Examiners' Report
June 2016

GCE Psychology 8PS0 02

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Introduction

In general candidates attempted most elements of this paper with there being very few questions left completely blank. Candidates' responses were generally good and consistent throughout the paper demonstrating some knowledge and understanding across both biological and learning psychology. It was good to see that candidates attempted even the most challenging questions on this paper and at times on these ones did much better than on the shorter responses.

There was an attempt by most candidates to apply their answers to the contextual questions with some success. Some candidates did provide generic answers which limited the marks that they could access.

Some candidates struggled to complete the A03 development needed, this was particularly obvious in those questions asking for strengths and weaknesses. Candidates need to be clear that the examiner cannot read into their answers and make assumptions about what they are writing, they can only mark what candidates have provided. This became apparent in the longer questions which meant that some candidates could not access high band levels. Candidates' evaluation of theories would benefit from an improved focus on research studies and evidence to provide support for their answers.

It should be noted that candidates need to understand what questions are asking for in order to ensure that they give the responses expected rather than consistently focusing on set evaluation points. The new assessment skills are explicit in terms of the questions set and candidates would benefit from being prepared in terms of these.

Question 1 (a) (i)

Candidates responses were varied in terms of the range of terminology applied to the frontal lobe. Many candidates were able to access the mark in terms of their answer; however some candidates were totally unaware of the different lobes of the brain offering different brain areas as an alternative.

1 (a) Identify the **three** lobes highlighted on the diagram of the brain below.
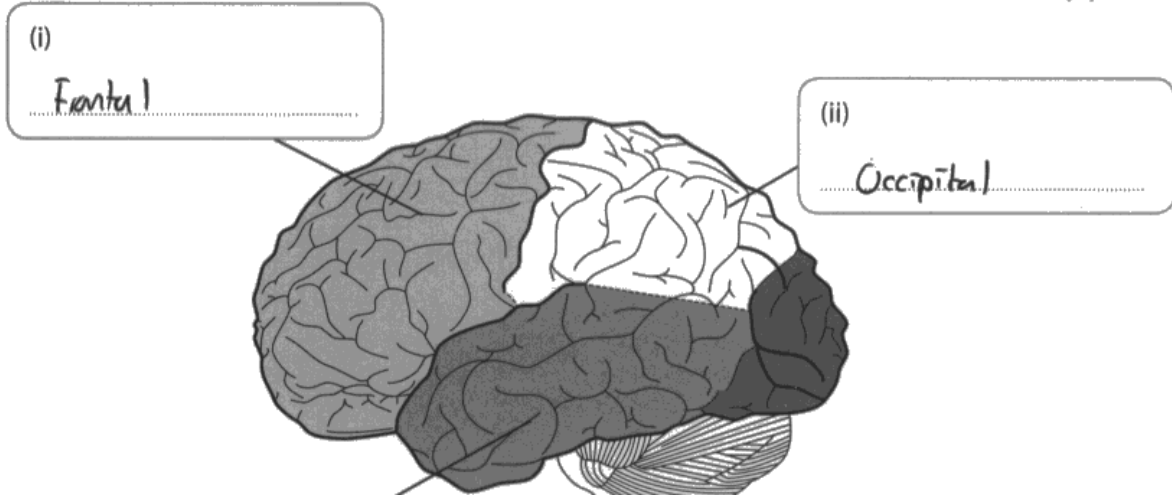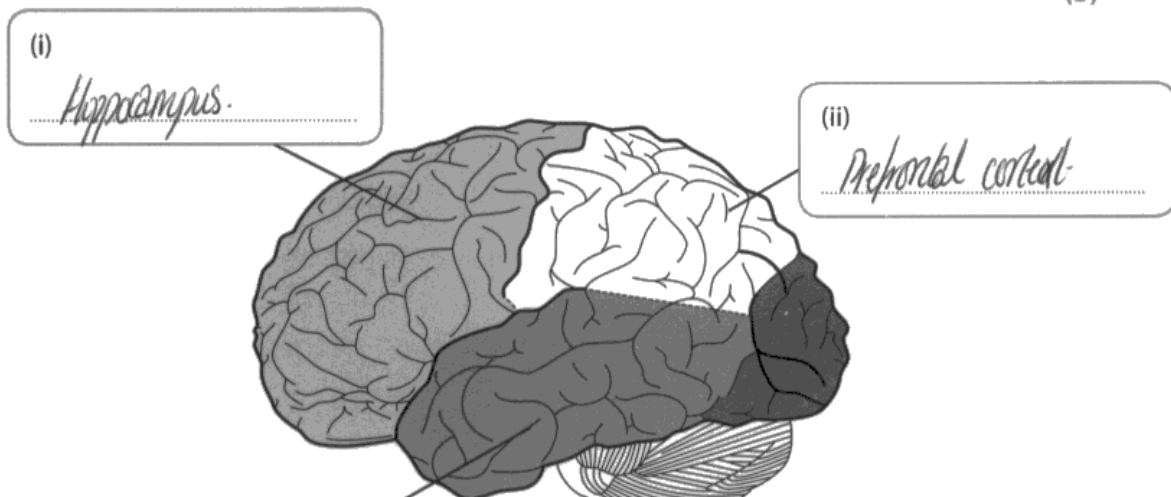
(3)

(i)
Frontal

(ii)
Occipital

ResultsPlus
Examiner Comments

This response gained 1 mark overall.

The candidate is awarded 1 mark for a clear identification of this part of the brain.

1 (a) Identify the **three** lobes highlighted on the diagram of the brain below.

(3)

(i)
Hippocampus

(ii)
Prefrontal cortex

ResultsPlus
Examiner Comments
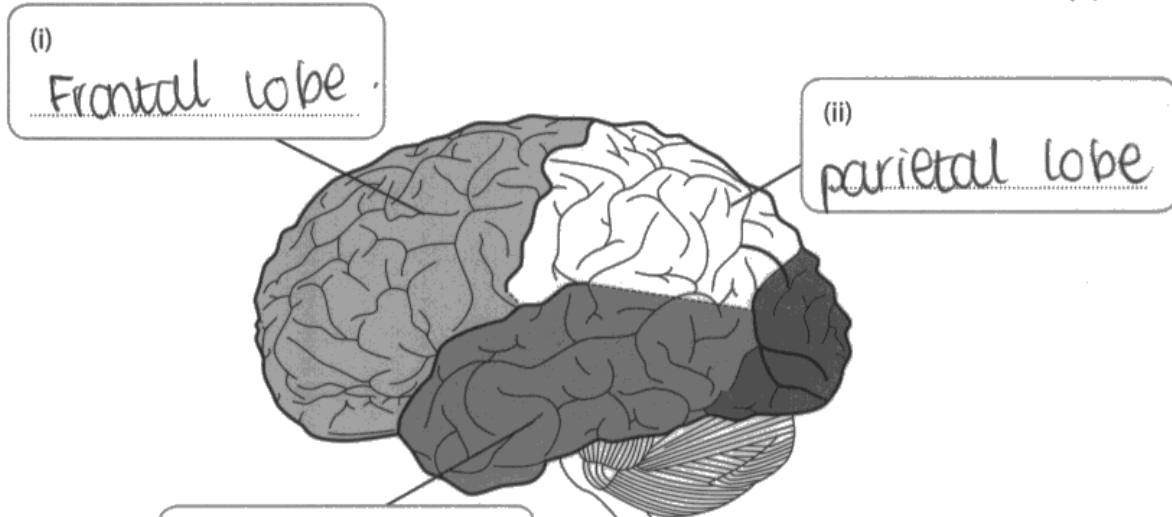
This response gained 0 marks.

The candidate is awarded 0 mark for a wrong identification of this part of the brain.

Question 1 (a) (ii)

Candidates' responses were varied in terms of the range of terminology applied to the parietal lobe. Many candidates were able to access the mark in terms of their answer; however some candidates were totally unaware of the different lobes of the brain offering different brain areas as an alternative. A few candidates confused this lobe of the brain with the occipital lobe which was not credible. Some candidates left this answer blank.

1 (a) Identify the **three** lobes highlighted on the diagram of the brain below.

(3)

(i) Frontal lobe

(ii) parietal lobe

ResultsPlus
Examiner Comments

This response gained 1 mark overall.

The candidate is awarded 1 mark for a clear identification of this part of the brain.

Question 1 (a) (iii)

Candidates' responses were varied in terms of the range of terminology applied to the temporal lobe. Many candidates were able to access the mark in terms of their answer; however some candidates were totally unaware of the different lobes of the brain offering different brain areas as an alternative. Some candidates left this answer blank.
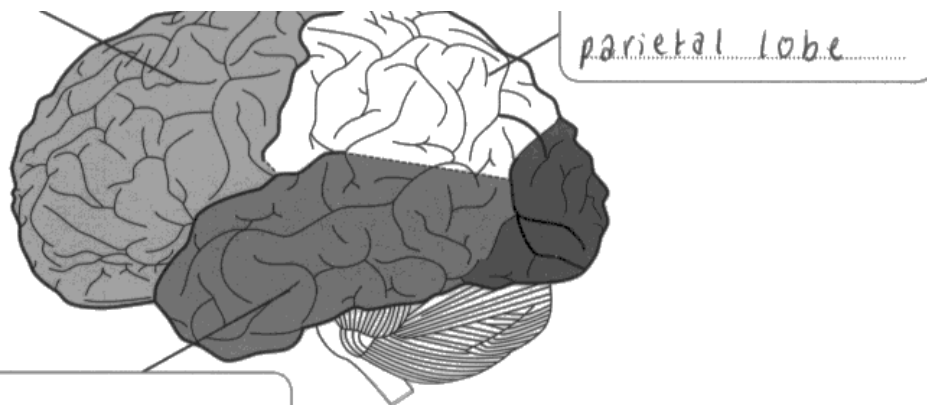

Hypothalamus.

(iii)
Amygdala

ResultsPlus
Examiner Comments

This response gained 0 marks.

The candidate is awarded 0 mark for a wrong identification of this part of the brain.

parietal lobe

(iii)
temporal lobe

ResultsPlus
Examiner Comments

This response gained 1 mark overall.

The candidate is awarded 1 mark for a clear identification of this part of the brain.

Question 1 (b)

Candidates produced a variety of responses mostly focusing on weaknesses; however there was some confusion in candidate answers in the differences between MRI, fMRI, PET and CAT scanning techniques. This resulted in candidates referencing weaknesses focusing on invasive injections or the danger of radiation being emitted which were not credible. Candidates commented on a variety of weakness areas with the most popular referring to the claustrophobic environment causing distress and the magnetic field disrupting pacemakers with the potential of causing harm.

At times candidates' answers were fully developed providing a thorough A01 identification of the weakness followed by clear justification of it, which resulted in 2 marks being awarded. A significant number of candidates were able to grasp the A01 mark for the identification of the weakness of the fMRI scan however justification was not expanded indicating a lack of understanding on the part of candidates. This meant that candidates could not be awarded the A03 mark as their answers did not have the elaboration to explain why it was an actual weakness.

(b) Brain scanning can be used to investigate the brain.

Explain **two** weaknesses of the fMRI scanning technique.

(4)

1. People who have metal in their body for example a pacemaker or metal rod could not use this method due to the strong magnetic field used.

2. People who have a fear of small spaces (claustrophobia) could not use this method as your head and body are in a machine.

ResultsPlus
Examiner Comments

This response gained 2 marks overall.

The candidate has clearly identified two separate weaknesses. The first weakness refers to a problem those with pacemakers may have if they use the scan which gains an A01 mark, however there is no justification of this weakness so the A03 mark cannot be given. In weakness two the candidate makes the same mistake with the A03. There is an identification of a relevant weakness to fMRI scanning techniques but there is no justification of why it is a weakness, so again an A01 mark can only be awarded.

ResultsPlus
Examiner Tip

It is important that candidates fully justify their weaknesses in order to be able to have access to the second mark in a question like this.

Question 2 (a)

Candidates for this question provided a mixture of answers that were awarded marks accordingly. Some candidates provided a hypothesis which did not meet the requirements of the question as it states that a null-hypothesis is needed. Some candidates failed to realise that the null hypotheses needed to be correlational and provided an experimental null hypothesis or variations; indicating "difference" or "effect" - some form of causative statement. Marks were awarded according to the elements of the hypotheses for example stating "no relationship" and operationalising one or more of the variables. A significant number of responses from candidates were accurate and well operationalised showing knowledge of a null hypothesis and correlational variables. Candidates would have benefitted from ensuring that all parts of the hypothesis were fully operationalised for example using "average temperature (in degrees Celsius)" instead of "environmental temperature".

(a) State a null hypothesis for this study.

(2)

That there will be no relationship between the Average temperature (degrees Celsius) and [strikethrough] Number of aggressive incidents.

ResultsPlus
Examiner Comments

The response gained 2 marks overall.

The candidate provides a null hypothesis by suggesting "no" and the "relationship" reference indicates a correlational format for the first mark. The second mark comes from operationalising the variables - especially, "average temperature (degrees Celsius)". This candidate is clearly confident in hypothesis writing and can identify which type of hypothesis was needed from the stimulus provided.

ResultsPlus
Examiner Tip

Centres would benefit from encouraging candidates to always operationalise variables within a hypothesis, this will ensure accuracy across their answer.
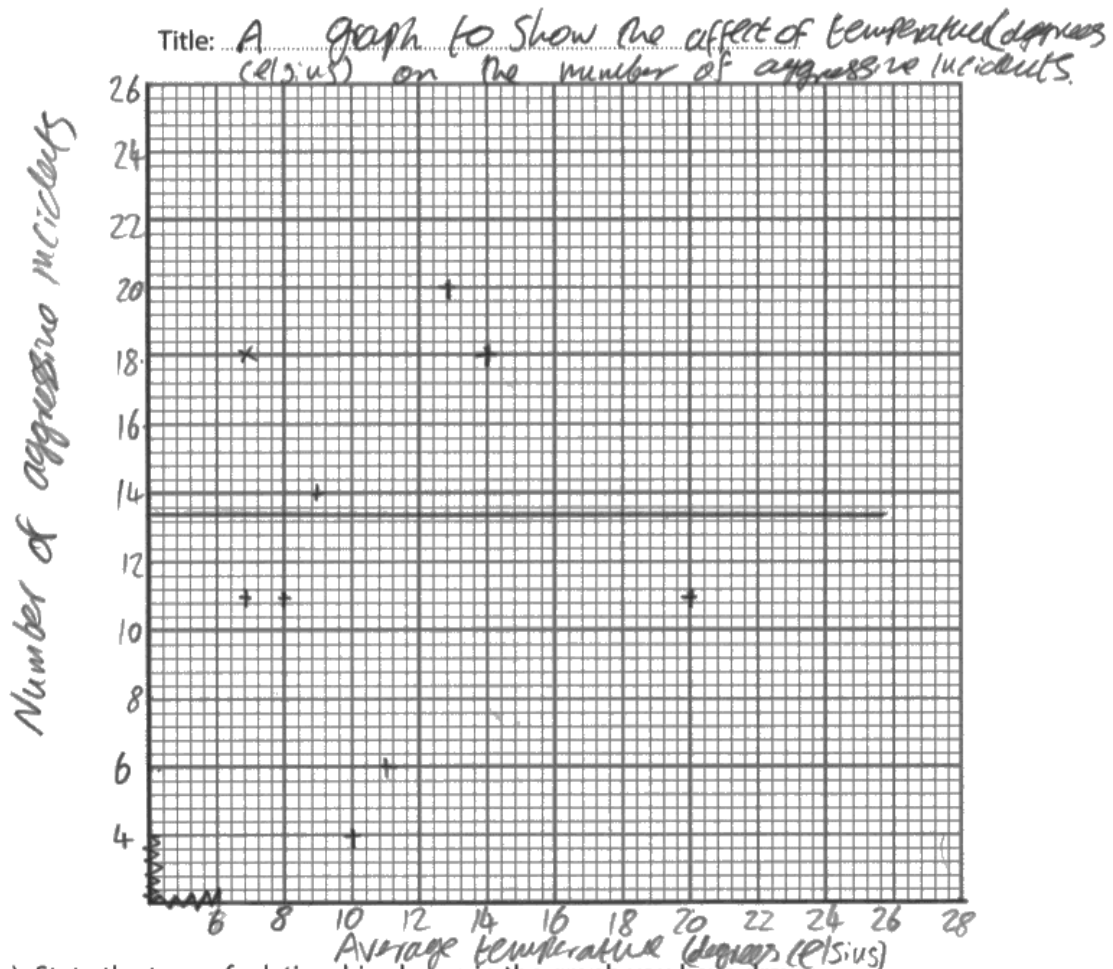
Question 2 (b) (c)

b. The majority of candidates were able to recognise that the graph required for this question was a scattergraph. For 3 marks candidates had to state an appropriate title. The quality of titles produced by candidates varied, those who scored the mark were able to accurately state a title that at least had one of the variables operationalised, for example "number of aggressive incidents". A significant number of candidates were able to do this; however some titles were brief resulting in the loss of the mark. Few candidates actually mentioned "scattergraph" in their titles. A second mark was awarded for labelling the axes correctly, this like the title varied with some well-detailed axes from most candidates. The final mark was for the correct plotting of the data, some candidates found this difficult, at times plotting incorrectly.

Not all candidates made use of the graph paper and instead plotted their graph is one small area, this is not recommended as it makes plotting the data difficult for the candidate. A few candidates did not attempt this question at all and some provided bar or line graphs which were not credible.

c. Most candidates recognised that there was no correlation shown; although a number of candidates did try drawing an attempt at a line of best fit on the graph and suggested either a positive or negative correlation depending on where they decided to place the line.

(b) Draw a suitable graph to display the data in **Table 1**.

(3)

Title: A graph to Show the affect of temperature (degrees celsius) on the number of aggressive incidents.

(c) State the type of relationship shown in the graph you have drawn.

(1)

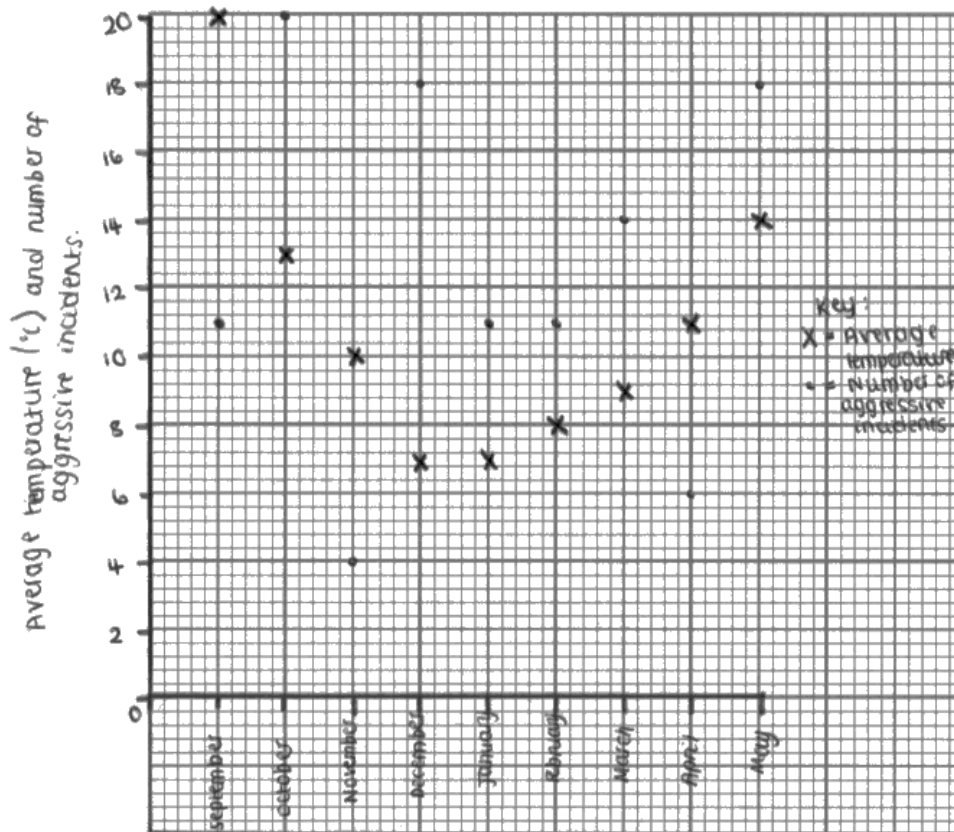The graph states there is no real correlation, therefore shows no trends or relationships.

(b) Draw a suitable graph to display the data in **Table 1**.

(3)

Title: A graph to show the relationship between average temperature and number of aggressive incidents.

(c) State the type of relationship shown in the graph you have drawn.

(1)

No relationship

Question 2 (d)

Candidates who were prepared for this type of question answered it very well, successfully providing the calculations needed for 4 marks. The completion of columns D and D² was completed correctly by many candidates, although inaccuracies in calculations meant candidates lost marks later in their answers. A significant number of candidates did not attempt this question and centres would be advised to ensure that candidates spend time learning this type of question as it is a clear mathematical expectation of the specification.

(d) Complete **Table 2** and calculate Spearman's rank correlation coefficient between average temperature and number of aggressive incidents.

(4)

Average temperature (degrees Celsius)	Rank 1	No. of aggressive incidents	Rank 2	D	d²
20	9	11	4	5	25
13	7	20	9	-2	4
10	5	4	1	4	16
7	1.5	18	7.5	-6	36
7	1.5	11	4	-2.5	6.25
8	3	11	4	-1	1
9	4	14	6	-2	4
11	6	6	2	4	16
14	8	18	7.5	0.5	6.25
				Total:	108.5

N = 9

Table 2

SPACE FOR CALCULATIONS

$$1 - \frac{6\Sigma d^2}{n(N^2-1)} = 1 - \frac{6 \times 108.5}{9 \times (N^2-1)} = 1 - \frac{651}{720} = 4t$$

$$1 - \cancel{4}0.9 = 0.09083$$

ResultsPlus
Examiner Comments

The response gained 4 marks overall.

The candidate clearly works through the equation, filling in the requirements of D and D² accurately –placing their calculation on the table provided. The candidate then works out the next part of the equation successfully coming up with their final correct answer.

(d) Complete **Table 2** and calculate Spearman's rank correlation coefficient between average temperature and number of aggressive incidents.

(4)

Average temperature (degrees Celsius)	Rank 1	No. of aggressive incidents	Rank 2	D	d²
20	9	11	4	5	25
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10	5	4	1	4	16
7	1.5	18	7.5	-6	36
7	1.5	11	4	-2.5	6.25
8	3	11	4	-1	1
9	4	14	6	-2	4
11	6	6	2	4	16
14	8	18	7.5	0.5	0.25
				Total:	108.5

Table 2

SPACE FOR CALCULATIONS

Question 2 (e)

Many candidates were able to grasp the A01 mark for identifying a strength and weakness of a correlational research method. More able answers for the strength tended to focus around correlations showing a relationship between two variables that was not expected which could then be developed into future experimental research on an area in biological approach. Weaknesses that scored highly focused on a lack of cause and effect or reference to individual differences not being controlled for. For many answers there was a lack of elaboration for the A03 skill which meant that candidates received only partial marks. This may suggest that candidates were unsure of what to write and may have been less comfortable in their knowledge of correlational research methodology. A few candidates transferred a strength being cause and effect and clearly they did not know the method asked for in this question. Attempts by many candidates to direct their answers to the biological approach were successful and well developed in their justification of the strength and weakness. Weaknesses generally proved to be more accurately answered than the strengths of the correlational research method. There was a tendency for some candidates to describe the correlational research method without any reference to evaluative elements, therefore no marks were awarded.

(e) Explain **one** strength and **one** weakness of using the correlational research method, as it is used in biological psychology, to inform our understanding of aggression.

(4)

Strength

correlations are cost effective and can be carried out quickly as they are not time-consuming.

Weakness

The correlational research method only shows the relationship between two variables and doesn't tell us what variable caused the other one to change.

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Examiner Comments

The response gained 1 mark overall.

The strength identified is not correct so gains 0 marks.
The weakness identifies the cause and effect issue with the correlational research method but the candidate does not go on to elaborate their answer in terms of a justification so is awarded 1 mark overall.

(e) Explain **one** strength and **one** weakness of using the correlational research method, as it is used in biological psychology, to inform our understanding of aggression.

(4)

Strength

can be used before conducting a study to see if there is a relationship between two variables and whether it is worth investing more money into the research.

Weakness

Cannot show a cause and effect relationship because we don't know what variable causes a change in the other variable, we also don't know if there is a third variable involved.

ResultsPlus
Examiner Comments

The response gained 3 marks overall. The candidate identifies a correct strength in the form of the correlational research method showing a relationship between two variables that could influence future research being carried out; the second point is not fully justified for a second mark. So the strength scores 1 mark.

The candidate identifies a cause and effect weakness with the correlational research method and makes an attempt at justification with reference to another variable which was enough to score the second mark. The weakness therefore scores 2 marks.

ResultsPlus
Examiner Tip

Candidates would benefit from additional skill work on justification of strengths and weakness of the correlational research method. This could then be transferred across other key methodology on the specification.

Question 3

A few candidates produced accurate and well developed answers centred on assessing how far evolutionary theory and natural selection can explain aggression. These answers focused on theory elements of survival of the fittest, EEA, mate selection and protection. In addition these answers were developed with competing arguments on hormones, brain structure and social learning theory as alternative explanations of aggressive behaviour; supported with evidence.

Many candidates could not produce a balance in their arguments which resulted in limited access to higher levels. Some candidates focused on describing and evaluating evolution and natural selection as an explanation of human behaviour instead of as an explanation of aggression. Few candidates went on to develop the concept of the hereditary process of continuation of adaptive genes shaping future generations and where they did; very few did so using appropriate technical terminology. Others wrote basic descriptions before attempting an evaluation, comparing their answers with one or two other explanations of aggression; quite often leaving their evolutionary and natural selection descriptions in a basic format.

Many candidates did not attempt A03 at all, quite often providing answers for "describing how evolution and natural selection can be used to explain aggression" instead of an "assess" answer. A few candidates went onto discuss "GRAVE" in their answers, considering the reliability etc. of the theory; this is a theory question and aspects of this technique do not apply. Candidates would have benefitted from additional evidence from other researchers to reinforce theory and elaborate their arguments which would have allowed them to access higher level marks.

As a level based question it is important to note that an A01/A03 response was required which needed to show an equal emphasis between knowledge and understanding versus assessment and conclusion. Those candidates who scored highly on both skills were able to demonstrate accurate and thorough knowledge and understanding of evolution and natural selection as an explanation of aggression. This A01 knowledge was displayed in a well-developed assessment containing logical chains of reasoning throughout the candidates answer, not just in the second part. This therefore allowed these candidates to demonstrate an awareness of the significance of competing arguments throughout their answer, allowing them to provide a balanced judgement. The most able candidates provided answers which did not just describe then evaluate the theory but described and evaluated through each statement or paragraph the candidate was writing about – this allowed candidates to access quickly and efficiently the balanced element of the level banding.

3 Assess how far evolution and natural selection can be used to explain aggression.

(8)

The evolutionary theory suggests ~~to have evolved to~~ a combination of genes is passed on, from generation to generation, which explains the different kinds of aggression.

The evolutionary theory suggests that men and women use aggression differently and for different purposes. For instance a man might behave aggressively to show dominance and good reproductive characteristics, genes, that could potentially be passed on. Whereas, women, may use aggression to keep her man rather than attract him.

Natural selection states that the stronger ∧the species∧addaption is, more likely to survive and therefore have a greater chance of reproducing. This is what Darwin demonstrated in his study of giraffes. Giraffes with longer necks tended to survive more due to the ever growing trees that the short necked giraffes. The

giraffes with shorter necks eventually died at as they could not reach their food source. This left only the longed neck giraffes to reproduce. After a while, evolution, only long necked giraffes occupied the Earth.

Ag Usually in males, the more aggressive and 'man-like' the more he is likely to find a mate to reproduce, which then his combination of 'aggressive-genes' may or may not be passed on.

The evolutionary and natural selection theory have not got human related research to support aggression which means they may be used as part of an explanation But not as an explanation itself.

Question 4 (a)

Most candidates were able to state one factor that would make a psychological study scientific. Some candidates interpreted this question literally and stated one word answers for example, "controls". These answers hinted towards an understanding of what makes a psychological study scientific but because of their limited expression the marks could not always be awarded. A few candidates did not relate their answer clearly to science for example, "the collection of qualitative and quantitative data".

4 (a) State **one** factor that would make a psychological study scientific.

(1)

Very tightly controlled measures to to eliminate extraveous and confounding variables

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Examiner Comments

The response gained 1 mark overall.

The candidate clearly identifies one factor that would make a psychological study scientific.

ResultsPlus
Examiner Tip

Candidates should be encouraged to elaborate on one word answers in a 'state' question like this one were a more accurate statement of the question is sometimes needed for the mark.

4 (a) State **one** factor that would make a psychological study scientific.

(1)

Falsification, the ability to prove something wrong/false determines whether it is scientific or not.

ResultsPlus
Examiner Comments

The response gained 1 mark overall.

The candidate clearly identifies one factor that would make a psychological study scientific.

Question 4 (b)

Quite a few candidates prefaced their answers with "Pavlov (1927)" or "Pavlov's experiment with salivating dogs" but then gave only generic statements with no reference to the experiment stated in the question. This means that these candidates were limited in the marks available for A02. Some candidates described Pavlov's procedure and results with no justification of whether the study was scientific, so again the marks that could be awarded were limited. Some candidates attempted a justification but failed to be concise in what was scientific for example, "increased internal validity to ensure it was scientific" or "increased reliability which is scientific". The descriptions of Pavlov's (1927) study varied amongst candidates with considerable discrepancies in answers referring to the study not being completed in a laboratory or inaccurate elaboration of what happened to the dogs during the procedure. There was also an attempt by some candidates to use elements of Pavlov's study and suggest they were not scientific which is not what the question implies – for most of these answers that were obviously scientific points, to answer them as non-science was incorrect. A few candidates correctly identified and applied elements of Pavlov study to a clear justification of the scientific status of Pavlov's study; however these answers were in the minority.

(b) Explain whether Pavlov's (1927) experiment with salivation in dogs could be
    considered scientific. C+ E   ob)   test for reliability.

(4)

Pavlov's experiment with salivation in dogs could be considered scientific as there is a clear cause and effect relationship. therefore the study shows that one thing is because of another, for example pavlov found that dogs salivated when they saw food, illustrating a cause, the food, and effect, salivation.

Pavlov's experiment also allows to test for reliability, meaning it can be reproduced in almost exactly the same way. Pavlov's dogs were strapped into a harness and positioned forward so to make sure that no other variables were affecting the dependent variable. He also used standardised instructions for each dog, which therefore allow for reproduction.

The response gained 4 marks overall.

This candidate is clear in their understanding of the requirements of the question. In the first paragraph they provide suitable application to Pavlov's study in terms of reference to "the dogs salivated when they saw food" which the candidate justified as scientific in terms of cause and effect. The second paragraph follows a similar pattern with a clear application to Pavlov's study in terms of stating what he kept the same and justifying this in terms of standardised procedure and reliability. This candidate has a clear grasp of the knowledge of Pavlov's study and also which element to extract and justify in terms of being scientific.

Question 4 (c)

A number of candidates clearly identified valid improvements to Pavlov's study with the most common referring to a more naturalistic setting for the dogs which increases validity or improving generalisability by using humans. These more able candidates who clearly understood the question went on to accurately justify the improvement they were suggesting – meeting both skill requirements of the question. Many candidates however did not fully develop their answers in terms of the justification of their improvement, which limited the marks they could be awarded. Some candidates identified valid improvements of Pavlov's study but expressed their answers in terms of criticisms of the study rather than suggesting the improvement that could have been made. There seemed to be a lack of knowledge shown by some candidates who suggested improvements to the one dog that had been used or that different types of dogs should be used; this suggested a lack of full understanding and confusion of Pavlov's (1927) study. A few candidates provided generic answers with no application to Pavlov study being referred to in their answer so it was difficult to credit as the improvement could have been related to a number of studies covered in the course.

(c) Suggest **one** way in which Pavlov's (1927) experiment with salivation in dogs could have been improved.

(2)

He could use animals which are more genetically linked to humans such as monkeys as although dogs are similar to humans they arent as generalisble as genetically linked animals would be. This would improve the experiment as we could use the results to compare more effectivley to humans.

(Total for Question 4 = 7 marks)

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Examiner Comments

The response gained 2 marks overall.

The candidate states one application to Pavlov's study in terms of the animals being used and justified their answer in terms of an accurate improvement of generalisability.

(c) Suggest **one** way in which Pavlov's (1927) experiment with salivation in dogs could have been improved.

(2)

Controlling the breeds of the dog person to make the results more reliable and replicable.

ResultsPlus
Examiner Comments

The response gained 0 marks overall.

The candidate attempts both skill elements within their answer. They refer to the breed of dog Pavlov used as the application element of this answer which is incorrect and then go on to try and justify this in terms of reliability which is again inaccurate.

Question 5 (a)

The independent variable (IV) was less well answered in this question. Candidates often stated a part of an IV that was not developed enough for a mark, for example "schedules of reinforcement" or "amounts of food". The dependent variable (DV) was answered well, candidates were generally able to state the correct response. A minority of candidates confused the IV and DV which resulted in no marks being awarded.

(a) State the independent variable (IV) and dependent variable (DV) for Zaid's study.

(2)

Independent variable (IV)

Different schedules of reinforcement.

Dependent variable (DV)

Time taken to complete a maze.

ResultsPlus
Examiner Comments

This response gained 1 mark.
The IV is incorrect in that is only partially operationalised. The candidate would have needed to have made clear reference to the two schedules of reinforcement for example, variable ratio and fixed ratio in addition to the candidates answer to get the mark. The DV is correct for 1 mark.

ResultsPlus
Examiner Tip

Candidates need to ensure that they clearly explain the IV and DV in full detail.

(a) State the independent variable (IV) and dependent variable (DV) for Zaid's study.

(2)

Independent variable (IV)

Different amounts of food and specific amount of food

Dependent variable (DV)

Amount of time taken for the completion of the maze

ResultsPlus
Examiner Comments

This response gained 2 marks.

The IV is clearly explained with reference to the different amounts of food and specific amounts of food. The DV is clearly explained as well with reference to time taken to complete the maze.

Question 5 (b)

The majority of candidates attempted this question and answered it quite well. Many answers provided a relevant animal ethical description related to care, accommodation, feeding and cost-benefits. A few candidates referred to human guidelines of consent or debriefing and attempted to apply them to animals. Those candidates who understood the animal ethical requirements of this question then went on to apply their ethical issue to Zaid's study.

Many candidates attempted this well, although some struggled with fully justifying their ethical issue in the context of the study for a second mark. There was a number of emotive animal rights type responses which did not receive credit – this would suggest that not all candidates have a completely sound knowledge and understanding of what the animal ethical guidelines are.

(b) Describe **one** ethical issue that Zaid needed to consider before conducting his study, which would have helped him gain a Home Office licence.

(2)

Zaid would have needed to consider the care for the rats he used. He would have to have the appropriate cage, food and drink in order to care for the animals. Also, if any of the animals had come to harm, the rats should be taken care of sufficiently and if needed to be 'put down' it should be done appropriately (pain-free).

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Examiner Comments

This response gained 2 marks.

The candidate clearly describes a relevant animal ethical issue in terms of the care that would be needed to be provided for the animal. They then go onto apply the care ethical issue to the Zaid scenario in terms of what he would need to do to ensure he acquired a home office licence.

(b) Describe **one** ethical issue that Zaid needed to consider before conducting his study, which would have helped him gain a Home Office licence.

(2)

One ethical issue that Zaid needed to consider before consider conducting his study was to make sure he had informed consent to do this.

Question 5 (c)

The majority of candidates were able to identify and justify at least one relevant weakness of using animals in psychological research. The most common weakness referred to problems of generalisability to humans which candidates often justified in terms of structure/genetics/cognitive processes. These were generally of a very high standard. When the weaknesses were done well and fully justified candidates were awarded the 2 marks; however the justification for some of these candidates were not developed enough for the second mark. There were a significant number of candidates who wrote about it "being unethical to harm animals/we should protect animals not hurt them" arguments – a clear misunderstanding of ethics.

(c) Explain **two** weaknesses of using animals in psychological research.

(4)

1 It's unethical as we are putting animals in danger with performing experiments on them. One psychologist said that we shouldn't do things to animals that we wouldn't do to ourselves.

2 It also cannot be generalised as animals are not 100% genetically similar to us humans therefore the results can't be generalised to humans, so why should the experiment even be taken.

(c) Explain **two** weaknesses of using animals in psychological research.

(4)

1 One ~~weak~~ weakness of using animals in psychological research is that they may suffer physical harm from an experiment. This makes the experiment unethical regarding the ethical code for animals.

2 You cannot generalise findings from animal research to humans as they are different species and are most likely to behave in different ways.

Question 6 (a)

Some candidates were fully aware of the skill requirements of this question, producing four clear and relevant areas from operant conditioning in the context of the Jack scenario; there were very few of these full mark answers. Answers were generally limited in terms of only two to three links to operant conditioning which does seem to indicate the candidates did not fully grasp the requirements of the question to gain the full 4 marks. The majority of candidates were able to suggest an application of operant conditioning through "rewards" to the Jack's scenario. Punishment and positive rewards were very popular with applied examples generally embedded well within candidate's responses.

There was some confusion between punishment and negative reinforcement within candidates answers which did limit the marks they could achieve. Some candidates used operant conditioning terminology without application which led to generic responses being produced.

(a) Describe how Jack's parents could use operant conditioning to encourage him to use the potty/toilet.

(4)

Operant Operant conditioning can be used to ~~tod~~ make Jack use the potty/toilet. Positive reinforcement could be used by rewarding him with sweets each time he uses the potty/toilet. Negative ~~reinforcement~~ punishment could also be used as he could be told off each time he doesn't use the toilet, therefore he would associate not using the toilet with the punishment and he would start using the toilet to ~~avoid~~ avoid punishment.

ResultsPlus
Examiner Comments

This response gained 2 marks overall.

The first point about positive reinforcement is a credible point from operant conditioning and is applied to Jack through the reference with rewarding him with sweets; which gets the first mark. The second mark is for punishment, again another aspect of operant conditioning applied to Jack being told off.

Question 6 (b)

Some candidates produced strong answers by clearly providing accurate knowledge from one of the two Bandura studies asked for in the question. These candidates then applied this knowledge accurately to the Jack scenario gaining the second mark. A significant number of candidates referred to social learning theory in their answers which is not what the question referred to, it asked for knowledge from one of the two Bandura studies specified and not general social learning theory material. The majority of these candidates then did successfully go on to apply this general knowledge to Jack in the scenario. This meant that candidates were generally getting the A02 mark for their application to the scenario but were not accurately referring to knowledge within the Bandura studies to support their application. This may also have highlighted an issue with some candidates being unsure of the content of some of their studies or it may have been their general confusion between the Bandura studies. This may have been why some candidates referred to vicarious reinforcement in their answers. There were a few candidates who referred to rewards/ positive reinforcement within both elements of their answer which was not credible.

(b) Bandura's (1961, 1963) original Bobo Doll experiments investigated the influence of social learning theory.

Using your knowledge of Bandura's (1961, 1963) original Bobo Doll experiments, suggest **one** way Jack's parents could use social learning theory to encourage Jack to use the potty/toilet.

(2)

Bandura found that role models play a part in learning and especially same-sex. Jack's Dad should demonstrate to Jack the way in which he should go to the toilet. Jack will observe this, relate to his Father due to being the same gender and imitate this just how he did.

ResultsPlus
Examiner Comments

This response gained 2 marks overall.

This candidate refers clearly to Bandura's study in terms of same-sex role model and applies it accurately to Jack observing and imitating his father. This was generally the most common answer provided by candidates for this question.

(b) Bandura's (1961, 1963) original Bobo Doll experiments investigated the influence of social learning theory.

Using your knowledge of Bandura's (1961, 1963) original Bobo Doll experiments, suggest **one** way Jack's parents could use social learning theory to encourage Jack to use the potty/toilet.

(2)

Jacks parents could use social learning theory to encourage Jack to use the potty/toilet by using a same-sex model to demonstrate the desired behaviour so Jack would imitate the models behaviour.

ResultsPlus
Examiner Comments

This response gained 1 mark overall.

This candidate uses social learning theory for knowledge to apply to Jack which is not what the question asks. They achieve 1 mark for application for Jack imitating the role model which is a clear attempt at applying knowledge to the scenario.

ResultsPlus
Examiner Tip

Candidates would have benefitted from clearly using information from the studies stated in the question and knowing these studies thoroughly for the examination.

Question 7

Most candidates provided a good description of systematic desensitisation showing some knowledge and understanding of it as a treatment for phobias. More able candidates referenced in descriptions of creating and working through a hierarchy in addition to aspects of reciprocal inhibition, amongst other areas. There was some omission in candidate answers of the relaxation technique that systematic desensitisation as a treatment involves therefore restricting candidates in relation to the level they could achieve.

The evaluative element of answers tended to be more generic, with the majority of candidates firstly describing the treatment and then evaluating it, thus making access to fluid and balanced arguments more challenging. While candidates knowledge was generally very good in describing it was unnecessary content that was often not creditable. More able answers provided accurate comparisons with flooding and some research evidence, although somewhat limited at times in their effectiveness as a treatment of phobias. Some candidates provided cost and time as evaluative points but failed to develop these further in terms of detail or as an accurate comparison to other treatments. A few candidates provided answers which evaluated Capafon's study and not systematic desensitisation as a treatment of phobias using the "GRAVE" technique, this is not what the question asked for.

As a level based question it is important to note that an AO1/AO3 response was required which needed to show an equal emphasis between knowledge and understanding versus evaluation and conclusion. Those candidates who scored highly on both skills were able to demonstrate accurate and thorough knowledge and understanding of systematic desensitisation as a treatment of phobias. This AO1 knowledge was displayed with a logical evaluation throughout their answers, not just in the second-half. This, therefore, allowed candidates to demonstrate logical chains of reasoning throughout, displaying an awareness of competing arguments with a balanced conclusion. The most able candidates provided answers which did not just describe then evaluate the treatment but described and evaluated through each statement or paragraph the candidate was writing about – this allowed candidates to access quickly and efficiently the logical chains of reasoning throughout their answer which then usually presented itself in a balanced conclusion.

7 Evaluate systematic desensitisation as a treatment for phobias.

(8)

Systemati Phobias are an irrational, life limiting fear. They can be simple such as fear of the dark, or complex, such as fear of open spaces (agoraphobia).

Systematic desensitisation rests on the idea of reciprocal inhibition, which is the idea that one can't be both relaxed and anxious at the same time. What will happen is that, with consultation with a specialist, the patient will create a hierarchy of fear, with their least scary experience at the bottom. The patient will then work up this hierarchy, but they can't move onto the next stage, until they are completely relaxed at the previous one.

Systematic desensitisation is supported by Capafóns et al. (1998) who overcame a fear of flying using this method. This may also help the patient relax, as they will have faith in the method, if they know it has worked before. Also, it is a much better treatment ethically than flooding, as the patient is involved in creating the hierarchy, and also can only move onto the next

stage once they are entirely relaxed. This prevents unnecessary stress and anxiety.

However, the patient needs to be very motivated to overcoming their phobia, as this treatment can allow them to drop out part way through, whereas in flooding, you cannot leave the procedure.

Also, if you leave too much time between each stage spontaneous recovery may occur, and maintain the phobia even after it has been extinguished. This means it should be done as quickly as possible.

Overall, I believe it to be a good treatment of phobias as it is very ethically sound, as the patient can withdraw, despite it requiring a lot of determination.

Question 8

Candidates answered this question quite well as it naturally led them into incorporating A03 aspects into their answers by the nature of how it was phrased. Candidates' use of implicit conclusions added to their focus on the question, ensuring that they were actually answering the question and not providing repetitive, generic psychological theory. Many candidates focused on the "ease of stopping" part of the question, suggesting operant conditioning rewards and aversion therapy versus the biology of addiction. Candidates referred less to the "choice" part of the question, more able answers explained how social learning theory and role models related to this aspect but few found it easy to express how this related to the biological approach. The use of research evidence to support candidate answers was limited to Bandura's ideas of role models and occasionally Raine et al for biological; however this was not always explicitly linked to drug addiction. Less able candidate answers repeated knowledge about how a person started drug taking and then would superficially link this to simply repeating the question.

There was also a wide range of length of answers with some candidates writing just over a page whilst others used all the space provided and more. Although it is about the quality and not quantity of candidates writing, this was an initial indicator that the content and assessment was lacking in some answers.

As a level based question it is important to note that an A01/A03 response was required which needed to show an equal emphasis between knowledge and understanding versus judgement and conclusion. Those candidates who scored highly on both skills were able to demonstrate accurate and thorough knowledge and understanding of the extent to which learning and biological approaches agreed with the statement that taking recreational drugs is purely a choice and to stop taking drugs is easy. This A01 knowledge was displayed with logical chains of reasoning throughout their answers, not just in the second-half. This, therefore, allowed these candidates to demonstrate an awareness of competing arguments throughout their answer, enabling them to provide a balanced response. The most able candidates provided answers which did not just describe then evaluate what was being asked of the question but described and evaluated through each statement or paragraph the candidate was writing about – this allowed candidates to access quickly and efficiently the balanced judgement/decision element of the level banding.

8 'Taking recreational drugs is purely a choice and to stop using drugs is easy.'

To what extent do the learning and biological approaches agree with the above statement?

(12)

The biological approach does not fully agree with the statement, because taking recreational drugs can lead to an addiction which makes stopping to take the drugs very difficult. When taking a recreational drug, dopamine gets to the brain through the reward pathway. This results in a very pleasurable feeling, also referred to as a 'high'. When this feeling gets to down and the high is no longer experienced, this has a ~~deppe~~ depressant effect on the brain. In order to feel pleasure again, the person will take more of the drug. This leads to an addiction because the person will con-stantly strive to feel the 'high'. This process makes it hard to stop using drugs and shows that taking recreational drugs is not purely a choice. After having taken recreational drugs a few times, it becomes an addiction and the body feels like it needs the drugs, because it is depending on feeling the pleasure when ~~tit~~ taking them. ~~be~~ When the ~~et~~ effect of the drugs declines, there will be less

dopamine produced in the reward pathway, which leads eto to a dept & depressing feeling. Stopping to use recreational drugs is a process and very difficult for the body.

Learning approach agrees with the statement. By using ope classical conditioning, the recreational drug could be associated with an undesirable effect like nausea. as the unconditioned response This way, participants feel nausea when shown or taking the drugs because they are associated with each other. This makes stop using drugs relatively easy,

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- When asked to do so candidates need to refer their answers to the stimulus material provided in the question, this will allow them to provide an answer that reflects what the question is asking for.

- When evaluating a theory candidates must provide accurate knowledge of the point they are evaluating and fully justify their answer. Limitations of both will result in a reduction in marks for whatever skill is being assessed.

- Candidates need to pay close attention to the level bands in terms of structuring their answers so that they maximise the time they have with what they know. A balance/judgement/reasoned chain of arguments do not have to fall into the structure of A01 describe and A03 evaluation – both skills can be used together throughout the essay.

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