

GCE



Edexcel GCE

Psychology (6762/01)

Summer 2005

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Mark Scheme (Results)

Edexcel GCE
Psychology (6762/01)

The notes below are included in the mark schemes used to standardise all examiners for all GCE Psychology papers.

NOTES FOR ASSISTANT EXAMINERS

GCE Psychology is a very wide and dynamic subject. Hence, the Edexcel Specification is written in such a way where centres can teach their students a main study and any other study to explain psychological concepts. In a few cases, it may be possible for a candidate to answer a particular question using 2 - 4 different studies. Hence, it is **NOT** always feasible to list all the possible answers to a question in the mark scheme.

In the mark scheme, the Principal Examiner may list one to two examples with various points that the candidates may write in response to a question. Please note that in some cases this does not mean that the examples given by the Principal Examiner are the only answers to the question. This is where the professional judgement of you as the Psychology examiner has to be used. There is a note in the boxes in the mark scheme stating that '**the marking points are indicative not comprehensive**'. As Psychology Examiners, you must take **NOTE** of the information put into the boxes on the mark scheme, marking points and follow any other instructions provided at the standardisation meeting very carefully through out your marking.

The Principal Examiners will do their best to give you extra information where possible to help you with your marking. Where you come across answers stating studies or material that you are not familiar with, do **NOT** just mark them wrong! You **MUST** contact your Team Leader to check whether it is valid and could be used to answer the question. This is to ensure that candidates are awarded the marks that they deserve.

UNIT 2 - 6762

1(a)

5 marks for the table correctly completed. 1 mark for each box correctly completed as below. For features, please consider alternative answers and if in doubt send to review.

Ignore incorrect spelling as long as the answer is recognised to be the correct one.

Look for other suitable features. If more than one feature and all correct, credit given but if any inappropriate or incorrect response in the box, do not credit, unless irrelevant rather than incorrect.

Age	Stage	A Feature
0-1		Pleasure derived from oral stimulation / OWTTE Other suitable features can be credited. E.g. smoking; thumb sucking;
1-3	Anal	
3-7		Oedipus complex / OWTTE Other suitable features can be credited. E.g. develop gender identification; develop superego;
7 - Puberty	Latent/ latency	
Puberty - Maturity	Genital	

A01 = 5

- NOT learning by mouth for oral stage
- NOT Breastfeeding /feeding reflex for oral stage
- ACCEPT masturbation /touching own genitals for phallic stage
- ACCEPT sucking for oral stage

(b)

Marking points are indicative, not comprehensive and other points should be credited. In each consider Or Words To That Effect (OWTTE). 3 marks for describing symbol analysis, 1 mark per point made / subsequent amplification. Symbol analysis can be from any part of psychodynamic theory. Check for 'out of clip'. An example can gain credit if link explained and So adds to the description but no credit for example itself.

Analysis of dreams can be/is symbol analysis but must be outlined as a method to gain credit. 'subconscious' is acceptable.

Possible Points may include:

Something can be symbolic for / representative of something else/eq;
Unconscious mind transforms meanings using symbols/eq;
Analysing symbols can undercover their true meaning/eq;
The aim of the method is to uncover the content of the unconscious mind/eq;

1 mark available for suitable examples (e.g. dreaming of flying could be symbolic for a wish to gain a job promotion);/ 1 mark available for reference to use in therapy/eq;

Look for any other reasonable marking points.

AO1 = 3

(c)

Marking points are indicative, not comprehensive and other points should be credited. In each consider Or Words To That Effect (OWTTE). 2 marks each for advantage / disadvantage. In each case, 1 mark for identifying an advantage / disadvantage and 1 further mark for amplification. If more than one advantage/disadvantage mark all and credit the best.

For advantage NOT just 'it makes sense'
For disadvantage make sure only one disadvantage.

E.g. Advantage. Possible marking points:

Allows 'hidden' meanings to be uncovered/eq;
Normally such thoughts are blocked by the ego/eq;

Can be used in therapy/eq;
To help to unblock unconscious thoughts/eq;

E.g. Disadvantage. Possible marking points:

Analysis of symbols is subjective/eq;
Different analysts could interpret symbols in different ways/eq;

Hard to falsify/eq;
As concepts not measurable scientifically/eq;

Look for any other reasonable marking points.

AO2 = 4

(d)

Marking points are indicative, not comprehensive and other points should be credited. In each consider Or Words To That Effect (OWTTE).

4 marks for describing how the psychodynamic approach has been used to explain mental disorders. 1 mark per point made / subsequent amplification. All marks are for explaining mental disorders not for describing the approach 'alone'. Can refer to theories other than Freud's within the answer.

If describing problems not disorders (e.g. anal retention, smoking, prejudice, fixation) max 2 marks. No marks for how disorders are treated unless focuses on explanation.

Possible Points may include:

Mental disorders result from unconscious conflicts/eq;

Phobias are where an unconscious fear is projected onto a harmless object (such as a spider)/eq;

Hysteria is where an unconscious conflict can manifest as a physical disorder (such as blindness)/eq;

Mental disorders can be traced to childhood experiences / relationships/eq;

Ego cannot balance demands of id and superego/eq;

Look for any other reasonable marking points.

A01 = 4

Total = 16 Marks

2 (a)

Marking points are indicative, not comprehensive and other points should be credited. In each consider Or Words To That Effect (OWTTE).

1 mark for identifying an assumption and 2 further marks for outlining that assumption. 1 mark per point made / subsequent amplification.

If more than one assumption, mark all and credit the best. Look for link to highlight one assumption. Look for extreme statements such as 'all nature' and do NOT credit such points.

E.g. The influence of genetics. Possible points may include:

Psychological characteristics are influenced by genetics/eq;
Personality / mental disorder / aggression are inherited from family/eq;
The influence of environmental factors is minimised/eq;
Relatives are compared on psychological characteristics/eq;

E.g. influence of nervous system

The nervous system has an influence on behaviour/emotion/cognition/eq;
Suitable examples(e.g. depression is linked to low levels of the neurotransmitter serotonin)/eq;
Changes in brain function will affect our behaviour/emotion/cognition/eq;

Look for any other reasonable marking points.

A01 = 3

(b)

1 mark for each correctly identified method. If 2 methods clearly different e.g. PET/CAT, twin/adoption studies, then credit both if presented on different lines as method 1 and 2. If 1 method is more generic (e.g. brain scans or correlational techniques) then 1 mark but not an additional mark for a specific example (e.g. PET/CAT, twin/adoption studies).

If on one line there is more than one method, mark the first method the candidate has given as an answer.

Reject any obviously non physiological approach: observation, analysis of symbols, etc. Particular scanning techniques such as MRI or PET scanning (or EEG) gain credit.

Reject case study, animal studies or field experiment unless made relevant. Reject 'sleep studies'.

Suitable examples include: Twin studies / eq, scanning techniques / eq; lab experiments, etc.

A01 = 2

(c)

Marking points are indicative, not comprehensive and other points should be credited. In each consider Or Words To That Effect (OWTTE).

4 marks for explaining example in terms of restoration theory, 1 mark per point made / subsequent amplification. Max 3 marks for an answer which does not make reference to the example in some way e.g. 'the children' or 'napping'.

Possible points may include:

The function of sleep is to restore lost energy/eq;
Children were staying up late were not spending enough time asleep to properly restore lost energy/eq;
Sleep deprivation causes cognitive impairment/eq;
Cognitive impairment can explain effects on homework/eq;

Look for any other reasonable marking points.

AO2 = 4

(d)

Marking points are indicative, not comprehensive and other points should be credited. In each consider Or Words To That Effect (OWTTE).

1 mark for identifying a theory and 3 further marks for explaining that theory, 1 mark per point made / subsequent amplification. Credit can be given to physiological theories of REM sleep (e.g. reverse learning theory), but not to non-physiological theories of dreams. Not stages of sleep. Credit activation synthesis max 2.

E.g. Evolutionary theory. Possible Points may include:

Sleep has evolved to perform a particular function in a particular evolutionary niche/eq;
A mini-hibernation to save energy/eq;
To keep safe from predators/eq;

Look for any other reasonable marking points.

AO1 = 4

(e)

Marking points are indicative, not comprehensive and other points should be credited. In each consider Or Words To That Effect (OWTTE).

1 mark for each point made, and 1 mark for each subsequent point / amplification. **Transferred Error:** If the candidate evaluates the restoration theory max 2 credit. If (d) is blank, and (e) is evaluating the evolutionary theory or another appropriate and identifiable theory, credit answer. If (d) is incorrect but still a theory of sleep/dreaming (e) gets credit max 2 marks.

Note: if a term such as 'generalisability' or 'validity' is used in an evaluative point that is fully explained, 1 mark for point and another for the term but term alone does not get a mark. E.g. 'it is not possible to generalise' does not get the mark. 'It is not possible to generalise from animals to humans' gets 1 mark. The answer must say why, (e.g. because there are important differences) for 2 marks.

E.g. Evolutionary theory. Possible Points may include:

Evidence supporting the theory from animal studies showing how sleep is adapted to lifestyle/eq;

(e.g. In the Bottlenose Dolphin only one hemisphere sleeps allowing the dolphin to come to the surface to breathe, Mukhametov, 1984);

How well this theory accounts for sleep phenomena (e.g. loss of consciousness, REM rebound, etc.)/eq;

Contradictory aspects of theory (e.g. predator/prey contradictions)/eq;

Evidence from animals may not be generalisable to humans because there are generic differences/eq;(2 marks)

Look for any other reasonable marking points.

A02 = 3

Total = 16 Marks

3(a)

3 marks for the correct terms. 1 mark for each correct term. Only these terms gain credit but there can be some variation in spelling.

Description	Term
An adult whose behaviour is likely to be copied	Role Model
Observing an adult's behaviour being rewarded	Vicarious Reinforcement
An observed action is learnt and repeated	Imitation

A01 = 3

(b)

Marking points are indicative, not comprehensive and other points should be credited. In each case consider or words to that effect (OWTTE). 1 mark for each point made, and 1 mark for each subsequent point / amplification. Answer can focus on child being given a phobia. If answer focuses on curing a spider phobia max 2 marks.

Must be about a spider phobia. Max 3 if general and accurate account of how a phobia can be explained by SLT principles. Must be SLT, not classical conditioning, but the use of reinforcement and punishment included in SLT so using those principles maybe appropriate if used within SLT concepts rather than as operant conditioning explanation.

Possible points could include:

Child observes a behavioural model/eq showing a fear response to the presence of a spider/eq;

Behavioural model could be a parent, peer on TV/eq;

Child retains a memory of that response/eq;

When the child sees a spider itself, it imitates that response/eq;

Look for any other reasonable marking points

A01 = 4

(c)

Marking points are indicative, not comprehensive and other points should be credited. In each consider Or Words To That Effect (OWTTE). 2 marks for each strengths / weaknesses. In each case 1 mark for identifying a strength / weakness and one further mark for amplification.

The words 'strength' and 'weakness' on the paper are there to guide the candidate but answers must be credited even if in the 'wrong' place, as long as the candidate makes it clear whether their point is a strength or a weakness.

For strength could have an example of what SLT can help to explain, as long as fully outlined rather than 'common sense' answer e.g. 'why girls are like their mothers' is a clear example, but 'why we copy' is not. Using the term 'face validity' is better and gains an additional mark if adds to an outlined example.

For weakness, may credit 'there are other explanations' but the point must be fully expanded e.g. 'phobias can also be explained using classical conditioning principles e.g. by the creation of a fear response.

Do NOT accept 'just' 'SLT does not take into account classical and operant conditioning' as a weakness but saying either it is a fuller explanation than operant conditioning or classical conditioning or 'it is based on evidence with humans not animals' is okay as a strength.

E.g. Strength. Possible marking points:

Evidence from Bandura's research that humans can learn;
Where children copied adults hitting a bobo doll/eq;

E.g. Weakness. Possible marking points:

Humans can acquire novel behaviours through cognitive learning;
In Piaget's theory, children assimilate new information into existing schemas/eq;

Look for any other reasonable marking points.

AO2 = 4

Total = 11 Marks

4 (a)

Marking points are indicative, not comprehensive and other points should be credited.

1 mark for identifying study by either name of study or name(s) of researcher(s). If named researcher(s) have done more than one study and particular one is identified separately, no Identification mark.

Up to 5 marks for describing study, 1 mark per point / subsequent amplification. In each case consider OWTTE.

Suitable examples include Dement & Kleitman (1957), Gottesman (1991), Czeisler *et al.* (1982), Ozturk *et al* (1999), Heston (1966), Raine et al (1997), Folkard *et al*, Rechtschaffen *et al* (1983), Peter Tripp; other studies are acceptable. If in doubt, Send to review check books first. Candidates are free to choose any appropriate (ie physiological) study. Must be a physiological study for example not little Albert. Must be a recognisable study not generic e.g. 'people stayed awake.'

Possible points made relevant to the study:

Aim;

Method;

Results;

Conclusion;

(Max 2 marks for each of above)

Example: Dement & Kleitman (1957) /eq;

Aim: Do eye movements in REM sleep correspond to the content of dreams? /eq;

Method: Participants in a sleep lab were woken up during REM and nREM sleep /eq;

Their task was to describe their most recent dream into a tape recorder/eq;

Results: More dreams were reported in REM than nREM sleep/eq;
Length of reported dream corresponded to time in REM sleep/eq;

Conclusion: Dreams occur in real time/eq;
REMs correspond to the content of dreams/eq;

A01 = 5

(b)

Marking points are indicative, not comprehensive and other points should be credited. 4 marks for evaluating study, 1 mark per point / subsequent amplification. In each case consider OWTTE.

Must be the study described in (a).

Transferred Error: If a non physiological study is described in (a), credit part (b) max 2. If (a) is blank and it can be ascertained which physiological study is being evaluated in (b), credit answer.

If term used alone e.g. 'lacks ecological validity' no marks. If term is expanded upon as a definition, then 1 mark. Give 2 marks when term used and point linked to actual study. See examples below.

Possible points made relevant to the study:

Strengths / weaknesses of the method/eq;
Whether conclusions are justified by the results/eq;
Criticism of the ethics/eq;
Replications / alternative findings/eq;
Social relevance / application to real-life /eq;

Example: Dement & Kleitman (1957)

The study was conducted in a sleep lab which is not a natural environment to sleep in/eq;
Participants were wired up to EEG and EOG machines which may have affected their natural sleep/eq;
Participants might not dream less in nREM sleep, but simply remember less dreams/eq;

Note: If term is used and a point well made, 2 marks can be given e.g.

As participants sleep in unnatural conditions in a lab and with wires attached, results may not be generalisable to sleep in normal conditions/eq; (2 marks)

The study lacks ecological validity as sleep takes place away from normal home environment and in a lab situation, so normal sleep patterns are unlikely to be measured/eq;(2 marks)

AO2 = 4

Total = 9 marks

5 (a)

Marking points are indicative, not comprehensive and other points should be credited. 1 mark for identifying a contemporary issue/debate and 2 further marks for amplification. In each case consider OWTTE.

Suitable examples include: the similarity between the wife and mother of George Bush Jnr and reasons for this; whether unconscious fears are represented by Buffy monsters; why horror films are popular; do dreams have meaning;

The issue or debate must be signposted e.g. why horror films are popular and why we should ask this (frightening, upsetting etc, so why would we watch?) not a description of horror films. Similarly a description of 'Buffy' the programme is not creditable as an issue but the issue is whether characters can be seen as symbols representing fears is Max 1 mark for description of characters or of films (for example) as they add to the answer when an issue is signposted.

If not sure if issue is well outlined (e.g. Michael Jackson) then read part (b), and if the psychodynamic concepts explain the description (a) then (a) can be rewarded. Read (a) and (b) before marking, and if (b) clearly addresses an issue but (a) does not identify the issue even though there is relevant description in (a), (a) gets 1 mark for the description.

Allow false memory if gives pro (psychoanalytic and not false) and con (given by therapist). Must say false memory is problem in some way e.g. psychoanalysis can lead to this problem.

If anorexia, make sure the answer focuses on psychodynamic explanations not learning theory. A description of the condition can be accepted as the issue.

If 'media violence', must focus on Psychodynamic approach not social learning or no marks given.

Example 1: Is Psychoanalytic Therapy Effective?

There is debate over the effectiveness of psychoanalysis / psychodynamic therapy/eq;

Eysenck reviewed a range of outcome studies and claimed that psychoanalysis was less effective than no therapy/eq;

If therapy given that is not effective than this is ethically a dubious practice/eq;

Also in some case people pay for the therapy, so it is important to know if this is effective, again for ethical reasons/eq;

Example 2: Do Buffy monsters represent unconscious fears? Possible Points may include:

Does Buffy represent particular developmental challenges for adolescents?/eq;

Psychodynamic concepts are frequently reproduced in popular culture/eq;

Vampire myth contains many psychodynamic themes in particular/eq;

Look for any other reasonable marking points.

A01 = 3

(b)

Marking points are indicative, not comprehensive and other points should be credited. 5 marks for explaining the contemporary issue, 1 mark per point made / subsequent evaluation. In each case consider OWTTE.

If (a) is blank or issue not clearly signposted in (a) and an issue is clearly identified in (b), credit can be given for concepts in (b) that explain the issue (up to full marks). Note the use of a term (e.g. ecological validity or reliability) in an evaluative point can mean 2 marks for that point if it is clearly made even without the term, but a point using a term alone (e.g. lacks ecological validity) is not clear and effective communication and does not gain a mark. See mark scheme for Q2e and Q4b where the same 'rule' applies.

The term with some kind of definition (e.g. evidence based on studies that are not reliable due to lack of controls) also gets 1 mark (only 2 marks if links to actual point).

Example 1: Possible points may include:

Eysenck (1952) reviewed a range of outcome studies and claimed that psychoanalysis was less effective than no therapy (only give if not awarded in (a) above);
But Eysenck included studies which had methodological flaws such as no control group/eq;
Bergin & Lambert (1971) reanalysed the data and found that 80% of patients with psychanalysis improved/eq;
Other outcome research has found that psychodynamic therapy is effective.
Holm-Hadulla *et al.* (1997) found that patients with depression and anxiety improved compared to control group/eq;
Outcome research may not be the most appropriate way of assessing psychodynamic therapy as many unconscious transference (etc.) is not readily measurable/eq;

Example 2: Possible points may include:

Unconscious - Anxieties which have been repressed into the unconscious may be portrayed in literature / media/eq;
Displacement - Anxieties are redirected towards particular characters / images in Buffy/eq;
Symbolism - various characters / storylines in Buffy may be a way of externalising fears/eq;
Suitable examples (e.g. Oz represents fear of puberty (the hair!)/Lurconis represents fear of losing virginity, etc.)/eq;
Oedipus / Electra Complex - battling with monsters may represent same sex parent/eq;

Look for any other reasonable marking points.

A02 = 5

Total = 8 Marks

6

Marking points are indicative, not comprehensive and other points should be credited. In each consider Or Words To That Effect (OWTTE). Credit answers using specific techniques (e.g. modelling, systematic desensitisation, etc.) and / or more general answers (e.g. how a classroom teacher manages the behaviour of children). Answer may focus on one technique in depth or more than one in less depth. Note for essay 'rule' about use of term possibly adding a mark (see Q2e, Q4b and Q5b) does not apply, although amplification of a point should be credited.

A01 marks are for description of ways of changing or managing not 'just' description of, for example, conditioning. Must be linked to question.

A02 must be explained e.g. not just 'is unethical' or 'unsuccessful'.

6 A01

6 A02

4 A01 Subject Content

4 A02 Subject Content

2 A01 Clarity & Communication

2 A02 Balance & Breadth

Subject Content : Mark independently of C & B and show total mark for S

E.g. Token Economy. Possible A01 points (knowledge with understanding):

Token economies are based on operant conditioning to reinforce desirable behaviours/eq;

Patients are given tokens for maintaining personal hygiene, making bed, etc/eq;

Tokens are secondary reinforcers/ not reinforcing in themselves/eq;

Tokens can be swapped for direct reinforcers (e.g. luxury food, weekend pass, privileges, etc.) /eq;;

E.g. Systematic Desensitisation.

Client is introduced to the phobic object whilst inducing a relaxation response/eq;

The client is given relaxation training through hypnosis / drugs / muscle control/eq;

A hierarchy of anxiety provoking situations is drawn up between therapist and client/eq;

Client moves through each stage of the hierarchy replacing anxiety with relaxation/eq;

Look for other reasonable marking points.

AO1 = 4

Token Economy. Possible AO2 points(comment and evaluation including presenting evidence for and against):

Effective in institutionalised patients (e.g. Ayllon & Azrin, 1968) /eq;

May not generalise out of institution/eq;

Can be abused if patients are refused basic rights (e.g. food) unless desirable behaviours are performed/eq;

May not be ethical as patients have no choice/eq;

Systematic Desensitisation. Possible AO2 Points

Outcome research by McGrath *et al.* (1990) has shown that it is effective in treating approx 75% of specific phobias/eq;

In vivo techniques are more effective than *in vitro* techniques/eq;

Therapy is quick. Ost *et al.* (1991) completed a whole hierarchy of exposure for spider phobia in one session/eq;

Is not effective for more serious psychotic disorders such as schizophrenia/eq;

Look for other reasonable marking points.

AO2 = 4

Clarity / Communication : Mark independently of S & B and show total mark for C

0 Note form / unintelligible

1 Essay format / some use of appropriate specialist terms / some spelling mistakes. Be guided more by use of terms than spelling please.

2 Essay format / good use of appropriate specialist terms / good spelling and grammar

AO1 = 2

Balance / Breadth : Mark independently of S & C and show total mark for B

- 0 Totally irrelevant response
- 1 Adequate coverage of subject content / some irrelevancies: Answer gives **one technique in less depth**.
- 2 Good coverage of subject content / minor irrelevancies: Answer either gives **one technique in depth or more than one technique in less depth**. For 2B marks, candidates would usually give A01 and A02 points but, for example, lots of one or the other (more than the 4 marks perhaps) may give a decision of 2B marks.

Total =

At the end of the question 6 please total up as follows: see computer grid. Please take care to complete boxes for B +C carefully.

A01 = (out of 4)

A02 = (out of 4)

B = (out of 2)

C = (out of 2)

TOTAL =