer them these operations. For example, some might say that in the case of Brenda (Money's 1975 study), who was born a boy but given reconstructive surgery as a baby due to failed circumcision, it was unethical to turn her into a girl because she was born a boy. However Brenda was not happy as a girl so some might say it ~~is~~ was unethical not to turn her back into a boy, and that this ~~operation~~ operation was completely justified due to Brenda's unhappiness as a girl. Therefore there is no clear answer to be

transgender operations ethical?' as this is mainly due to opinion and personal perspective of the situation.



## ResultsPlus

### Examiner Comments

This answer gained 5 marks.

1 mark was given for a correct identification in the form of a question.

Another description mark was given for hermaphrodites might be unethical not to do it.

Another description mark was for if there is no medical explanation unethical to operate.

1 application mark was given for unethical to turn Brenda into a girl as born a boy; and another application mark was given for saying it's unethical not to turn her back to boy and why. This was a good example of how a detailed first point and then an elaborated second and alternative point about the same study can gain two marks.



## ResultsPlus

### Examiner Tip

If it is a 7 mark question make sure you make 7 points to access all the marks.

## Question 19

For this question there seemed to be some mixed responses, as some candidates responded very well to this question scoring between three to five marks, whilst other candidates were only able to score a maximum of two marks for their answers. Those candidates who were able to score three marks or above were able to pick up their marks by making direct comparisons every sentence between the two approaches through the use of terms such as 'however', 'on the other hand' or 'in contrast to'. For example 'the biological approach tells us gender is determined before birth through genes whereas the learning approach tells us our gender identity is developed through environmental experiences'. They were also able to write about other differences such as the nature nurture debate and bring in named studies that supported each approach, with the best candidates giving the results of those studies to show how they supported the given approach.

The less able candidates were unable to draw comparisons between the approaches and were only able to provide separate descriptions of the biological and learning approaches explanation to gender development. These candidates were unable to score higher than two marks for this question.

Some candidates wrote comparison between the two approaches that were not relevant to their explanation of gender development and so were unable to gain the mark for that point, e.g. saying they both use animal studies but not linking it to gender development.

19 Compare the explanations of gender development given by the Biological Approach and the Learning Approach.

Comparisons include considering similarities and/or differences.

(5)

The learning approach says that we learn our gender through observation and imitation, and role models.

It says that our role models are usually the same gender as us. As a child the main role model would be the mother or the father depending on the gender they were, the child would see what their role models' behaviours were and observe and imitate them.

unlike the learning approach the biological approach says that the gender we are going to be is in our genes and that nature cannot be overcome by nurture. It

says that we inherit our genes and <sup>characteristics</sup> ~~characteristics~~ from our parents depending on whether we had XX (girl) or XY (boy) chromosomes. However, the learning approach doesn't support that ~~nature~~ gender is programmed into our genes, it



role model being told she looks pretty because she is wearing make-up they are likely to want to <sup>wear</sup> make-up in order for them to get the positive reinforcement of being called pretty.

(Total for Question 19 = 5 marks)



**ResultsPlus**

**Examiner Comments**

This answer was given 2 marks. 2 marks were given at the end of the description of learning followed by the description of biological. This was an example of a candidate not comparing but just giving one description followed by another. Adding a word like 'unlike' between the two descriptions did not turn it into a comparison.

0 marks were given for the rest of the answer as it did not add anything already said about the learning approach.



**ResultsPlus**

**Examiner Tip**

When comparing make sure each sentence is an explicit comparison point, don't just describe one explanation followed by another explanation.

19 Compare the explanations of gender development given by the Biological Approach and the Learning Approach.

Comparisons include considering similarities and/or differences.

(5)

The biological explanation states that gender is from the genes of the parents (XX or XY chromosomes) whereas the learning explanation says it's through learning behaviour of parents e.g. Attending to behaviour, Retending behaviour, Motivation towards behaviour and Reproduction and Motivation of behaviour. The biological explanation states that it's the gonads which determine at the fetus whether it's a boy or girl and when hit puberty hormones start to kick in e.g. for men, deep voice. The learning explanation says that mainly and womanly behaviour is learnt through imitating parents behaviour, for example a young girl watching her mother clean up so she would want to imitate this behaviour. The biological approach says it's through phenotype or genotype with gender, the genotype determine on genetics and phenotypes through physicality all through this idea of the nature nurture debate. E.g. Twin studies, MZ twins and DZ twins. Whereas learning explanation bases it purely on the ~~re~~ nurture as its environment what effects characteristics and behaviours e.g. Adoption studies.



**ResultsPlus**  
Examiner Comments

This was given all 5 marks. 2 marks were given for biological explanation regarding genes and learning and SLT. This was a clear comparison as indicated by the use of the word 'whereas'. 2 marks were given for biological explanation and hormones and SLT with example. Without the example it would only have got 1 mark as they are repeating what already said about SLT. 1 mark was given for nature nurture. It could have got 2 here as well as there was elaboration, they weren't just talking about nature and nurture but it has already got full marks.

## **Question 20**

Axline was the most popular answer by far, followed by Cramer and then Bachrach. Unfortunately a large minority of the candidates were unable to get above Level 2 because they either did a good description but a limited evaluation or a limited description with a good evaluation. To get above Level 2 both needed to be good and the evaluation needs to be specifically linked to the actual study rather than just generic points that could apply to any study. There was a small proportion of candidates who left this item blank, this could have been because they had run out of time or misunderstood the question. The description for Axline was either done very well with plenty of detail about the case history and the case analysis or done very superficially often with the analysis being missed out. Some candidates mixed up Dibs and Little Hans and either wrote about Little Hans or inter-related the Hans study and the Dibs study and the Oedipus complex etc. Candidates seemed to follow GRAVE for their evaluation but did not even seem to relate to the actual case study other than using the name Dibs.

Cramer was on the whole answered well with good accurate detail and appropriate evaluations. Good candidates were able to describe how Cramer put the participants into the groups, and name the groups as well as accurately describe the TAT test and gave detailed result, often with correct figures. They were also able to evaluate the study in terms of generalisability, reliability and validity. Candidates were also able to draw on other areas of the approach to provide supporting evidence for the strengths of the study they were evaluating. This, enabled candidates to hit the Level 3 band.

Less able candidates seemed to find the Cramer study confusing and could not offer an accurate description, e.g. talking about how the TAT tests were used to put the participants into the four groups.

A lot of the candidates who chose Bachrach did not understand what a meta analysis was and this limited their description to some extent as they failed to show breadth and depth, but it was more apparent when they tried to evaluate it. Many muddled sample size and whether it is big enough to generalise or not. Lots of generic points.

\*20 In the Psychodynamic Approach you will have learned about one of the following studies:

- Axline (1964/1990)
- Bachrach et al (1991)
- Cramer (1997)

	com	cri
O	x	x
F	✓	✓
M	x	✓
A	✓	✓

Describe and evaluate **one** study from the list.

Clearly identify your chosen study.

(12)

Name of study Cramer, 1997

Cramer wanted to investigate whether which defence mechanism and the identity of your young people.

To do this she used ~~91~~<sup>91</sup> males and females aged 23, this age was chosen because they will have left school and will have been through a crisis. Cramer used a series of TATs test (thematic apperception tasks) which were images that the participants looked at, there were 6 of these. She then had specialist and <sup>experienced</sup> coders analyse the results to see what <sup>defence mechanism</sup> personality they were using.

After the TATs tasks they participants then took part in a Q-sort questionnaire. This used a scale from 1-5, 1 being strongly agree and 5 being strongly disagree. The participants then had to score themselves

on the scale. The questions were to help find out what ~~defense~~<sup>identity</sup> mechanism they use were. Questions which were asked included ~~'I know may'~~ 'I am still trying to find out my identity.'

~~Cramer~~ ~~fe~~ There are 4 types of personalities you can be diffused in which you have neither been committed or gone through a crisis. Foreclosed in which you aren't committed but have been through a crisis. Moratorium, you are committed but haven't been through a crisis. ~~A~~ Achieved ~~is~~ ~~when~~ ~~at~~ ~~which~~ you have been through a crisis and have achieved commitment.

She found that those who ~~used~~ ~~diffused~~ ~~denial~~ ~~and~~ ~~moratorium~~ used denial and those who were achieved used projection.

Cramer's study only used 91 participants which isn't generalisable to the whole population. This also means that it isn't replicable.

In addition to this all the participants were of the same age which means

that it isn't generalisable.

Another point is that it is a lab experiment which means that there will have been high control of the extraneous variables. However it is an ~~unnatural~~ unnatural setting and task because you aren't asked to look at images everyday and you don't go to labs often.

In addition to these points all the participants gave their consent which shows that they knew they were going to be observed and that they agree to take part. This will also give them the right to withdraw if they no longer wanted to take part.



### ResultsPlus

#### Examiner Comments

This answer gained 5 marks. The description is Level 2 as there were some mistakes. All the participants hadn't been through a crisis, foreclosed on 2nd page was wrong they were committed but had not been through a crisis and those in the achieved didn't use projection.

The evaluation was also Level 2, the points weren't explained well, 91 pts does not make it ungeneralisable but makes it more generalisable, and some points generic and could be true of several studies and not clearly linked to this one, such as the point about the lab experiment having a high control of variables. To make it more specific some mention of a variable that was controlled in this study was needed.



### ResultsPlus

#### Examiner Tip

To get above Level 2 the description needs to be accurate and evaluation needs to relate specifically to the study.

\*20 In the Psychodynamic Approach you will have learned about one of the following studies:

- Axline (1964/1990)
- Bachrach et al (1991)
- Cramer (1997)

Describe and evaluate **one** study from the list.

Clearly identify your chosen study.

(12)

Name of study Axline (1964/1990)

The aim of this study was to help a little boy called Dibs through observing him and allowing him play therapy sessions. Axline was approached by Dibs' mother because she was worried and needed help. Dibs was a ~~young~~ young boy who wouldn't interact and ~~was~~ talk and could get aggressive when approached. His teachers and his mother was worried as they couldn't seem to help him.

Axline allowed ~~the~~ Dibs to take part in ~~experimental~~ play therapy sessions in which she observed his behaviour. Dibs played with ~~some~~ some toy soldiers and buried one in the sand and called it 'Papa'. He also <sup>(he did then dig it up)</sup> showed a fear of locked ~~rooms~~ rooms and walls, and ~~his~~ his play therapy seemed to suggest he was angry with his family. Axline ~~concluded that~~ reckoned that ~~the~~ Dibs didn't like locked ~~rooms~~ rooms and walls because his dad use to lock him in his room. Also he seemed to show signs of anger towards his family, in particular his dad as he buried the 'papa' soldier. Axline reckoned that his silence was because his mother constantly tested him academically since he was little so to stop avoid that he

decided to remain silent. Even though ~~Freud~~ Axlund never analysed the case study as it was more of a description, Freud's theory could be used to help understand. Dibs was ~~seen~~ reformed to have an overcontrolling superego. Axlund concluded that play therapy help Dibs overcome his anger and become a happier child. He found balance between his ID and superego through play therapy.

Axlund's study had many strengths and weaknesses. One strength is that it was a case study which meant ~~data~~ it gathered in-depth, detailed and rich data making it valid. It also was ecologically valid as he played in a typical natural setting. However the case study format may be a ~~weakness~~ weakness. This is because case studies follow one unique individual making it hard to replicate as it cannot be repeated (the situation is unlikely to occur again). Because it cannot be replicated it means it cannot be generalised. This is because Dibs is a unique individual, and is therefore on his own not a true representation of the target population. Another weakness is that Axlund may have been subjective, however this was not a great issue as she decided she wasn't going to analyse it as he resolved his issues.



just through play therapy. A strength of the study is that it helped Dibs through his problems and made him a better and more happy child, which was the aim of the study (to help him).



**ResultsPlus**

**Examiner Comments**

This answer gained 9 marks total. The description is Level 4; it had an aim, a good description of the case history and a good case analysis with all the main points in and a conclusion. The Evaluation was Level 3, there were some generic points that were not related to the actual study, the points were well explained mainly methodological points. The Level 4 description takes it up to the top mark in Level 3.



**ResultsPlus**

**Examiner Tip**

To get into the top level both description and evaluation have to be very good, detailed and relevant.

## **Paper Summary**

Based on the performance of candidates on this paper they should:

- operationalise the hypothesis, IV and DV
- use specific points when evaluating a study, not generic points that can apply to several studies
- know the difference between Money's study and the follow up study
- make each sentence a comparative sentence when the question asks for compare, not just describe one theory followed by another
- make sure the description and evaluation parts of the essays are done in equal depth and breadth.

## **Grade Boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)

Order Code US032840 June 2012

For more information on Edexcel qualifications, please visit

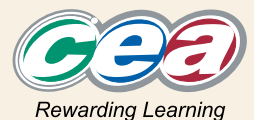
[www.edexcel.com/quals](http://www.edexcel.com/quals)

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual  
.....



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government



Rewarding Learning