

# Mark Scheme (Results)

June 2015

Pearson Edexcel GCE in Psychology  
(6PS02/01)

Unit 2: Understanding the Individual

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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	
<b>1</b>	<b>1)</b> A synapse is	
	Answer	Mark
	a) a chemical that allows neurons to communicate with each other. b) where the chemical is received by the neuron that receives a message from surrounding neurons. <b>c) a junction between neurons</b> d) the nerve cell in the brain which pass information to each other.	<b>(1 A01)</b>

Question Number	Question	
<b>2</b>	The research method Money (1975) used when studying Bruce/Brenda was a	
	Answer	Mark
	a) correlation. <b>b) case study.</b> c) survey. d) observation.	<b>(1 A01)</b>

Question Number	Question	
<b>3</b>	A strength of Money's (1975) study is that it	
	Answer	Mark
	<b>a) gathered rich, detailed data.</b> b) can be generalised to others in similar circumstances. c) accurately reported on the success of the study. d) gained objective data.	<b>(1 A02)</b>

Question Number	Question	

<b>4</b>	According to Freud, defence mechanisms	
	Answer	Mark
	a) develop when we are fixated in a psychosexual stage of development b) are the rational part of the personality. c) control memories that we can access if we want to. <b>d) protect the conscious from unwanted thoughts and desires</b>	<b>(1 A01)</b>

Question Number	Question	
<b>5</b>	According to Freud our gender development is due to	
	Answer	Mark
	a) nature. b) nurture. <b>c) nature and nurture.</b>	<b>(1 A01)</b>

Question Number	Question	
<b>6</b>	According to the theory of classical conditioning we learn through	
	Answer	Mark
	a) consequences. b) identification. c) observation. <b>d) association.</b>	<b>(1 A01)</b>

Question Number	Question	
<b>7</b>	Which of the following is an example of positive reinforcement?	
	Answer	Mark
	a) Tina avoids a detention by doing her homework. <b>b) Tina gains a sticker for her good behaviour in class.</b> c) Tina is told off for shouting at the teacher. d) Tina saw her friend being given a sweet for tidying the desk.	<b>(1 A01)</b>

Question Number	Question	
<b>8</b>	Kimrun has to carry out an observation for her A'level coursework. She has decided to observe body language in same sex and mixed sex groups. Kimrun carries out her	

	<p>observation on her classmates in the sixth form common room. Before she carries out the observation she places signs on the walls of the common room saying when the observation will take place.</p> <p>This type of observation is</p>	
	Answer	Mark
	<p>a) structured.</p> <p><b>b) naturalistic.</b></p> <p>c) covert.</p> <p>d) participant.</p>	<b>(1 A03)</b>

Question Number	Question	
<b>9</b>	<p>Before carrying out the observation Kimrun created definitions of the behaviours she was looking for. Kimrun then asked a friend to watch a television programme with her to check the definitions were good enough. When Kimrun and her friend compared scores they found that they had some big differences.</p> <p>This is an issue of</p>	
	Answer	Mark
	<p><b>a) inter-rater reliability.</b></p> <p>b) task validity.</p> <p>c) generalisability.</p> <p>d) objectivity.</p>	<b>(1 A03)</b>

Question Number	Question	
<b>10</b>	<p>Neil carried out a correlation. To analyse his result he decided to carry out a Spearman's test. Neil carried out the Spearman's test because it was</p>	
	Answer	Mark
	<p>a) looking for a difference.</p> <p><b>b) looking for a relationship.</b></p>	<b>(2 A03)</b>

	c) an independent groups design. d) nominal data. <b>e) ordinal data.</b>	
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Question Number	Question	
<b>11</b>	A strength of the correlation as a research method is	
	Answer	Mark
	a) it allows us to determine cause and effect. b) the independent variable is tightly controlled. c) they provide detailed, qualitative data. <b>d) the results may lead to new areas of research.</b>	<b>(1 A03)</b>

## Section B

Question Numbers	General Instructions
	<b>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.</b>

Question Number	Question	
<b>12a</b>	Charles is carrying out an experiment on young children. He wants to see if there is a difference between 4 year olds and 8 year olds and their ability to understand that a tall narrow glass of water can hold the same amount of water as a short wide glass. Charles had two short, wide glasses that held the same amount of water. The children saw him pour one of these glasses of water into a tall narrow glass. Charles then asked the children if the short, wide glass and the tall, narrow glass had the same amount of water in them. Identify the independent variable (IV) in this experiment.	
	Answer	Mark
	No marks for the DV.	

	<p>The IV must be operationalized, and the ages stated, to get the mark.</p> <ul style="list-style-type: none"> <li>• Whether the children are 4 years old or 8 years old/eq;</li> <li>• The age of the child 4 or 8 years old/eq;</li> <li>• If they are 4 years or 8 years old/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(1 A03)</b>
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Question Number	Question	
<b>12b</b>	Identify the dependent variable (DV)	
	Answer	Mark
	<p>No marks for the IV. The DV must be operationalized to get the mark.</p> <ul style="list-style-type: none"> <li>• Whether the participants said there was the same amount or different amounts/eq;</li> <li>• The children's answers yes there was the same amount of water or no there wasn't the same amount of water/eq;</li> <li>• Both glasses have the same or different amounts of liquid in them/eq;</li> <li>• The tall glass has more water or the same amount of water as the short glass/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(1 A03)</b>

Question Number	Question	
<b>12ci</b>	Identify the experimental design Charles used in his experiment.	
	Answer	Mark
	<ul style="list-style-type: none"> <li>• Independent measures/eq;</li> <li>• Independent groups/eq;</li> <li>• Independent/eq;</li> <li>• Unrelated/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(1 A03)</b>

Question Number	Question	



<b>12cii</b>	Outline <b>one</b> strength and <b>one</b> weakness of the experimental design you identified in 12c)	
	Answer	Mark
	<p>One mark per point/elaboration. 2 marks for the strength and 2 marks for the weakness.</p> <p>If 12ci is correct but a different design is evaluated in 12cii then <b>0 marks</b>.</p> <p><b>TE</b> If 12ci is incorrect (e.g. repeated measures/matched pairs) and it is correctly evaluated here then full marks.</p> <p>If 12ci is blank and 12cii clearly evaluates independent groups then <b>max 2</b>.</p> <p>Strength.</p> <ul style="list-style-type: none"> <li>• It reduces the chances of demand characteristics (<b>1<sup>st</sup> mark</b>) as the ppts have less chance of guessing the aim of the study as they only do one condition (<b>2<sup>nd</sup> mark</b>)/eq;</li> <li>• The children only do the experiment once (<b>1<sup>st</sup> mark</b>) so they will not get better due to practice effects (<b>2<sup>nd</sup> mark</b>)/eq;</li> <li>• Results will not be affected by fatigue effects (<b>1<sup>st</sup> mark</b>) which means the validity of the results is increased (<b>2<sup>nd</sup> mark</b>)/eq;</li> </ul> <p>Weakness.</p> <ul style="list-style-type: none"> <li>• Participant variables may affect the results as there are different participants in each group (<b>1<sup>st</sup> mark</b>) so the results could be due to this and not the manipulation of the IV (<b>2<sup>nd</sup> mark</b>)/eq;</li> <li>• Twice the amount of ppts are needed compared to repeated measures (<b>1<sup>st</sup> mark</b>) which means the experiment could take longer to carry out (<b>2<sup>nd</sup> mark</b>)/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(4 A03)</b>

Question Number	Question	
<b>12d</b>	Describe ethical considerations Charles must take into account when carrying out his experiment with the children.	
	Answer	Mark

	<p>One mark per point/elaboration.</p> <p><b>Max 2</b> if no reference to <b>Charles</b> and the ethics of experimenting on children at least once.</p> <p><b>Max 2</b> for generic ethical points.</p> <p><b>Max 1</b> for a list of three or more ethical principles.</p> <ul style="list-style-type: none"><li>• Charles must make sure he has received informed consent from the children's parents/guardians/eq;</li><li>• He must also ask the children for consent to carry out the study in child friendly/simple/understandable language/eq;</li><li>• Charles must be aware that if the children seem distressed he must stop the study straight away, even if they don't ask to stop/eq;</li><li>• If some of the children give the incorrect answer Charles must not make them feel as though they have failed/eq;</li><li>• Confidentiality must be kept, the children's names should not be used and there should be no way for anyone to identify individuals/the school/eq;</li><li>• If Charles is giving sweets/a treat to the children for participating then he needs to ask permission to do so from the parents/guardians/ he needs to give them to the parents to give to the children/eq;</li></ul> <p><b>Look for other reasonable marking points.</b></p>	<p><b>(4 A03)</b></p>
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Question Number	Question	
<b>13a</b>	<p>In the Biological Approach you have learned about one of the following studies. Outline the aim/s of <b>one</b> of the studies named above.</p>	
	Answer	Mark
	<p>One mark per point/elaboration.  <b>No credit</b> for an outline of Money's (1965) aim.  <b>No credit</b> for an outline of the aims of a study that is not named in the question.  <b>No credit</b> for the procedure, results or conclusions of a study.</p> <p>E.g. Bellis et al (2001)</p> <ul style="list-style-type: none"> <li>• Bellis et al (2001) aimed to see if there were sex differences in the maturation of the brain/eq;</li> <li>• They wanted to see is there was a difference in the grey and white brain matter or girls and boys/eq;</li> <li>• Bellis (2001) aimed to find out how the volume of different areas of the brain changed between childhood and adolescence, specifically to see if grey matter decreased and white matter increased with age/eq;  <b>(2marks.)</b></li> </ul> <p>E.g. Raine et al (1997)</p> <ul style="list-style-type: none"> <li>• The aim of Raine's (1997) study was to see if there were brain differences between violent offenders and normal people/eq;</li> <li>• Raine et al (1997) aimed to find out if the brain functions of violent criminals and non violent non offenders were different/eq;</li> <li>• The aim was to see if murderers had brain dysfunction in their prefrontal cortex and other areas of the brain associated with violent behaviour when compared to a control group of non murderers/eq; <b>(2 marks)</b></li> </ul> <p>E.g. Gottesman and shields (1966)</p> <ul style="list-style-type: none"> <li>• Gottesman and Shields- (1966) wanted to find out if there was a genetic link to the development of schizophrenia/eq;</li> <li>• They aimed to use MZ and DZ twins to study the concordance rate of schizophrenia in the two types of twin/eq;</li> <li>• The aim of Gottesman and Shield's (9166) study was to replicate findings from previous twin studies to show that they were reliable and that there was a genetic link to the development of schizophrenia/eq; <b>(2 marks.)</b></li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2 AO1)</b>

Question Number	Question	
<b>13b</b>	Outline the findings (results and/or conclusions) of the study whose aim you outlined in 13a)	
	Answer	Mark
	<p>One mark per point/elaboration.  <b>No credit</b> for the aim or procedure of a study.  <b>No credit</b> if the findings are from a different study to that outlined in 13a)  <b>T.E</b>  <b>Max 1</b> for an outline of Money's (1965) findings if Money is outlined in 13a).  <b>Max 1</b> for an outline of the findings of a study not one of the 3 named if it is the same as 13a).  If 13a is blank and the findings are from one of the named studies then <b>full marks available</b>.</p> <p>If figures are used allow + - 5%</p> <p>E.g. Bellis et al (2001)</p> <ul style="list-style-type: none"> <li>• Bellis et al (2001) found that the grey matter in male brains reduced by 19.1% between 6 years and 17 years old/eq;</li> <li>• The grey matter in female brains reduced by 4.7% between 6 and 17 years of age/eq;</li> <li>• They found that the grey matter in male brains reduced more than the grey matter in female brains/eq;</li> <li>• Males had a larger increase in white matter (45.1%) compared to females (17.1%) between 6 and 17 years old/eq;</li> <li>• The corpus callosum increased by 58.5% in males compared to 27.4% in females/eq;</li> <li>• They concluded that there were differences between male and female brains/eq;</li> <li>• Bellis et al (2001) concluded that the brain does change as we get older with grey matter decreasing and white matter increasing in both sexes/eq;</li> </ul> <p>E.g. Raine et al (1997) the statements can be reversed for the control group for a mark but do not give 2 marks for opposing sentences.</p> <ul style="list-style-type: none"> <li>• Raine et al (1997) found that those not guilty by reasons of insanity/NGRI/murderers had less activity in the prefrontal areas/parietal cortex of the brain/eq;</li> <li>• There was no difference in the activity of the temporal areas of the brain between the NGRIs and the control</li> </ul>	<b>(2 A01)</b>

	<p>group.</p> <ul style="list-style-type: none"> <li>• There was less activity in the subcortical area of the brain in the NGRI group/eq;</li> <li>• Raine et al (1997) concluded that violent behaviour is controlled by areas of the brain/eq;</li> <li>• They also said that their study does not show that violent behaviour is only caused by abnormalities in the brain/eq;</li> </ul> <p>E.g. Gottesman and Shields (1966)</p> <ul style="list-style-type: none"> <li>• They found that there was a 42% concordance rate for MZ twins where both twins had been hospitalised and diagnosed with Schizophrenia/eq;</li> <li>• This compare with a 9% concordance rate where both dizygotic twins had been hospitalised and diagnosed with schizophrenia/eq;</li> <li>• There was a concordance rate of 42% for MZ twins compared to a concordance rate of 9% for DZ twins/eq;</li> <li>• There were only 21% of MZ twins who were rated as normal when the other twin had been diagnosed with schizophrenia/eq;</li> <li>• 55% of the DZ twins were classified as normal when one twin had schizophrenia/eq;</li> <li>• They concluded the closer the genetic relationship is to someone with schizophrenia the greater your chances of also getting schizophrenia/eq;</li> <li>• They concluded there is a genetic factor in the development of schizophrenia, but that the environment also plays a part/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	
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Question Number	Question	
<b>13c</b>	Evaluate the study from the Biological Approach whose aim you outlined in 13a)	
	Answer	Mark
	<p>One mark per point/elaboration.  <b>No credit</b> for an evaluation of a study not from the biological approach.  <b>No credit</b> if the evaluation is from a different study to that outlined in 13a).  <b>T.E</b>  <b>Max 2</b> for an evaluation of Money's (1965) findings if Money is outlined in 13a).  <b>Max 2</b> for generic evaluation points that could apply to other studies.  <b>Max 2</b> for an evaluation of a study not one of the 3 named if it is the same as 13a).</p> <p>If 13a is blank but 13b outlines findings from one of the studies listed study from the biological approach and 13c evaluates that study then <b>full marks are available.</b></p>	<b>(6 A02)</b>

If 13a and b are blank and the evaluation is from one of the listed studies from the Biological Approach then **full marks available**.

E.g. Bellis et al (2001)

- The raters were trained and did not know the sex or age of the participants so increasing the validity of the results as they are less likely to give in to demand characteristics/eq;
- The sampling method used was volunteer, which may be a weakness as volunteer samples are not representative of the target population, so affecting the generalisability/eq;
- The males and females were matched as much as possible e.g. race/IQ/socioeconomic status so minimising the effect of participant variables/eq;
- It is difficult to accurately measure grey and white matter in the brain so the results may not be reliable/valid/eq;
- The use of MRI scans to measure the brain structure/the computer soft wear to analyse the scans gives objective data so increasing reliability/eq;
- There were 118 participants which is a large sample so allowing the results to be generalised/eq;
- The study was ethical as Bellis gained informed consent from the parents of the participants/eq;
- it was a cross sectional study so different participants were used for each group, meaning it could be participant variables other than sex or age which affected the results/eq;

E.g. Raine et al (1997)

- The control group were matched to the NGRIs in terms of age/sex/mental illness so reducing the effects of participant variables/eq;
- As the brain scans were done after the violent acts had been committed we cannot say for certain that the brain differences were there before the murders took place so reducing the validity of the results/eq; **(2 marks)**
- Task validity is reduced as the pre-scan task had no bearing on violent behaviour/was not a task that the ppts would carry out in every day life/eq;
- Generalisability is reduced as these criminals pleaded not guilty by reason of insanity, the same findings may not be true of criminals who just plead not guilty/eq;
- The sample size was 41 in each group/82 in total which is large enough to be representative of the target population/eq;
- PET scans were new technology when this study was carried out and so the results may not be wholly accurate/eq;
- Whilst PET scans give objective data the results still need to be analysed by a person which may be subjective to a degree/eq;

	<ul style="list-style-type: none"> <li>• The level of violence in the NGRIs was not controlled , they could have murdered their victims by different means using different levels of violence/eq;</li> <li>• It could be deemed unethical as it could be argued injecting ppts is invasive especially as the prisoners may feel they have to do the study/eq;</li> </ul> <p>E.g Gottesman and Shields (1966)</p> <ul style="list-style-type: none"> <li>• Previous studies had found similar concordance rate between twins and schizophrenia so increasing the reliability of Gottesman and Shields findings/eq;</li> <li>• The study was a correlation rather than an experiment so we cannot say that schizophrenia is caused by our genes/eq;</li> <li>• It is hard to separate the environment from genes in twins as they share the same environment in the womb/are more likely to be treated as one unit if they are identical/eq;</li> <li>• A large sample size of 62 pairs of twins/124 ppts makes the results more generalisable/eq;</li> <li>• There were equal amounts of male and female participants so the sample was not gender biased making it more representative of the target population/eq;</li> <li>• Gottesman and Shields cross referenced data from hospital records, self-report interviews, personality testing so increasing the reliability of their findings/eq;</li> <li>• The validity of the diagnosis can be questioned as it was carried out in 1966 and the diagnostic manuals have been updated several times since then/eq;</li> <li>• As this was carried out before genetic testing we cannot be sure that the twins were accurately rated as MZ and DZ which reduces the validity of the results/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	
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Question Number	Question	
<b>14</b>	<p>The following terms are features of operant conditioning. Use a term from operant conditioning that best identifies the behaviour described in the examples below.</p> <p>You <b>must not</b> use the same term more than once.</p>	
	Answer	Mark

<p><b>Max 1 mark</b> per example. If more than 1 answer per example mark the first answer given unless it is clearly crossed out.</p>		<p><b>(4 A01)</b></p>
Example	Term from operant conditioning.	
Rosie gains points on her loyalty card every time she buys some shopping from the local supermarket.	<b>Secondary reinforcement.</b>	
Jim gets a fine and points on his licence for speeding near a local infant school.	<b>Punishment.</b>	
Fiona's mother stops nagging her once she has tidied up her bedroom.	<b>Negative reinforcement.</b>	
David's parents give him some sweets for helping his sister with her chores.	<b>Primary reinforcement</b>	
Accept a reasonable sentence.		

Question	Question	
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Number		
<b>15a</b>	<p>Adele suffered a traumatic event as a child. She was lost in a shopping centre. Adele has used defence mechanisms to help her cope with the traumatic event.</p> <p>Describe how Adele used two defence mechanisms to help her cope with the event.</p>	
	Answer	Mark
	<p>One mark per point/elaboration.  <b>Max 2</b> if no reference to Adele/shopping centre.  <b>Max 2</b> if only one defence mechanism described.</p> <ul style="list-style-type: none"> <li>• Adele may have repressed the memory of the event and placed it in her unconscious/eq;</li> <li>• This means that she has forgotten it happened and cannot access the memory of being lost/eq;</li> <li>• By placing it in her unconscious she is protecting her personality/eq;</li> <li>• Adele may use denial, where she refuses to acknowledge the event happened/eq;</li> <li>• This may include refusing to acknowledge her fear when she was lost/eq;</li> <li>• Adele may use regression and go back to a childhood state/eq;</li> <li>• So now when she goes to a shopping center she may wish to be accompanied by another adult and insist on holding their hand/eq;</li> <li>• Adele may displace her thoughts about going into a shopping center onto someone else/eq;</li> <li>• So when she needs to go shopping in a large center she may be angry at her mother/husband/other person rather than express her fear/eq;</li> <li>• Adele may have rejected that she was lost and scared, and instead projected this onto others/eq;</li> <li>• E.g. she may feel her brother needs constant reassurance when going to the shopping centre/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(4 AO2)</b>

Question Number	Question	
<b>15b</b>	Adele has a brother, Elliot, who was two years old at the time when Adele got lost. According to Freud's psychosexual theory of development he is in the anal stage. Outline the behaviours Elliot will display in the anal stage of development.	
	Answer	Mark
	<p>One mark per point/elaboration  <b>Max 1</b> if no reference to Elliot/Adele's brother.  <b>No credit</b> for fixation.</p> <ul style="list-style-type: none"> <li>• Elliot will be starting to potty train and will gain pleasure from the anus/eq;</li> <li>• This may be through the expulsion or retention of faeces/eq;</li> <li>• He may gain pleasure through holding onto his faeces for as long as possible before going on the potty/eq;</li> <li>• Or he may gain pleasure from getting rid of his faeces as often as possible, not always on the potty/eq;</li> <li>• The ego develops in this stage so he is likely to be less demanding/eq;</li> <li>• He may be getting frustrated/angry because he has to try and please his parents/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(3 A02)</b>

Question Number	Question	
<b>15c</b>	Elliot became fixated in the anal stage. Outline what characteristics Elliot may show as an adult due to being fixated in the anal stage.	
	Answer	Mark
	<p>One mark per point/elaboration. Examples can gain credit.  <b>Max 1</b> if no reference to Elliot/Adele's brother.  <b>Max 1</b> for a list of 3 or more characteristics.  <b>No credit</b> for description of the anal stage.</p> <ul style="list-style-type: none"> <li>• If Elliot is fixated because he got pleasure from retention he may feel that everything has to be in its proper place and need everything to be in the right order/eq;</li> <li>• E.g. His clothes will be colour co-ordinated in his wardrobe/eq;</li> <li>• He will also be occupied with being punctual, and may often arrive early to ensure he is not late/eq;</li> <li>• If Elliot is an extreme case he may be diagnosed with obsessive compulsion/eq;</li> <li>• His desire to perform on the potty as a child may express itself as a desire to perform for others/e.g. giving presents to others/eq;</li> <li>• If Elliot is fixated on expulsion he may like to make a</li> </ul>	<b>(3 A02)</b>

	<ul style="list-style-type: none"> <li>mess and not worry about being tidy/eq;</li> <li>• He may also be disorganised and not know where to find things/not be able to organise his social calendar very well/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	
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Question Number	Question	
<b>16</b>	Define the following terms from classical conditioning. You <b>must</b> use an example for each term.	
	<b>Answer</b>	<b>Mark</b>
	<p>1 mark per point elaboration.  <b>Max 1</b> per definition per term.  <b>Max 1</b> per example per term.  The examples may be presented in the form of a diagram and as such are creditworthy.</p> <p>E.g. Unconditioned stimulus.</p> <ul style="list-style-type: none"> <li>• This is the original/biological/innate stimulus that causes a reflexive response/eq;</li> <li>• It is a stimulus that makes us respond in an unlearnt natural/innate way/eq;</li> <li>• E.g. food /eq;</li> </ul> <p>E.g. Unconditioned response.</p> <ul style="list-style-type: none"> <li>• This is a response to a specific stimulus that occurs naturally/eq;</li> <li>• We do not have to learn the response we are born with it/eq;</li> <li>• It is an innate/reflexive response to a UCS/eq;</li> <li>• E.g. our response of a leg jerk when presented with the stimulus of a tap on the knee/eq;</li> </ul> <p>E.g. Conditioned stimulus.</p> <ul style="list-style-type: none"> <li>• It is a stimulus that originally produced no reflexive response/eq;</li> <li>• It has been associated/presented with the UCS/eq;</li> <li>• It has been learnt through repetitive pairing/association/eq;</li> <li>• E.g. The bell in Pavlov's study /eq;</li> </ul> <p>E.g. Conditioned response.</p> <ul style="list-style-type: none"> <li>• The CR is a learnt response to a stimulus/eq;</li> <li>• It occurs when the CS is presented/eq;</li> <li>• The response is the same as the UCS but to a different stimulus/eq;</li> <li>• E.g. Little Albert's CR was fear/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(8 AO1)</b>

## Section C

Question Numbers	General Instructions
	<p><b>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.</b></p>

Question Number	Question	
<p><b>17</b></p>	<p>Julia is studying psychology at university. As part of her course she has been asked to design and carry out an experiment that looks at the effects of alcohol on reaction times.</p> <p>Describe a procedure that Julia might use when experimenting on the effects of alcohol on reaction times. You <b>must</b> justify at least <b>two</b> of the decisions made.</p> <p>You might wish to consider the following:</p> <ul style="list-style-type: none"> <li>• Experimental design.</li> <li>• Variables.</li> <li>• Apparatus.</li> <li>• Sampling.</li> <li>• Ethics.</li> </ul>	
	Answer	Mark
	<p>Mark according to the levels below.</p> <p><b>No credit</b> if it is not an experiment.</p> <p>Levels.</p> <p><b>0 marks.</b></p> <p>No rewardable material <b>or</b> the study is unethical. <b>If in doubt check with team leader.</b> Either no answer or a muddled answer where the examiner cannot determine how the study would be carried out, or it is not an experiment.</p>	<p><b>(8 AO3)</b></p>

	<p>(Please read the whole answer to determine if it could be an experiment.</p> <p><b>Level 1.</b> 1 – 2 marks Basic and brief information about how the study could be carried out. Includes <b>an attempt at one</b> or more of the above.</p> <p><b>Level 2</b> 3-4 marks. Basic detail about how the study could be carried out. Includes at <b>least one well explained element</b> from above. No justification of decisions</p> <p><b>Level 3</b> 5 -6marks The description of how the experiment would be carried out is clear and allows possible replication, given the time constraints. Most of the answer is focussed on the experiment and the scenario. An attempt at justification of at least one decision. <b>Some detail may be missing.</b></p> <p><b>Level 4.</b> 7-8 marks. The description of how the experiment would be carried out is clear and allows possible replication, given the time constraints. Most of the answer is focussed on the experiment and the scenario. There is good justification of at least 1 decision or limited justification of at least 2 decisions or good justification of two decisions.</p> <p><b>When marking be aware of the time constraints. Some detail may be missing even from level 3 and 4.</b></p>	
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Question Number	Question	
<b>18a</b>	There are different explanations of gender development, including the biological explanation. Identify the sex chromosomes that are present in males.	
	Answer	Mark
	<p>If the candidates writes three or more letters mark the first two only unless any have been clearly crossed out. If only one letter then <b>0 marks.</b></p> <ul style="list-style-type: none"> <li>• XY/eq;</li> <li>• YX/eq;</li> <li>• Males get an X from their mother and a Y from their father/eq;</li> </ul>	<b>(1 AO1)</b>

Question Number	Question	
<b>18b</b>	Compare the biological and learning explanations of gender development.	
	Answer	Mark
	<p>1 mark per point/elaboration</p> <p><b>Max 1</b> if one description followed by another description.</p> <ul style="list-style-type: none"> <li>• The biological explanation focuses on nature and the learning approach focuses on nurture/eq;</li> <li>• The learning approach says our environment determines our gender, e.g. we observe same sex role models whilst the biological approach says our genes determine our gender at conception/eq; <b>(2 marks)</b></li> <li>• The biological approach says hormones play a part in our gender development. However operant conditioning says that we repeat gender appropriate behaviour because we are rewarded for it. E.g. the biological approach says that at puberty girls release oestrogen which leads to secondary sexual characteristics such as breasts, whilst the learning approach says that a boy being given praise for playing football so he plays it again/eq; <b>(3 marks 1 for the comparison and 2 more for the elaboration of each point)</b></li> <li>• A similarity is that both have experimental support,</li> </ul>	<b>(4 AO2)</b>

	<p>Bandura, Ross and Ross (1961) for the learning explanation and brain lateralisation for the biological explanation/eq;</p> <ul style="list-style-type: none"> <li>• A similarity is that both have experimental support, Bandura, Ross and Ross (1961) who found the children copy same sex roles models more than opposite sex role models for the learning explanation and brain lateralisation for the biological explanation/eq; <b>(2 marks)</b></li> <li>• Gender is determined at birth according to the biological explanation, but the learning approach says it is determined throughout childhood/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	
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	Guidance	
	<p>Use the levels below to allocate marks according to how detailed the answer is and how thorough the information. Giving marks for elaboration where appropriate is particularly important where questions such as this are suitable to stretch and challenge candidates, so that the full range of marks is available.</p> <p>Please read the whole response before crediting.</p>	

	Question	
<b>19</b>	<p>Describe Freud's theory of personality (the id, ego and superego) and evaluate Freud's theory of psychosexual development in terms the research methods he used.</p>	

	Answer	Mark
	<p><b>Refer to the levels at the end of the indicative content.</b>  Appropriate answers might include the following descriptive points but the list is not exhaustive.</p> <ul style="list-style-type: none"> <li>• The id is the first part of the personality.</li> <li>• It is present at birth and is the "I want" aspect of the personality.</li> <li>• The id is also known as the pleasure principle and want its demands satisfying immediately.</li> <li>• E.g. the id will demand that you eat some sweets if you are hungry even if they are someone else's.</li> <li>• The ego is the second part of the personality and develops in the anal stage.</li> <li>• This is known as the reality principle.</li> <li>• It has to balance the demands of the id with reality and later the demands of the superego.</li> <li>• E.g. the ego may allow the id to buy some sweets to satisfy hunger rather than take someone else's.</li> <li>• The superego is the last aspect of the personality to develop.</li> <li>• It develops at around the age of 5 after the Oedipus complex has been resolved.</li> <li>• The superego is known as the morality principle, it is our conscience.</li> <li>• The demands of the superego can be as unrealistic as the demands of the id.</li> <li>• E.g. The superego may want you to give more money to charity than you can afford.</li> <li>• If the ego manages the needs of the id and the superego then the adult personality is well balanced.</li> <li>• If the id or the superego are dominant then the person could have mental issues such as neuroses.</li> </ul> <p>Appropriate evaluation may include the following points, but the list is not exhaustive.</p> <ul style="list-style-type: none"> <li>• Freud only studied one child so it is hard to use those findings to create a theory of development.</li> <li>• The findings from the study of Little Hans show that his fear of horses was due to him going through the Oedipus complex.</li> <li>• However there are problems with the case of Little Hans as his father may have ignored material that didn't fit Freud's theory when reporting what he has said.</li> <li>• Freud used case studies which only involve one person so the results cannot be generalised to the whole population.</li> <li>• The use of case studies did enable Freud to gather rich detailed information from his patients to support his theory.</li> <li>• There are problems generalising from Freud's sample as they were his patients and went to see him because they had mental ill health.</li> <li>• The unconscious is hard to measure and test using</li> </ul>	<p><b>(6 AO1 6 AO2)</b></p>



experiments reducing the scientific status of the theory.

- there is a lack of control over situational variables in Freud's studies so his methods could be deemed to be unscientific.
- However Fisher and Greenberg have found that anal characteristics such as meanness and obstinacy do go together.
- The method of dream analysis is subjective as different analysts may interpret the same dream in different ways.

**Look for other appropriate/suitable material**

Level	Mark	Descriptor
		<p><b>AO1</b> Knowledge and understanding of science and how science works.</p> <p><b>AO2</b> Evaluation of knowledge and understanding of science and how science works.</p>
	0	No rewardable material
<b>Level 1</b>	1-3 marks	<p>Candidates will produce <b>brief answers</b>, making simple statements showing some relevance to the question.</p> <ul style="list-style-type: none"> <li>• Description includes brief elements of the id, ego or superego.</li> <li>• Little or no attempt at the analytical/evaluation demands of the question.</li> </ul> <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>
<b>Level 2</b>	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"> <li>• Description will include basic elements of the id, ego and superego <b>OR</b> will not include all 3 but those included are good.</li> <li>• Evaluation is basic and may not be focussed on the research methodology used by Freud. It may just be focussed on the issues of Little Hans.</li> </ul> <p>Candidates will produce statements with some development in the form of <b>mostly accurate</b> 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>
<b>Level 3</b>	7-9 marks	<p>Candidate has attempted and answered <b>both the injunctions</b> in the question <b>well</b>.</p> <ul style="list-style-type: none"> <li>• Good description which must include all three of the id, ego, superego, though one may not be done as well as the other two.</li> <li>• <b>And</b> good evaluation mainly focussed on the research methodology used by Freud, though there may be some irrelevancies. It will include more than an evaluation of Little Hans.</li> </ul> <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>
<b>Level 4</b>	10-12 marks	<p>Candidate has attempted and answered <b>both the injunctions</b> in the question <b>very well</b>.</p> <ul style="list-style-type: none"> <li>• Description will have breadth and depth all three of the</li> </ul>

	s	<p>id, ego, superego and at least 2 done very well. and the other done well.</p> <ul style="list-style-type: none"><li>• Evaluation is thorough and broad and is focussed on the research methodology used by Freud, though there may be some minor irrelevancies. It will include more than an evaluation of Little Hans.</li></ul> <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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