

Examiners' Report
June 2013

GCE Psychology 6PS04 01

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Introduction

Overall, this series candidates found the paper to be as accessible as past series, however it was noted there was an increase in the number of candidates reproducing model answers during the examination without consideration of the question being asked. Whilst model answers are a useful revision aid, candidates are expected to apply their knowledge and understanding in a variety of ways, and this was not always evident.

Question 1

1a. Anorexia nervosa and unipolar depression were the two most popular disorders used in this question, closely followed by phobias. The other disorders accounted for a very small percentage of the total answers. There were still a very small number of candidates who insisted on using schizophrenia, sometimes correctly labelled, at other times under the label of one of the disorders listed.

There were many candidates who produced a list of symptoms with no description and thus could only access two out of the four marks available. Similarly there were a good number who digressed away from symptoms and ventured either into features, such as incidence level within the population or the vagaries of the diagnostic criteria of DSM. Most candidates however were able to produce a clear description of three or four symptoms and couched in terms that a neighbour would understand, eg explaining what amenorrhoea is, rather than just using a term a typical neighbour would be unlikely to understand. One frequent error was the way the weight loss issue in anorexia was described. Candidates who wrote that a symptom of anorexia was that the individual was only 85% of the normal weight for their age and height gained credit. Those who claimed that those suffering from anorexia had lost 85% of their body weight did not.

1b. While there were many excellent responses to this question there were also some extremely weak responses. Too often the weaker answers were as a result of poor explanation. Candidates need to consider how much they can say and the number of marks available, if the choice is between, for example the learning explanation or the biological explanation for a phobia the chances are they can say more about the former. In addition when it comes to part (c) there is more that can be written there. There is a skill to be learned in making judgements about which option to choose in order to afford the best mark.

1c. There were, as always, those who failed to attempt this question and those who wrote a page full of evaluation without a single reference to research. There was also evidence that a number of candidates who had elected to use a biological explanation in part (b) became confused with the evidence they used and claimed roles for neurotransmitters that were so erroneous that they could receive no credit.

Research is interpreted quite liberally within the mark schemes, so can be either studies or theories or a mixture of the two. Nonetheless the material has to be used appropriately to gain credit. A long detailed description of a study is a waste of time and effort as what is required is how the findings support or refute the explanation offered in (b). Similarly the assertion that eg 'Becker's study in Fiji supports the view that media influence is a cause of anorexia' is not creditworthy unless there is an indication of what the study showed. It is not always necessary to give figures from the results, but there does need to be an explanation of why the study supports the explanation.

This answer uses anorexia nervosa as the disorder and learning theory for the explanation. Parts (a) and (b) shown here both achieved full marks (4, 4).

SECTION A: CLINICAL PSYCHOLOGY

Answer ALL questions.

You are advised to spend approximately one hour on Section A.

1 A neighbour visits and tells you that their friend has recently been diagnosed with a mental illness. Your neighbour needs your help as they cannot remember the name of the disorder but thinks it may be one of the following:

- unipolar depression
- bipolar depression
- phobias
- obsessive compulsive disorder
- anorexia nervosa
- bulimia nervosa.

(a) Describe the symptoms of **one** disorder from the list to help your neighbour.

(4)

Disorder anorexia nervosa

Symptoms

The friend may suffer from body dysmorphia, where they view their body to be different to what it actually is. They may have amenorrhoea - where they have missed 3 or more menstrual cycles consecutively. Their average body weight ~~are~~ would be lower than average for their age. Their ~~stirr~~ diet would be incredibly imbalanced, causing them to ~~have~~ look gaunt, have mood swings and be unhealthy. They might have grown fine ~~be~~ hairs all over their body.

(b) Your neighbour asks you to explain what may have caused their friend's disorder.

Describe **one** explanation for the disorder that you described in (a).

(4)

The Learning Approach would suggest that the friend's behaviour has been learnt. The principles of Operant Conditioning would suggest that the friend has 'learnt' the ~~the~~ abnormal behaviours through reinforcement. For example, somebody may have paid them a compliment when they had lost weight,

therefore they carry on the behaviour that 'earned' them the reward of a compliment. The principles of classical conditioning would suggest that the friend has learnt their behaviour through association. For example, when they look in the mirror, they may feel good about themselves if they are thin. Therefore, they associate being thin with ~~intrinsic~~ intrinsic rewards. Another way of learning the behaviour would be through role models. The friend might have seen models in the newspaper or magazines or on television and thought that the reward for being thin was celebrity status - an example of operant conditioning and the influence of the media.



ResultsPlus Examiner Comments

(a) The first sentence on body dysmorphic disorder illustrates beautifully the way to gain credit as the point is both properly expanded and engages with the concept of describing the symptoms to a lay person, in this case a neighbour. The next sentence on amenorrhoea gains a mark but there is insufficient detail on the weight loss to gain credit. The penultimate sentence lacks detail but is accepted as a list mark with three symptoms all mentioned. The final sentence also gains credit.

(b) The answer uses all three learning approach explanations in conjunction with one another. Each is expanded well using both the theory and applying it with an example. With this type of answer it is usually more meaningful to show how different elements from the same approach fit together.

This part (c) is a typical, good response on an examination paper and obtained full marks (5).

Miller, ~~Wise~~ Stein

(c) Using research evidence, evaluate the explanation you described in (b).

(5)

There is much evidence to suggest that this explanation is ^{useful} ~~valid~~ in explaining the cause of depression. For example many studies, such as Spiegel, have found that tricyclics are effective in reducing the ~~effects~~ symptoms of depression in 65% of cases. Tricyclics increase availability of dopamine, noradrenaline and serotonin and thus if they are successful it could suggest depression is caused by a lack of these chemicals.

However there are studies which refute this explanation, such as one that found that if unmedicated depressed patients took drugs to reduce levels of 5HT and noradrenaline their symptoms did not worsen, suggesting the lack of these chemicals was not the cause of their depression.

It is also possible that the imbalance in chemicals was an result of the depression rather than the cause, as found by Miller who replicated Seligman's learned helplessness trials with dogs and found that noradrenaline levels were low after but not before the trials suggesting the depression caused the imbalance.

An alternative theory is ~~the~~ Beck's cognitive model of depression which suggest a negative thinking bias and faulty thought patterns is what causes depression. However this explanation has less ~~an~~ supporting evidence than the monoamine hypothesis as thought processes are difficult to measure.

(Total for Question 1 = 13 marks)



ResultsPlus

Examiner Comments

Points are detailed, backed in most cases with evidence and linked together. The evidence is used well and the alternative theory gains credit because of the last sentence.



ResultsPlus

Examiner Tip

Ensure that a point is fully explained, expand a description point by giving extra detail, expand an evaluation point by showing why the evidence supports or refutes.

Question 2

(a) There were slightly more responses that described dream analysis though in general those who did free association tended to find it easier to gain all four marks available. There were a small number who used word association rather than free association as their method, such responses could usually gain one or two marks for statements which also applied to free association. A significant minority of those who used dream analysis, mixed up manifest and latent content, or failed to give enough detail to allow more than a single mark for the two together. There was a clear centre effect in this question with some groups of candidates having a firm grasp and knowing plenty of detail whilst others struggled to gain more than 2 marks.

(b) Despite the injunction to include one comparison with a treatment/therapy from a different approach many candidates included a multiplicity of other treatments, and frequently failed to incorporate these as comparisons. There were some responses that after a single evaluative point relating to their chosen psychodynamic therapy plunged into reasons why drugs, CBT, systematic desensitisation and even care in the community should be used with no further comments about the original therapy.

While there were many high mark responses on part (a) this was not the case on part (b). Many points were glib and unexpanded, while, as already commented few handled the comparison component well.

This response is clear and economical. It takes each point, gives enough detail to secure the mark and moves on. A very effective examination style and gain full marks on part (a).

- 2 Your cousin Hugo is training to become a psychotherapist. In the autumn term he is starting a course on Psychodynamic therapies and will be learning about free association and dream analysis. He has asked you to explain one of these therapies to him so he will be well prepared for the course.

(a) Describe **either** free association **or** dream analysis.

(4)

Free association involves a client laying down on couch facing the opposite end in a position where they cannot see the therapist. This is to avoid demand characteristics. The client would be allowed to talk freely about anything that may be on their mind. The therapist may ask questions about their earliest memories and how they feel about the people in their lives. Free association is all about bringing the unconscious thoughts and memories to a conscious level and allows the client to deal with them consciously.



ResultsPlus
Examiner Comments

There were several ways in which this question could be tackled. This candidate goes from how the therapy is set up, what happens in the therapy session and finishes with what the purpose of the therapy is supposed to be. It maintains a good balance and acquires the marks systematically.

Although this part (b) only gained three of the five marks available it demonstrates very clearly how the marks were achieved. A more succinct answer would have made the critical points more quickly, or added a little more for a second mark. Each of these points is very well made but not elaborated sufficiently for a second mark.

(b) Evaluate the usefulness of the therapy you described in (a) in treating mental disorders.

In your answer include **one** comparison with a treatment/therapy from a different approach.

(5)

Using free association when treating medical disorders can be both useful, and un-helpful. For example, when using this on patients with Anorexia, talking about their problems and opening up their unconscious may just make them more anxious, however, with other disorders, ~~eg~~ bringing out things from the unconscious can be extremely helpful as it enables people to see why they may act a certain way, and they can then address the underlying issue. Free Association can be useful in uncovering why a patient may suffer from a mental illness, however, it doesn't help them overcome it. In a way, it tells the patient what has caused their disorder, but does not tell them how best to overcome the disorder. In comparison with electro-convulsive therapy ~~in the~~, free association is a much more ethical treatment to mental disorders, and also gives patients some insight into what ~~is~~ has caused their disorder, whereas, electro-convulsive therapy is just a quick way of temporarily getting rid of the problem, and does not offer any insight or explanation to why they are how they are and what caused it.

(Total for Question 2 = 9 marks)



ResultsPlus
Examiner Comments

The first point on the potential hazard of increasing anxiety could have gained a second mark if for example it had added on '....So a client suffering from OCD who discovers their behaviour is rooted in unresolved conflict from early childhood may find this knowledge frees them and allows them to move on'.

Question 3

There were a small number of candidates who failed to include any reference to primary data in their responses, despite being prompted to do so by the wording of the question. Similarly there were candidates who, although they referred to the name of the individual in the stem, then described the use of secondary data sources such as the media and government statistics, rather than the source stated in the question. This did trip up those candidates who responded with a very straightforward, pre-learned evaluation of secondary data, as they failed to address the issues as they would apply to the scenario. As a result there were probably many candidates who considered they had written a high mark answer who received three rather than five of the six marks available.

The all too common problem of a point that is too brief to gain credit was apparent here. Candidates need to be aware that an examiner cannot read more into the answer than is written by the candidate. If a point is made that secondary data is cheaper and quicker to obtain, some sort of expansion or qualification is required before credit can be given. Good responses would consider that it was cheaper than primary data as there was no expense involved in recruiting an appropriate sample and quicker than primary data as the results already exist and there is no need to spend time developing a suitable research tool and collecting the data, thus potentially gaining two separate marks.

This clip illustrates one of the classic errors made on this question.

3 Chantelle is planning some research into mental illness. She has gone to see her supervisor about the project. Her supervisor suggests that there may be some data available from a previous student's research that Chantelle could use.

Explain the advantages and disadvantages of using secondary data rather than primary data that Chantelle needs to consider before deciding whether to use the previous student's research. Refer to Chantelle in your answer.

(6)

one advantage of using secondary data is that it is cheap and easy. Chantelle would not have to collect the data herself as she ~~is~~ would ~~be~~ use already existing material from sources such as newspaper articles. This means the data only ~~required~~ requires analysis rather than Chantelle having to create a questionnaire etc. and conduct the research like primary research. However a disadvantage is that ~~the~~ the data



ResultsPlus

Examiner Comments

The first sentence gains no credit as 'cheap and easy' have to be explained in some way to gain any marks. The second sentence does not relate to the scenario where the source of the secondary data - a previous student - is clearly identified. Therefore it cannot gain credit.



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Examiner Tip

Make sure answers relate to the question that has been set.

Question 4

There were many excellent answers to this question. Candidates tended to be very systematic in their response to the question, looking at issues such as objectivity, arbitrariness, desirable traits that are rare and disorders that are common for up to four marks. The fifth mark often proved elusive. In part this was because some good answers failed to address the question as set and incorporated an element in the answer that indicated this was a response to a supposed published description. However by far the most common failure to access the final mark in otherwise excellent answers was caused by a confused comparison with the social norms definition.

This response achieved all five marks. The contextualisation on the second line was sufficient for the full mark scheme. All too often good responses were those pre-prepared for a 'describe and evaluate essay' and showed no regard for what the question asked the candidates to do in applying this knowledge to the scenario.

- 4 As part of a campaign to raise awareness of mental disorders, your school/college magazine has published an article on what makes behaviour abnormal. You know that there are other explanations for abnormality but this article only explains the statistical definition of abnormality.

Write a letter to the magazine's editor evaluating the statistical definition of abnormality.

(5)

Dear Editor,

There are some strengths and weaknesses of this statistical definitions that I would like to discuss. The statistical criterion is favoured by most researchers because it represents a more objective way of deciding ~~if~~ what is and what is not abnormal. Other definitions are open to interpretation of the behaviour in question, which are influenced by social and cultural factors. The statistical definition is also easier to apply than for example the social norms. There are certain values and cut off points in determining normality and abnormality. For example in an IQ test, a person would be considered abnormal if they had an IQ of below 70. However, the statistical criterion is rather arbitrary. For example, in the IQ example, a person would be considered normal if their IQ was ~~71~~ but abnormal if were 69. A difference of only two points being used to distinguish normal and abnormal seems unfair. The statistical criterion tend also to be applied

inconsistently. For example, positively valued deviations such as high IQ tend not to be viewed as abnormal when according to the criterion they should be. This is apparent for many behaviours that are statistically infrequent such as athletic ability.

(Total for Question 4 = 5 marks)



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Examiner Comments

Points are made quickly and accurately. Evidence is accurate and relevant.



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Examiner Tip

Make sure evidence is correct. If a claim is made regarding statistical norms and being outside the 'normal boundaries' but uses the figures 100 to 140 for the normal range instead of 70-130, it will not be considered creditworthy.

Question 5

The standard of responses to the Clinical essay was varied.

There were several reasons, most candidates did select a therapy from the Biological approach, with drug therapy being the overwhelming favourite, but failed to give a reasonable description of drug therapy. Many descriptions were limited to little more than the naming of drugs that could be used, often with no mention of a disorder from which the relapsed patient may be suffering. In the descriptive component of the essay those who had chosen to use ECT usually did a much better job, though there was a lot of evidence from what was written that some candidates were regurgitating the description from their text book. In the evaluation, fortunes were reversed with very few ECT essays including any research evidence at all, and even other evaluation points being quite sparse. The drug therapy responses were more likely to include some research evidence, though too many contained no research evidence at all, or else contained evidence from one study and no other evaluation.

This essay achieved full marks. While it is not comprehensive or perfect it does everything the question asks for very well and given the time constraints within the examination is as much as can be expected. Furthermore it uses relevant research appropriately.

An essay such as this, where instead of citing the studies - eg just claiming the effectiveness with no research evidence given, would result in a maximum score of 6 as the question specifically asks for research evidence.

dopamine that may be caused by the pre-synaptic cell releasing too much dopamine, the post-synaptic cell have over-sensitive or too many receptor sites, or by there being a lack of the enzyme that breaks down the dopamine.

mo Clinicians use anti-psychotic drugs to reduce the symptoms of schizophrenia by binding ~~to~~ blocking the dopamine receptor sites. thus preventing the re-uptake of the neurotransmitter. It is thought that dopamine is linked to directing thoughts thus explaining why an excess leads to thought disorders and positive symptoms. The clinician will prescribe

ribed such as clozapine.

It is evident that ^{anti}psychotic drugs for schizophrenia are very effective and are very popular as they allow the patient to control their symptoms and thus continue with their normal life. They have a relatively high success rate as found by Barlow and Verdant who found that chlorpromazine was highly effective in reducing symptoms in 60% of cases, especially positive symptoms.

However, it is argued that in reality they are not that effective as ⁱⁿ 40% of cases it is ineffective in reducing symptoms, and in the majority of cases it has no effect on negative symptoms. and thus is not that successful in improving the condition of patients

However it is undeniable that they are more effective than not treating the disorder and in ~~some~~ a third of cases they are even successful in preventing any relapse whatsoever, thus effectively curing the patient of their disorder. Meltzer et al compared a control group and an experimental group of schizophrenics to see whether haloperidol was an effective anti-psychotic. The control group were given placebos whilst the experimental group received the actual drug. It was found that the drug was far more effective in reducing symptoms than the placebo suggesting antipsychotic drugs are effective in reducing dopamine levels and thus symptoms. Indeed, much evidence has found antipsychotics



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The first clip shows how this candidate sets up talking about drug treatment by explaining the need to control dopamine levels in the brain of schizophrenics, allowing them to then continue to consider the relative merits of typical and atypical antipsychotic drugs.

The second clip shows the development of evaluation points with an intelligent use of research and statistics to build an argument. This is a lovely example of how to use research evidence well. Not every comment needs to be tied to research, but it can use the evidence as in this case.



ResultsPlus Examiner Tip

Know a minimum of two (and a maximum of four) pieces of research that can be used to evaluate in an essay.

Question 6 (a)

Questions on ethnocentrism are rarely answered well, and this question was typical with very few candidates accessing the final two marks. Once more the problem arose mainly through the over reliance on pre-prepared responses and a complete disregard for the content of the question. A mark was awarded for a definition of ethnocentrism and all too frequently this was the only mark awarded as the response then launched into either the issues of ethnocentrism in the diagnosis of mental disorders or the problems of ethnocentrism when interpreting the results of the strange situation.

The application of skills based learning, leads to these types of question. The assumption is that the candidate understands what ethnocentrism is and its implications. Therefore they should be able to apply this knowledge to a novel situation, in this case the research by Yan and Zac and explain how ethnocentrism issues might impinge on such work.

This answer shows how far too many candidates lost marks by not using the appropriate scenario.

SECTION B: ISSUES AND DEBATES

Answer Questions 6, 7 and 8 and then EITHER Question 9(a) OR Question 9(b).

You are advised to spend approximately one hour on Section B.

- 6** Zac and Yan have collected data for a cross-cultural research study into how children learn. Zac collected data from his own country Pranzakia. Yan's data is from a different country, Scolana, a country he is visiting for the first time. They wish to combine their data but are concerned about possible bias.
- (a) Use your knowledge of ethnocentrism to explain the potential effects of cultural bias in Zac and Yan's research.

(5)

Yan and Zac may have different views on things such as abnormality in society as their cultures may affect this for example people talking to spirits may be normal in one culture but a sign of mental health illness in another. Zacs data is therefore more likely to be accurate as he is immersed in his own culture however Yans will be less reliable as he may not understand the traditions of the culture particularly as he is visiting for the first time. Zac is more likely to be positively bias to his own country to make it look 'good' whereas Yan may want to make Scolana look less appealing than his native country.



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Examiner Comments

This gained two marks. There was a mark for the comparison on accuracy between the two sets of data and a second mark for comment regarding bias. The material on abnormality gains no credit as it does not match what Yan and Zac were researching.



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Examiner Tip

Compare this with the previous answer where marking points were more focused on the question. Use information in the questions, it is there for a purpose.

This response shows how a systematic approach to answering the question can gain good marks. This response achieved four of the five marks available, this was a very good response.

(5)
~~ethro~~ ethnocentrism is the judging another's culture according to your own culture.

This may mean that Yan's data is biased as he is not familiar with the culture and activities of K scolana.

Zac's ^{study} will lack ethnocentrism as he is familiar with the culture of Pranzakia.

The cultures of pranzakia and scolana may be different, so comparisons may be difficult.

Comparisons between cultures may include judgement as there may be differences between them which may lead to people seeing the other culture as 'lacking' something.

This is because judgements are formed based on their own perception of 'normal' according to their own culture.



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There is a mark for the definition of ethnocentrism. It is brief but accurate so gains credit. The rest of the answer is a little tangled together but there are three clear ideas being expressed in the next three sentences, that Yan will have bias as an outsider, Zac will lack ethnocentrism as an insider and that differences between the two countries are liable to cause issues. The final third of the answer does not in itself give any new marks but bolsters the points made previously to make what otherwise are quite brief and possibly flimsy marks more developed.

Question 6 (b)

Although there were few candidates who failed to access any marks in describing nurture, there were also few candidates who gained all three marks available. Answers often showed a lack of development so a potential source of influence may be cited, such as parents, but the link to behaviour was never made, eg we observe and therefore learn our behaviour by imitating them. To access all the marks, candidates needed to develop the points so that they clearly linked to the acquisition of behaviour through the influence of external sources and consider the view that the neonate has few predetermined characteristics.

This answer gained all three marks and shows how a clear three mark answer can be achieved.

(b) Zac and Yan think there may be issues of nature and nurture in the way that children learn.

Explain what is meant by the term 'nurture'.

(3)

Nurture refers to everything that affects our development apart from our genetics. It can include our relationships with peers and parents, influences from the media, the environment we are brought up in and the people around us. Some believe that when we are born the brain is like a blank slate and eventually gets filled up by our life experiences.

(Total for Question 6 = 8 marks)



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Examiner Comments

The first sentence gains credit because it explains it is everything 'apart from our genetics'. The middle sentence gives factors, including the environment so is an example. The blank slate comment can also gain credit.

Question 7 (a)

This was a very standard synoptic question and should not pose a problem for candidates but there seemed to be a degree of uncertainty about what made something a contribution to society.

Many candidates were able to pick up two marks in this question, one mark for each of two basic descriptions of potential contributions. However many failed to capitalise on these initial basic points by an elaboration that demonstrated the link between theory, the identified contribution and why it was a contribution to society. An example of one of the most popular contributions was the understanding of the power of role models (social learning theory) in influencing behaviour, but to become a contribution this required something on either the implementation of the 9 o'clock watershed, age categorisation on video games, films, or moves to remove size zero models from the catwalk.

There were sufficient responses that focused on contributions from the social approach to be of concern, and even some instances where one contribution was from the learning approach and the other from the social approach.

This answer gained all four marks and illustrates an effective way to achieve the marks.

7 (a) Outline **two** contributions to society from the Learning Approach.

(4)

One contribution is the use of token economy programmes as a form of social control whereby the participants are given tokens for displaying desirable behaviours which they exchange for primary reinforcers such as food, music, cigarettes etc. It is used in schools, prisons and institutionalised hospitals as a way of shaping behaviour. Another is the use of aversion therapy for alcoholism whereby the client is given ~~an~~ an emetic drug ~~to~~ to induce vomiting when drinking alcohol to associate alcohol with discomfort and stop the behaviour. Most patients are coerced into treatment and many leave due to the uncomfortable ~~restless~~ nature.



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The two contributions are clearly identified, not just as token economy or aversion therapy, but as to why they are a contribution. Token economy as a form of social control, where it is used, how it is achieved and the all important link to theory - by shaping behaviour. Similarly aversion therapy indicates why it is a contribution, how it is achieved and the important theory link of associate is present.



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Contributions to society need to include three elements in addition to the basic identification of the contribution.

1. What is the contribution (token economy only becomes a contribution when it is used).
2. How is it achieved/what is done.
3. A link to the theory behind it.

Question 7 (b)

There were many candidates who failed to attempt this question, those who did often gained a reasonably good mark.

As with several other questions, research evidence was required here to gain access to the full range of marks available, failure to include research was a key reason for poor performance on this question. Although the question asked for an evaluation of contributions, many candidates limited themselves to the two contributions they had used in part (a), thus making it much harder to access all the marks available. When research was cited, far too many candidates got the balance wrong in what to include. Some spent half a page giving a summary of a study such as Bandura, Ross & Ross ending with the key idea that this demonstrated the power of media influence on aggression and thus why the watershed had been introduced, gaining just one mark when a much abbreviated finding would have sufficed. There were, at the other extreme those who merely cited that this study was responsible for the introduction of the watershed with no explanation at all of why this was so.

This response gained four marks. The lack of research in the comments on token economies does not matter as the candidate does cite research later in the answer. Without the research the marks would have been capped at 3. Whenever research is called for it is not necessary to use research on every point, but there will be a maximum mark that can be achieved if none is present.

(b) Evaluate contributions from the Learning Approach using psychological research.

TEP = token economy programme. (5)

~~The~~ TEPs are easy to administer, a professional does not have to be present so are easily accessible for use in prisons and hospitals. However, the administration ~~of~~ of tokens for desired behaviours must be ~~consistent~~ consistent or the TEP is not effective. TEP is ~~generally~~ only a form of controlling behaviour however, so whether the behaviour has truly been eradicated is unlikely. Furthermore, it could be that patients/inmates are only displaying this behaviour because they want the reward. In addition, this behaviour does not usually generalise to life outside the institution because rewards in real life are more subtle and the person may not see the point of their desired behaviour if they get no reward for it. Therefore, TEPs are ineffective in the long ~~term~~ term.

The notion of classical conditioning has a lot of ~~very~~ empirical support and so systematic desensitisation is widely accepted as a credible treatment of phobias. Classical conditioning has been widely explored by Pavlov and Watson & Rayner who all discovered the link between crossing stimuli to produce a response that associates the two stimuli. In the case of systematic desensitisation, the procedure is ethical as the patient can go at their own speed. However, it is also time ^{consuming because severe phobias} (Total for Question 7 = 9 marks) require more treatment. It can also be expensive because it is not government funded and requires a specialist, meaning not everyone can access it.



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Examiner Comments

Many candidates did as this candidate, and launched into a straightforward evaluation of their chosen contribution without really referencing the question. The requirement is to evaluate contributions, thus emphasis needs to be placed on whether, in this case token economy and later systematic desensitisation contribute positively to society or not.

The first two sentences on the ease of administration and need for consistency gains a mark. The middle section on whether behaviour genuinely changes or not is creditworthy. Similarly the concern about whether a newly learned pattern of behaviour will transfer to the outside world is also worthy of a mark. There were a maximum of 3 marks for any one contribution which have now been achieved here.

There is one mark for the material early in the section on systematic desensitisation. The material on Pavlov, and Watson and Rayner is not in itself creditworthy as it does not explain anything about why systematic desensitisation may be a worthwhile contribution, but, it does permit the candidate to achieve more than 3 marks as research has been cited. The last part of the answer is substantially incorrect.

An expansion as to why it is beneficial for clients to go at their own speed could have made that sufficiently strong to gain a mark but it is untrue to say that it is necessarily either expensive or time consuming.

Question 8 (a)

Many candidates struggled to access the top level of marks for this question, as they failed to provide the necessary breadth and depth expected from the response. Candidates who attempted to use pre-prepared response here fared the worst, as they found they could not adapt their materials to address the question requirements.

The danger of training candidates to tick boxes in their approach to designing a study was epitomised in some responses to this question where the nature of the scenario given meant that the aim of the survey was already given and the concepts of IV, DV, as well as experimental designs was not appropriate.

The majority of candidates successfully engaged with the issue of how to construct questions, with comments relating to open and closed questions, types of data generated, use of forced choice or Likert scales, with examples being frequent and in most cases well done. Sadly, this was frequently the only well answered element. Sample selection was patchy with some considering this issue well and making some reasonable suggestions while others merely stated that the students would have to make a decision about a sample but proffered no suggestions as to what these decisions may be. Relatively few candidates considered ethical issues or what controls ought to be considered. Some went into detail about data analysis, but as the question asked about designing and carrying out the survey such aspects were rarely relevant.

Research skills are an important element within psychology but the majority of candidates are still struggling to implement such skills.

While this answer is not comprehensive it has sufficient breadth and depth to gain full marks. The candidate has successfully addressed a range of issues so it is clear what the candidate is aiming to achieve in the proposal that is made.

Professor Trestle is doing a research project and has asked two of her students to investigate how people feel about the way companies choose new employees.

The students decide to conduct a survey.

(a) Explain how the students may design and carry out their survey.

(6)

The students may want to conduct some preliminary research so they know what kind of questions they need to be asking.

They would then proceed to writing a test questionnaire which they could use on a small sample of B (5-10) to get some feedback of potential improvements before sending the questionnaire out on mass.

The questionnaire would have to avoid using leading questions to get valid results, by using impartial terminology as: 'what is your opinion on...' as opposed to 'How much do you hate...'

The questionnaire would also have to include quantitative and qualitative questions to allow them

to analyse the data in different ways.

Once they are satisfied by the questionnaire and know how they are going to analyse the data, they will need decide how they will distribute it and how B will return the complete questionnaire, and who the sample will be.

They could approach employers who have recently being recruiting and ask if they could send the questionnaire to people that applied to the vacancy (may be some confidentiality issues).

The questionnaire could be sent to B by mail, with a pre-paid return envelope - however this could be quite costly and a better alternative may be an online survey that B can easily fill in and just press 'submit' however this also excludes computer illiterate people so is also not ideal.

Once all the questionnaires are returned, or a period of time eg. 1/2 months has passed since they were sent out, the students should close the questionnaire and begin to analyse data.

Quantitative data can be easily analysed with tally charts / graphs as it is complete, but qualitative data may require coding and more time to analyse.



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Examiner Comments

The candidate does not use the term pilot study but uses the concept appropriately. There is material on question development, types of data, selecting a sample, distribution and collection of questionnaires, time frames, ethical issues, controls and possible confounding variables. The candidate has applied own knowledge to the scenario given and thus been able to achieve full marks.



ResultsPlus

Examiner Tip

When faced with a question requiring initiative and creativity in the answer, it is always wise to engage with the stimulus material provided as it will help to focus the response to what is required.

Question 8 (b)

While the majority of candidates correctly identified the sample as a volunteer sample, there was a significant minority who claimed it was an opportunity sample and thus evaluated the wrong type of sample. Identification of the sample type by name was not necessary to access the marks and some candidates made a reasonably good job of the evaluation without using either the term volunteer or self-selecting. The majority of responses achieved either two or three marks. Many answers tended to include general evaluation points that did not fit with the material provided. Responses such as the volunteers having an axe to grind because they felt they had been passed over for promotion in the company, so that was why they volunteered, did not gain credit. Once more, candidates needed to apply their understanding of the concept of volunteer sampling flexibly and intelligently to the question they were asked, those who did gained full marks with ease.

This is typical of a good answer to this question and gained three marks. There were very few candidates who achieved full marks.

(b) As part of the research project Professor Trestle wishes to try out some of the tests used by one company. She wants to use a sample of participants who can then be asked about their experiences. Professor Trestle recruits her sample by putting an advertisement on the students' notice board in their common room.

Explain strengths **and** weaknesses of recruiting a sample in this way.

(4)

One strength of this is that it is ethical as participants, simply by answering the advertisement are giving their informed consent to take part in research. It also means that they are unlikely to drop out from research as they may be the type of person who follows things through to the end.

A weakness of this sample is that by being the sort of person who answers advertisement might only achieve a sample of people who will conform to the expectations of the survey. This may not be generalisable in terms of the views of everybody due to possible shared characteristics meaning that the findings may not be representative of everyone.

(Total for Question 8 = 10 marks)



ResultsPlus Examiner Comments

The first sentence is not entirely true, consent yes, informed consent is certainly not necessarily the case, however it was deemed just sufficient to gain a mark. The second sentence on the likelihood that volunteers would not drop out is fine and certainly worthy of a mark. The weakness tends to merge into one long point which is certainly worthy of a mark but does not provide sufficient material for an extra mark.



ResultsPlus Examiner Tip

Learn to make points that are accurate, sufficiently detailed to gain credit but snappy. Avoid unwanted detail.

Question 9 (a)

The essay on whether psychology can be called a science produced a large number of excellent essays. However, where the choice of approaches was wise, evidence was presented, the essays contained technical terms, if there was no reference to '...at least one argument you might use to convince an admissions tutor that psychology is a science', marks for content were limited to level 2, though many of these essays did achieve a high mark for the structure.

It is particularly interesting in the light of the comments above to realise how little is needed to allow the response to the question access to all the marks. This was typical of the very good essays on this topic. In addition, at the end it rounds off with a statement that clearly addresses the issue of an admissions tutor argument. It did not matter where such a sentence appeared, many chose to start with such a statement, or a 'Dear admissions tutor', others put 'I would argue that A level psychology is a science'. It did not matter how they did it, as long as they did!

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: Question 9(a) Question 9(b)

Karl Popper identified a subject as being a science if it follows the hypothetico-deductive model, ~~and~~ consists of falsifiable information, is both reductionist and holistic, ^{and} ~~uses~~ investigates scientific subject matter.

The psychodynamic approach is considered by this definition, and by many both within and outside the discipline of psychology, to be unscientific.

Research evidence related to the psychodynamic approach show that it does not make use of the hypothetico-deductive model.

~~For~~ When research evidence ~~is applied~~ does not concord with psychodynamic reason, the theory is often wrongly applied or the case is dismissed. Freud's study of Little Hans is an example of this. Simple explanations of Hans' phobia of horses were ignored, as Freud ^{instead} applied the oedipus complex as a reason for his phobia, as he linked horses to his father, who Hans was said to be in ~~a~~ a rivalry with. The theories were not accepted despite the research evidence.

Psychodynamic concepts are also largely deemed as not falsifiable. Because we cannot ^{objectively} observe ideas such as the id, ego or superego, it is impossible to falsify their existence. The psychodynamic approach is also entirely holistic, linking everything back to the personality or our development being determined during our childhood advancement through the psychosexual stages of development, including a resolution

of the Oedipus / Electra complex.

Psychodynamic concepts are ~~also~~ ^{also} unspecific and not measurable, we cannot quantify the unconscious mind, and therefore the subject matter is not scientific.

According to Popper's argument at least, ~~the~~ the psychodynamic aspect of psychology is not a science, but I am writing ~~the~~ in defense of psychology's scientific status, and I feel the need to point out that the other four A-level approaches: Learning, cognitive, social and Biological, all fit Popper's definition of a science.

Using the Biological Approach as an example, it is clear that this approach uses the hypothetico-deductive model.

Raine's study into brain abnormalities in murderers started, as countless other psychology studies do, with a non-specific one-tailed hypothesis that there will be a difference in the brain structure of murderers compared with non-murderers.

This was tested using objective, and therefore scientific, PET scans, and the research evidence led to the additions to the hypothesis of which areas ^{of the brain} were linked to aggression, in this case the prefrontal cortex, and a specific conclusion and theory was subsequently formed. This was a laboratory experiment with clear controls, including a matched pairs design to reduce the effect of differences among participants, it

can only be seen as a very scientific experiment that led to an operationalised and specific theory.

Ideas within the Biological Approach can be falsified. For instance,

Money's proposals about how gender can be changed were discredited and falsified by the patient, David Reimer's, subsequent testimony. ☹

The approach uses ~~the~~ scientific subject matters, such as investigating the level of hormones within an individual, which are specific, quantifiable and measurable.

The approach is reductionist, breaking down behaviour into the effects of brain structure, hormones and chromosomes for instance, but still works within the clinically proven and universally accepted paradigm that our personality, gender, aggression levels and many other things are affected by our DNA.

The approach also has pioneered several drug treatments, which has improved the quality of life of many people.

This methodology is ~~called~~ ^{very} ~~the~~ ^{important} ~~the~~ ^{of} ~~psychological~~ ^{psychological} ~~approaches~~ ^{approaches}, therefore I ~~would~~ ^{would} ~~argue~~ ^{argue} ~~strongly~~ ^{strongly} that it deserves its scientific status.



ResultsPlus

Examiners' Comment

The answer is well structured, terminology is appropriately used. Language use is good as is spelling so 12 out of 12 for content and 6 out of 6 for structure.



ResultsPlus

Examiner Tip

Make sure you reference the question explicitly in your answer, it will never harm you and may, as in this case make a big difference.

Question 9 (b)

In general the majority of responses showed a good understanding of the ethical issues relating to animal research and were able to apply the concepts to the scenario given. In this respect the candidates were better at meeting the requirements of the question than those candidates who answered the other synoptic essay. Most candidates addressed the issues of caging, harm and cost-benefit considerations well. There were a good proportion of candidates who were sensitive to the stimulus material and included commentary on the fact that the rhesus monkeys were laboratory bred, consideration of what may be done to manipulate hormones and controlling rearing conditions.

Where candidates lost marks, this was due to failure to evaluate any of the ethical issues at all. Too many candidates diverged onto practical aspects. For example the fact that it may be easier to acquire lab bred monkeys than wild caught ones is a practical issue, whereas the distress that may be endured by wild caught monkeys suddenly confined in cages, compared to lab bred monkeys who have never know anything else, is an ethical evaluation. Thus candidates were often confined to level 2 because although the description was excellent the evaluation was either very weak or non-existent.

This response is a very good answer showing good knowledge of the ethical guidelines in relation to animal research as well as an ability to consider both the application of that guidance to the scenario given, as well as evaluating the ethical issues raised. It achieved 10 for content as it falls short in one or two key areas. The structure mark was 5 as again though very good it lacked a little in style and there were some lapses in grammar.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: Question 9(a) Question 9(b)

In Animal experiments, ethical guidelines must be followed to ensure the animals well being and health are prioritised. The experiment must first be approved by a committee who specialise in animal experiments. This will be done using a cost benefit analysis whereby the committee will decide whether the costs (harm and emotional stress to the monkeys) outweighs the benefits (what the results would mean to society). If the costs do outweigh the benefits then the experiment will be disapproved.

An ethical issue that must be considered is the number of animals used. A large amount of monkeys used would be unethical as the harm and emotional stress would be inflicted on too many and this would be cruel. However the psychologists should not use a number so small that it would be hard to generalise the results. However rhesus monkeys are not an endangered species so the psychologists could use a big enough number without drastically decreasing their population.

Another ethical issue is that the psychologists that are part of the team need to be qualified in caring for these monkeys and must also be qualified to do the experiments involved so that the monkeys are

not in danger of poor health care.

Another ethical issue is the use of anaesthesia. If the monkeys are going to be subjected to experiences or procedures that are likely to be painful, anaesthesia must be given to avoid the monkeys discomfort. Another consideration is that if the pain or psychological harm the monkeys suffer is likely to be on going and life changing then euthanasia must be considered to end the monkeys suffering.

The psychologists must also consider all other possible participants before turning to animals i.e computer or robot mechanisms. If the procedures are unethical to perform on humans and all other ideas have been exhausted, then the psychologists can consider the monkeys.

It is also important that whilst the monkeys are part of the experiment they receive the best possible care. This would include large, clean caging so the monkeys are not all cramped together and that the monkeys receive the correct nutrition regularly. It would also include maintaining the cleanliness of the cages.

In terms of this study the number of animals used would be a strength as rhesus monkeys are not an endangered species and because the monkeys are ~~not~~ laboratory bred, this means they are not being

taken out of their natural environment or separated from families.

Another strength would be that because the team are qualified psychologists they are likely to be aware of the ethical guidelines and so will know to give the best possible care to the monkeys and will all be qualified to carry out the procedures on the monkeys.

A weakness in terms of ethical issues is that during the procedures to artificially manipulate hormone levels, the monkeys may be under a lot of pain and so anaesthesia must be provided. Also, these procedures are likely to cause the monkeys emotional stress and it is likely that the effects will be ongoing throughout the monkey's life. This would mean that the research had caused enough damage to the monkeys that euthanasia may possibly have been considered.

However, another strength of this study is that the procedure to manipulate hormone levels would be unethical to perform on humans and obviously not possible on other participants such as robots so the use of rhesus monkeys was the only possible choice.



ResultsPlus Examiner Comments

On the first page of this response the candidate sets the tone for a well balanced essay when dealing with the issue of the number of animals that should be used. The guideline is introduced and the rationale for such a guideline given (description). The answer then goes on to qualify the description, why too small a sample needs to be avoided, the issue of rhesus monkeys not being an endangered species, a comment on the fact that the animals it is proposed to use are lab bred could have been added too, but what is there is effective evaluation.



ResultsPlus Examiner Tip

In essays always try and ensure you make as many evaluation points as description points whether together or one followed by the other.

Paper Summary

The 2013 examination was, in general a well answered paper with many candidates achieving excellent marks. To ensure candidates do the best they can here are a few pointers to help them:

- Do tailor answers to the question that is asked.
- Do refer directly back to the question as part of the answer.
- Avoid reproducing model answers during the examination, model answers are a useful aid for revision, but may not provide the required information expected from a question.
- Practise using material in a variety of different ways.
- Practise designing different types of study under timed conditions.
- Remember to always include sufficient elaboration to ensure a point is properly made.
- Attempt every question on the paper, blank pages mean marks are lost.
- The available answer space and number of marks available should be used as a guide about how much to write.

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>

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