

Mark Scheme (Results)

Summer 2013

GCE Psychology (6PS02/01)

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General Guidance on Marking – GCE Psychology

All candidates must receive the same treatment.

Examiners should look for qualities to reward rather than faults to penalise. This does NOT mean giving credit for incorrect or inadequate answers, but it does mean allowing candidates to be rewarded for answers showing correct application of principles and knowledge.

Examiners should therefore read carefully and consider every response: even unconventional answers may be worthy of credit.

Candidates must make their meaning clear to the examiner to gain the mark. Make sure that the answer makes sense. Do not give credit for correct words/phrases which are put together in a meaningless manner. Answers must be in the correct context.

Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the Team Leader must be consulted.

Using the mark scheme

The mark scheme gives:

- an idea of the types of response expected
- how individual marks are to be awarded
- the total mark for each question
- examples of responses that should NOT receive credit (where applicable).

- 1 / means that the responses are alternatives and either answer should receive full credit.
- 2 () means that a phrase/word is not essential for the award of the mark, but helps the examiner to get the sense of the expected answer.
- 3 [] words inside square brackets are instructions or guidance for examiners.
- 4 Phrases/words in **bold** indicate that the meaning of the phrase or the actual word is **essential** to the answer.
- 5 TE (Transferred Error) means that a wrong answer given in an earlier part of a question is used correctly in answer to a later part of the same question.

Quality of Written Communication

Questions which involve the writing of continuous prose will expect candidates to:

- show clarity of expression
- construct and present coherent arguments
- demonstrate an effective use of grammar, punctuation and spelling.

Full marks can only be awarded if the candidate has demonstrated the above abilities.

Questions where QWC is likely to be particularly important are indicated "QWC" in the mark scheme BUT this does not preclude others.

Unit 2: Understanding the Individual

Section A

Question Number	Question	
1	Sarah has gone shopping with her 18-month-old niece Zoe. When they pass the sweets counter Zoe grabs a handful and starts eating them. Zoe does not understand why Sarah says she cannot eat them now. Zoe's behaviour is an example of being controlled by the	
	Answer	Mark
	<p>A id</p> <p>B ego</p> <p>C superego</p>	(1 AO1)

Question Number	Question	
2	The aim of Freud's study of Little Hans (1909) was to	
	Answer	Mark
	<p>A create a phobia of rats</p> <p>B provide evidence for the oral stage of development</p> <p>C understand the reason Little Hans was afraid of horses</p> <p>D show his fear of having a bath was really Little Hans's fear of his mother leaving</p>	(1 AO1)

Question Number	Question	
3	At about six weeks a foetus will start to develop its gender. The foetus will be female when	
	Answer	Mark
	<p>A oestrogen is released</p> <p>B no sex hormones are released</p> <p>C Mullerian inhibiting substance is released</p> <p>D androgens are released</p>	(1 AO1)

Question Number	Question	
4	Mario saw his sister playing football and decided to kick a ball around the garden. This is an example of	
	Answer	Mark
	A positive reinforcement B negative reinforcement C identification D imitation	(1 AO1)

Question Number	Question	
5	Mario played with one of his sister's dolls and thought he might be told off. To avoid being told off he played with his toy cars instead of the doll. This is an example of	
	Answer	Mark
	A positive reinforcement B negative reinforcement C identification D imitation	(1 AO1)

Question Number	Question	
6	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Megan is a psychology student who has to carry out a practical investigation for her coursework. She has decided to study whether there is a difference in the cognitive ability between children of different ages. She will be studying two different classes at her local primary school over one day, one class of four year olds and one class of seven year olds.</p> </div> <p>Which of the following experimental designs will Megan use?</p>	
	Answer	Mark
	A Matched pairs B Independent groups C Repeated measures D Correlation	(1 AO3)

Question Number	Question	
7	Megan is only going into the school on one day to carry out her experiment so she has to use the children who are in the school on that day. Megan's sampling method is	
	Answer	Mark
	A random B volunteer C opportunity D stratified	(1 AO3)

Question Number	Question	
8	Megan collected ordinal data from her experiment. Which statistical test should Megan use to analyse her data?	
	Answer	Mark
	A Mann Whitney U B Chi squared (χ^2) C Spearman's rho	(1 AO3)

Question Number	Question	
9	Which of the following statements is true of a MRI scan?	
	Answer	Mark
	A It uses a radioactive tracer, which is injected into the patient. B It measures gamma rays that have been formed by positrons colliding with electrons. C It measures radio waves emitted by the nuclei in hydrogen molecules. D It measures brain wave activity through the surface of the scalp.	(1 AO3)

Question Number	Question	
10	A strength specific to overt observations is that	
	Answer	Mark
	<p>A participants know they are taking part in a study so are able to give consent</p> <p>B participants are more likely to act naturally than if they were in a covert observation</p> <p>C there is less chance of demand characteristics affecting the results</p> <p>D the observer is already part of the group so has greater insight into the behaviour being studied</p>	(1 AO3)

Question Number	Question	
11	Which of the following is a non-directional (two tailed) hypothesis?	
	Answer	Mark
	<p>A There is a difference in driving ability with men being better drivers than women.</p> <p>B Women are better at concentrating on more than one thing at a time than men.</p> <p>C Women spend more time doing the cooking and cleaning than men.</p> <p>D There is a difference in the number of men and women who participate in sports.</p>	(1 AO3)

Question Number	Question	
12	Evidence for brain lateralisation comes from studies on stroke victims where one side of the brain has been affected.	
	These studies show that	
	Answer	Mark
	<p>A when the right side of the brain is affected, females have more problems in verbal ability than males</p> <p>B when the left side of the brain is affected, females have more problems in verbal ability than males</p> <p>C when the right side of the brain is affected, males have more problems in verbal ability than females</p> <p>D when the left side of the brain is affected, males have more problems in verbal ability than females</p>	(1 AO1)

Section B

Question Numbers	General Instructions
	Marking points are indicative, not comprehensive and other points should be credited. In each case consider 'or words to that effect'. Each bullet point is a marking point unless otherwise stated, and each point made by the candidate must be clearly and effectively communicated.

Question Number	Question	
13	<p>Arnold is a psychology postgraduate student at the local university who is carrying out research on mice as part of his course. As he will use animals Arnold must consider both practical and ethical issues.</p> <p>Describe practical and ethical considerations that Arnold must take into account when carrying out his research on animals.</p>	
	Answer	Mark
	<p>Max 2 if no reference to Arnold or his research at least once in the answer or if the points don't relate to mice. Max 4 if only practical or ethical considerations are mentioned.</p> <p>No credit for points talking about gaining consent from the owners. No credit for points that mention can't cause pain. No credit for human ethical issues.</p> <ul style="list-style-type: none"> • He must make sure that his university/he has a Home Office licence in order to carry out the study/eq; • The animals should be kept in appropriate cages which should be big enough for the number of mice he has/eq; • The mice should be given adequate food and water when not being studied/eq; • If the mice are going to suffer after the experiment he should have the facilities to humanely euthanase them/eq; • He should have made sure that there was no alternative way (e.g computers) to carry out the study without the use of mice/eq; • He must consider whether the results from mice can be generalised to humans due to our biological differences/eq; • Mice have a shorter gestation period than humans so we can see the effects over generations more easily/eq; • They are cheaper to handle as the costs of keeping mice are less than the costs of paying expenses for human participants/eq; • The animals should be kept in appropriate cages which should be big enough for the number of mice he has so their caging is ethical/eq; • If pain is used it should be kept to a minimum and be justified/eq; • Using Bateson's cube he must make sure the quality of research is high, animal suffering is low and certainty of benefit is high/eq; (2 marks) • Arnold should be sure there will be some benefit from the research and the animals don't suffer unnecessarily/eq; • However it is hard to be certain of the benefit of the research until after it has been carried out/eq; • Arnold should use the animals as it is better to harm them than it is to harm humans/eq; 	(6 AO3)

	<ul style="list-style-type: none">• Research may be in vain if the results from mice cannot be generalised to humans as the mice may suffer for no reason/eq;• Arnold must be competent to carry out the research otherwise he may cause suffering to the mice.• Arnold must use the minimum amount of animals needed to gain his results/eq; <p>Look for other reasonable marking points.</p>	
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Question Number	Question	
14(a)	<p>In the Learning Approach you will have learned about the study by Bandura, Ross and Ross (1961).</p> <p>Describe the results of this study by Bandura, Ross and Ross.</p>	
	Answer	Mark
	<p>No credit for the aim, procedure or conclusions of Bandura, Ross and Ross's study.</p> <p>Answers that are written as though they could be either the results or conclusion can gain credit as results. 0 marks for statements written as definite conclusions.</p> <p>Max 3 if no figures are used. Figures can be rounded up or down to the nearest whole number or points inbetween.</p> <ul style="list-style-type: none"> • Watching the aggressive model lead to more boys copying the actions than girls/eq; • Girls were more likely to engage in verbal aggression and boys more likely to engage in physical aggression/eq; • On average girls copied 5.5 aggressive acts if the model was female and 7.2 aggressive acts if the model was male/eq; (2 marks) • Boys copied 25.8 aggressive acts when the model was male/eq; • Overall there were more non-imitative aggressive acts than copied aggressive acts if they saw an aggressive role model/eq; • On average 12.7 aggressive acts were imitated from the aggressive model/eq; • When the male aggressive model was observed an average of 16.5 aggressive acts were copied compared to 8.95 aggressive acts copied from the female aggressive role model/eq; (2 marks.) • He found children are more likely to hit the Bobo doll if the adult was the same sex as them/eq; • Watching the aggressive model led to more aggressive acts being copied compared to watching a non-aggressive model/eq; • Boys were more likely to imitate aggressive acts from the same sex role model than girls/eq; <p>Look for other reasonable marking points.</p>	(4 AO1)

Question Number	Question	
14(b)	Evaluate Bandura, Ross and Ross's (1961) study in terms of generalisability and validity.	
	Answer	Mark
	<p>Max 3 marks for generalisability. Max 3 marks for validity. Max 2 marks for generic evaluations that could apply to other studies. Ignore evaluation that is not focused on generalisability or validity.</p> <p>Generalisability.</p> <ul style="list-style-type: none"> • They used a large sample (of 72) so the results could be generalised to others/eq; • As it was only done on children aged three to five the results may not be true for older children/teenagers/adults/eq; • It was done on children in the university nursery so does not include children from other backgrounds/eq; • The sample contained both boys and girls so results apply to both genders/eq; <p>Validity.</p> <ul style="list-style-type: none"> • The nursery was a natural setting for the children so the study had ecological validity/eq; • It was carried out in a lab setting so this makes it artificial and lacking in ecological validity. (generic point) /eq; • The children had never seen a Bobo doll before so may have hit it because that is what they thought they should do with it/eq; • The children had never seen a Bobo doll before so may have hit it because that is what they thought they should do with it so the experimenters weren't measuring the effect of violent role models on children's aggression in normal circumstances/eq; (2 marks) • They deliberately made the children frustrated which may not happen after watching normal t.v. so the results may not be true of everyday life/eq; <p>Look for other reasonable marking points.</p>	(4 AO2)

Question Number	Question	
15(a)	Describe the first stage of Freud's theory of psychosexual development.	
	Answer	Mark
	<p>No credit for any other stage apart from the oral stage. No credit for features of fixation. An explained example can get credit max 1.</p> <ul style="list-style-type: none"> • The first stage is the oral stage and occurs from birth to around 1 year/18 months/2 years /eq; OR The first stage is the oral stage and the libido/pleasure is centred on the mouth/eq; • At this stage the centre of pleasure is the mouth and the infant will enjoy putting things in its mouth/eq; • E.g. a baby may explore its world by chewing or sucking new toys/eq; • The ego and superego have yet to develop/eq; • The baby is just id so demands all its needs are satisfied at once/eq; • The child shows its love for its mother through sucking and its hate of its mother through biting/eq; <p>Look for other reasonable marking points.</p>	(4 AO1)

Question Number	Question	
15(b)	Outline Freud's concept of the ego, using an example of how it influences behaviour.	
	Answer	Mark
	<p>Max 1 mark if no example. Max 1 mark for an example.</p> <ul style="list-style-type: none"> • The ego balances the id and the superego with reality/eq; • The ego manages the id and converts the Thanatos into aggressive behaviour/eq; • It is logical and works on the reality principle/eq; • E.g. it balances the reality of having to revise for exams with the id's demands to go out with friends/eq; • E.g. It says you can't afford to go to the cinema this week but you could go next week after you've been paid/eq; <p>Look for other reasonable marking points.</p>	(2 AO1)

Question Number	Question	
16	Describe the use of adoption studies as a research method in the Biological Approach by filling in the blanks in the paragraph below. Do not use the same word more than once.	
	Answer	Mark
	<p>If the same term is used twice only give it a mark the first time it is used.</p> <p>Note in each sentence the two words must be the opposite sides of the nature nurture debate.</p> <p>Do not credit 'Guardian' as this can apply to either side of the argument</p> <p>Adoption studies are used to assess if a characteristic is the result of</p> <p><u>nature/genetics/genes/biology;</u></p> <p><u>nurture/environment/upbringing</u></p> <p>or of <u>nature/genetics/genes/biology;</u></p> <p><u>nurture/environment/upbringing.</u></p> <p>This is done by comparing the children to their</p> <p><u>Biological/natural/genetic/birth parent;</u></p> <p><u>adoptive/adopting/adopted/foster</u> parent and their</p> <p><u>biological/natural/genetic/birth parent;</u></p> <p><u>adoptive/adopting/adopted/foster</u> parent.</p>	(4 AO3)

Question Number	Question	
17(b)	<p>During your study of the Learning Approach you will have learned about a therapy/treatment based on classical conditioning or operant conditioning.</p> <p>Evaluate the therapy/treatment from the Learning Approach that you have studied. Make it clear in your answer which therapy/treatment you are evaluating.</p>	
	Answer	Mark
	<p>If more than one therapy is evaluated mark all and credit the best. 0 marks for description.</p> <p>E.g. Aversion therapy</p> <ul style="list-style-type: none"> • It can be criticised on ethical grounds as the patients are deliberately being made ill/sick/hurt/eq; • However the patients give full informed consent so know what will happen to them/eq; • It doesn't last long term as the patient may learn that having alcohol doesn't make you sick/eq; • It has been shown to be more effective for addictions than other treatments/eq; • It doesn't change the reasons for the behaviour so the underlying problem may still be there/eq; <p>E.g. Flooding.</p> <ul style="list-style-type: none"> • It is a quicker treatment than systematic desensitisation as they go straight to the feared object/eq; • It costs less than systematic desensitisation because it only takes one session rather than several/eq; • It can cause a lot of distress to the patient when confronting their feared object/eq; • Wolpe (1958) found that flooding did cure a girl of her phobia of travelling in cars/eq; • If the patient stops the treatment half way through they will be more afraid of the object/eq; • It doesn't work as well on general phobias as it does on specific phobias/eq; <p>E.g. Systematic desensitisation.</p> <ul style="list-style-type: none"> • Because it goes up the hierarchy of fears it isn't as stressful as flooding/eq; • Capafons(1999) has shown that it can be used to get rid of fear of flying/eq; • It can only be used for phobias and not for other disorders such as schizophrenia./eq; • Psychoanalysts would say the reason for the fear hasn't been treated so the patient will still have issues/eq; • Because the patient has learnt to relax the treatment can be applied to other situations/objects/eq; • It is more time consuming than flooding as it goes in stages rather than getting straight to the most feared object/ as it takes several hourly sessions rather than one session of a few hours/eq; 	(4 AO2)

	<p>E.g. Token Economy.</p> <ul style="list-style-type: none">• It may not generalise to situations where there are no tokens as a reward for the desired behaviour/eq;• It can be criticised as people are having basic rights taken away from them in order to earn them with tokens/eq;• Ayllon (1968) found that it improved behaviour in long term patients in a psychiatric hospital/eq;• It has been shown to cut down re-offending rates in prisoners/eq;• However this has usually only been short term and doesn't have a long term effect on their behaviour/eq; <p>Look for other reasonable marking points.</p>	
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Question Number	Question	
18	<p>Sahira is five years old. Recently her mother has noticed that Sahira is acting in a more feminine way.</p> <p>Use Freud's theory to explain how Sahira may have developed her gender behaviour.</p>	
	Answer	Mark
	<p>Max 3 marks if no reference to Sahira's name.</p> <p>Max 3 marks if no reference to her gender development at least once in the answer.</p> <ul style="list-style-type: none"> • Sahira is in the phallic stage and going through the Oedipus/Electra complex/eq; • She has realised that she doesn't have a penis but that men do/eq; • She blames her mother for the lack of penis as neither of them have a penis/eq; • She unconsciously sexually desires her father/eq; • Sahira unconsciously desires her father's baby as compensation for lack of a penis/eq; • This creates unconscious resentment of her mother wishing her out of the way/dead/eq; • Her feelings for her mother and her father cause unconscious conflict that needs to be resolved/eq; • To resolve her conflict Sahira identifies with her mother/eq; • Identification includes taking on the same gender behaviour as her mother/eq; <p>Look for other reasonable marking points.</p>	(5 AO2)

Section C

Question Numbers	General Instructions
	<p>Marking points are indicative, not comprehensive and other points should be credited. In each case consider 'or words to that effect'. Each bullet point is a marking point unless otherwise stated, and each point made by the candidate must be clearly and effectively communicated.</p> <p>Questions Q20(a), Q20(b) and Q21 are all marked using levels.</p>

Question Number	Question	
19(a)	<p>During your course you will have studied a key issue (an issue of relevance to today's society) that can be explained using the Psychodynamic Approach.</p> <p>Identify one key issue from the Psychodynamic Approach.</p>	
	Answer	Mark
	<p>One mark for identification of a key issue from the psychodynamic approach.</p> <p>No credit if it is not written as an issue, e.g. dream analysis is not an issue do we all need dream analysis? Is an issue.</p> <p>No credit if it is not an issue from the psychodynamic approach. Read part b to check the issue is suitable for the psychodynamic approach before deciding on the mark.</p> <ul style="list-style-type: none"> • Should everyone have psychoanalysis?/eq; • The debate about the accuracy of recovered memories/eq; • Do dreams have meaning?/eq; • Why are horror films/vampires so popular? /eq; • Are bullies really victims? /eq; <p>Look for other reasonable marking points.</p>	(1 AO1)

Question Number	Question	
19(b)	Explain the key issue you identified in (a) using concepts, theories and/or research from the Psychodynamic Approach.	
	Answer	Mark
	<p>No credit for describing the issue.</p> <p><i>TE.</i></p> <p>No credit if the issue does not match the issue identified in a) and it is not clearly an issue from the Psychodynamic Approach.</p> <p>Max 2 if the issue relates to the issue identified in a) and it is not from the Psychodynamic Approach.</p> <p>Max marks if a) is incorrect/scored 0 but the issue is clearly from the Psychodynamic Approach.</p> <p>Elaborated examples can gain credit max one overall.</p> <p>E.g. Should everyone have psychoanalysis?</p> <ul style="list-style-type: none"> • Even those who do not have a mental disorder can benefit from insight into their early relationships with parents and how they may affect their present relationships/eq; • This can be shown by transference, where the patient displays the same emotions to the therapist that they had towards their parents/eq; • The patient will also use defence mechanisms in therapy and this will give some idea of how they cope with problems in everyday life/eq; • E.g. If someone uses denial a lot they will not accept there are problems at places such as work, when it might be better to accept the problem and so be able to solve it/eq; (2 marks) • Eysenck (1952) said that psychoanalysis is not effective, and that people who received no treatment improved more than those who had psychoanalysis/eq; • However, a more recent study has found that psychoanalysis was as effective or better than other therapies in 23 out of 24 studies/eq; • Clients may be influenced by the analyst and recover false memories when there is nothing wrong with them/eq; • If a client recovers a false memory it can negatively impact on their life and their relationships with other family members/eq; <p>E.g. The debate about the accuracy of recovered memories.</p> <ul style="list-style-type: none"> • Freud said that one of the main purposes of psychoanalysis is to bring repressed memories into the conscious no matter how difficult they are to cope with/eq; • However, the interpretation of dreams is subjective and so the analyst could come up with the wrong interpretation/ with different analysts coming up with different interpretations/eq; • The analyst has power over the patient which may make the patient more likely to agree with what the analyst has said so leading to false memories/eq; 	(5 AO1)

- The case of Beth Rutherford shows that there is such a thing as false memory as it was proved that she had never had an abortion, even though she remembered having one/eq;
- However because it has been proved that some memories are false it does not mean that all memories recovered in analysis are untrue/eq;
- It has been found that when something traumatic occurs it can be repressed and placed in our unconscious, so analysts often assume their patients are repressing some memories/eq;
- Loftus and Pickrell (1995) found that 29% of ppts recalled events around being lost in a mall when they had never been lost in a mall/eq;
- Loftus, Braun & Ellis (2002) found that they could implant the memory of meeting Bugs Bunny at a Disney resort when he is not a Disney character/eq;

e.g. Do dreams have meaning?

- Freud says our behaviour is determined by our unconscious thoughts and desires/eq;
- One way the unconscious tries to become conscious is through dreams/eq;
- However we can't cope with our unconscious desires so to protect ourselves the symbols are used in our dreams/eq;
- The manifest content is what we remember about our dream and the latent content is what it actually means/eq;
- E.g a dream about being chased - the latent content could be that the person doing the chasing represent a harmful part of yourself/eq;
- Analysts are needed to interpret the symbols in dreams to uncover the patients unconscious wishes/desires/eq;
- However people argue that dream analysis is subjective and different analysts may interpret the same dreams differently /eq;
- Freud's study of Little Hans (1909) showed that his dreaming of a plumber actually meant he had resolved his Oedipus complex/eq;
- However a study of people who went to bed thirsty found they did not dream of water so going against dreams as wish fulfilment/eq;
- It has been found that if the area of the brain where the limbic system links to the cortex is damaged then people do not wish or dream suggesting they are linked/eq;
- Hobson & McCarley (1977) say dreaming is caused by us trying to make sense of random firing of the brain as we sleep/eq;
- However if this were true it does not explain why we have recurring dreams as these are not random/eq;
- Others argue it is a way to make sense of our day and get rid of unwanted material(Reorganisational theory Crick & Mitchison 1983)/eq;

Look for other reasonable marking points.

Question Number	Question	
20(a)	<p>In the Biological Approach you will have carried out a practical investigation to test differences between groups using a research method such as an experiment. Your results will have included statistical analysis.</p> <p>Outline the aim/hypothesis of your practical investigation from the Biological Approach.</p>	
	Answer	Mark
	<p>No credit if the aim/hypothesis does not relate to an experiment from the Biological Approach.</p> <p>One mark for a weak answer. Two marks for an elaborated answer</p> <p>Possible practicals include: gender differences in verbal ability e.g. word searches, anagrams, crosswords; Gender differences in spatial awareness e.g. rotation of 3D shapes, where's Wally, jigsaws. Stroop effect.</p> <p>There are others if not sure check with team leader.</p> <p>0 marks Either no answer or a muddled answer where the examiner cannot tell what the aim/hypothesis of the study was. No focus on the experiment from the Biological Approach. Or no answer at all.</p> <p>1 mark The examiner is given a brief idea of the aim/hypothesis. The hypothesis may not be fully operationalised. e.g aim; our aim was to investigate whether gender would have an impact on spatial awareness</p> <p>e.g hypothesis ; the hypothesis was that boys will out perform girls on a computer parking game.</p> <p>2 marks The examiner knows exactly what the aim/hypothesis was, the hypothesis was fully operationalised.</p> <p>e.g aim; our aim was to investigate whether being male or female would have an impact on spatial awareness</p> <p>e.g hypothesis ; the hypothesis was that boys have fewer crashes than girls on a computer parking game.</p>	(2 AO3)

Question Number	Question	
20(b)	Describe the results of your practical investigation from the Biological Approach.	
	Answer	Mark
	<p>TE</p> <p>No credit if the practical is not from the Biological Approach and does not relate to the aim/hypothesis in part (a)</p> <p>Max 1 marks If the practical is not from the Biological Approach but relates to the aim/hypothesis in part (a)</p> <p>If part (a) is blank and the results are from a clearly identifiable experiment from the biological approach full marks can be given.</p> <p>One mark for a weak answer.</p> <p>Two marks for an elaborated answer that includes some figures e.g. mean.</p> <p>Three marks for a detailed answer that includes the statistical test and whether the results were or were not significant.</p> <p>Possible practicals include: gender differences in verbal ability e.g. word searches, anagrams, crosswords;</p> <p>Gender differences in spatial awareness e.g. rotation of 3D shapes, where's Wally, jigsaws.</p> <p>Stroop effect.</p> <p>There are others if not sure check with team leader.</p> <p>0 marks</p> <p>Either no answer or a muddled answer where the examiner cannot tell what results were found. No focus on the experiment from the Biological Approach. Or no answer at all.</p> <p>1 mark</p> <p>The examiner is given a brief idea of the results with a reference to what was found may not include any analysis of central tendency.</p> <p>e.g boys did better than girls on learning the maze.</p> <p>2 marks</p> <p>The examiner knows what results were found, will make an explanation of what the central tendency shows, or use figures to explain their results. May say there was a significant difference (or not) but not explain how they know this.</p> <p>e.g boys completed the parking game 30 seconds faster than the girls, who completed it in 4 minutes</p> <p>3 marks.</p> <p>The examiner knows exactly what results were found, will make a reference to whether there was a significant difference or not with some explanation about why they are saying this. May also include figures from central tendency to further explain their results.</p> <p>e.g boys completed the parking game 30 seconds faster than the girls, who completed it in 4 minutes. We carried out a Mann Whitney and our observed value was smaller than the critical value so there was a significant difference between the boys and the girls.</p>	(3 AO3)

Question Number	Question	
20(c)	Evaluate your practical investigation from the Biological Approach.	
	Answer	Mark
	<p>Max 2 marks for ethical points</p> <p><i>TE</i></p> <p>No credit if the practical is not from the Biological Approach and does not relate to the aim/hypothesis or results in parts (a) and (b)</p> <p>No credit if (a) and (b) are blank and we can't tell if the practical is from the Biological Approach</p> <p>Max 3 marks If the practical is not from the Biological Approach but relates to the results or aim/hypothesis in parts (a) and (b)</p> <p>Max 3 marks for generic evaluation that does not relate to the actual practical</p> <p>Max marks available if (a) and (b) are blank but (c) is clearly from a biological practical that they would have carried out</p> <p>Possible marking points (go with the intention of the candidate)</p> <ul style="list-style-type: none"> • We had inter-rater reliability as three of us timed the same participants/eq; • We did not have inter-rater reliability because one of us found different results/eq; • We all used the same word search/jigsaw which increased reliability/eq; • A pilot study was done to check procedures were practical/standardised/eq; • Our sample was taken from sixth formers and can be generalised to that target population/eq; • Our sample was limited so not representative and not generalisable/eq; (generic point) • We gathered all the data at one point in time and this might give biased data/eq; • We had a small sample of 10 which may cause problems in generalising/eq; • The setting was in a classroom which was a natural setting for our participants so it was ecologically valid/eq; (2 marks) • Students aged 17 don't usually do Where's Wally so the task is artificial/eq; • Despite asking for silence some participants talked to each other and this may have affected their results/eq; • Participants didn't know exactly what they were going to do, so they didn't give informed consent, but we did debrief them afterwards/eq; <p>Look for other reasonable marking points.</p>	(7 AO3)

Question Number	Question
*21	Describe and evaluate an explanation of gender development from the Learning Approach. In your evaluation you must include at least one comparison with another explanation of gender development.
	Answer
	<p>Refer to levels at the end of the indicative content.</p> <p>No credit for description of the Biological or Psychodynamic Approach. Appropriate answers might include the following descriptive points but the list is not exhaustive.</p> <ul style="list-style-type: none"> • Social learning says that boys imitate male role models and girls imitate female role models. • E.g. a boy sees his dad washing the car and so washes his toys cars. • We observe and pay attention to the behaviour of appropriate same sex models. • If we remember that behaviour we may copy it at a later time. • If we see the role model being rewarded/vicariously reinforced for their behaviour we are more likely to carry out that behaviour. • Operant conditioning says that if we are reinforced for a behaviour we are more likely to reproduce it. • A boy may be praised for building with Lego so he is more likely to play with Lego again. • If we are punished for a behaviour we are less likely to repeat that behaviour. • E.g. if a girl is told off for playing football then she won't play football again. <p>Appropriate evaluation may include the following points, but the list is not exhaustive.</p> <ul style="list-style-type: none"> • Bandura, Ross and Ross (1961) showed that boys are more likely to imitate physical aggression than girls. • Lytton & Romney (1991) found that parents do shape their children's activities to be gender appropriate. • However they also found there were more similarities in how both sexes were raised, so concluded that reinforcement does not explain gender behaviour. • Evan and Davies found that characters in books still tended to have stereotypical roles. • It has also been found that males on clipart are more portrayed as more active and females as more nurturing. • Money (1971) said his study proved that gender is learnt, as Brenda was happy as a female. • However, in the follow up study it was shown that gender was biological as Brenda reverted back to a male and claimed never to be happy as a female. • The learning approach does not take account of how hormones such as oestrogen/testosterone affect our gender development unlike the biological approach. • Both the psychodynamic approach and the learning approach say that parents are used as models for gender behaviour. <p>Look for other reasonable material.</p>

Level	Mark	Descriptor
		<p>A01: Knowledge and understanding of science and how science works.</p> <p>A02: Evaluation of knowledge and understanding of science and how science works.</p>
	0	No rewardable material
Level 1	1-3 marks	<p>Candidates will produce brief answers, making simple statements showing some relevance to the question.</p> <ul style="list-style-type: none"> Limited description of the learning explanation of gender development OR limited evaluation of the learning explanation of gender development OR limited comparison of the learning explanation of gender development with either the biological or the psychodynamic explanation of gender development. <p>The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and /or spelling errors.</p>
Level 2	4-6 marks	<p>Description OR evaluation only OR limited attempt at each OR one is in less detail than the other</p> <ul style="list-style-type: none"> EITHER good description of the learning explanation, may not link to gender and a limited attempt at evaluation or comparison. OR a good evaluation with a limited description of the learning approach to gender development. OR a good comparison with a limited description of the learning approach to gender development. <p>Candidates will produce statements with some development in the form of mostly accurate and relevant factual material. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and /or spelling errors are likely to be present.</p>
Level 3	7-9 marks	<p>Candidate has attempted and answered both of the injunctions in the question well.</p> <ul style="list-style-type: none"> Good description of the learning explanation which is mostly related to gender development, the description can be of one theory with some depth or two theories with breadth. And a good evaluation which will include an attempt at one comparison point which may be implicit. <p>The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and /or spelling errors are likely to be present.</p>
Level 4	10-12 marks	<p>Candidate has attempted and answered both of the injunctions in the question very well.</p> <ul style="list-style-type: none"> Good description of the learning explanation which clearly explains and links to gender development throughout, the description can be one theory in depth or two theories in breadth. And a good evaluation of the learning explanation of gender development which must include at least one explicit comparison point with either the biological or the psychodynamic explanations of gender development. Evaluation may be all comparison. <p>The skills needed to produce convincing extended writing are in place. Very few syntactical and /or spelling errors may be found. Very good organisation and planning. Given time constraints and limited number of marks, full marks must be given when the answer is reasonably detailed even if not all the information is present.</p>

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