

Examiners' Report

June 2013

GCE Psychology 6PS02 01

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Introduction

This seemed to be an accessible paper with very few blank pages.

Candidates tended to lose marks because they did not explain their answers in full, often assuming the examiner would know what they meant. Candidates need to be aware that they must explain what they mean and examiners can only award marks for what is written on the paper.

When evaluating studies, including their own practical, all too often candidates are offering generic comments that could apply to several studies, rather than link it specifically to the study being evaluated.

There also seems to be some confusion over task validity, which is often referred to as ecological validity when candidates are referring to the task as being unrealistic.

Question 14(a) saw several candidates drop a mark due to omitting figures from the study when describing the results. There is an expectation that candidates will know some (not all) figures from the studies in detail especially the one named on the specification.

Once again candidates are answering the question asked rather than pre-prepared answers eg for question 17(a) the vast majority of candidates answered in terms of Lucy and her fear of dogs, rather than generally about classical conditioning or a study from classical conditioning. However some candidates seem to think they will receive marks for repeating what has been said in the stem of the questions eg saying that Sahira is 5 years old for question 18 when the stem has told them she is 5 years old.

When it came to the practicals it was good to see that the majority of candidates had carried out their own practicals, which helped with their understanding and ability to answer the question especially the evaluation. However there was again evidence of some unethical practicals, such as getting doctors' notes about schizophrenic patients. There was also evidence of practicals that probably were not carried out, such as using PET scans to determine differences in male and female brains.

The report that follows aims to point out good practices and common weaknesses that occurred throughout this paper to give guidance on how to answer questions in future series and avoid common mistakes.

Question 13

This question was mixed in terms of quality of response. Some candidates gave full and detailed answers and were given good marks. The majority of candidates mentioned both practical and ethical issues, although marks were lost as they were not explicitly referred to. The main reason that good candidates did not get full marks is that they did not always extend their answers to explain what they were saying. The practical aspect of the question tended to be answered better than the ethical aspect. Most candidates could write about adequate conditions and then some went on to explain this in terms of food etc.

Good candidates were able to use Bateson's cube in their answer and explain how it could be used to decide if an animal experiment was ethical or not. They were also able to focus on animal ethics rather than human ethics. They often mentioned the need for a home office licence and could discuss how the results may not be transferable to humans.

Some candidates did not relate their answers to mice as stated in the stem, but talked about rats. Other candidates talked about animals not being caused pain and suffering, whilst the ethical guideline says they should not be caused unnecessary pain and pain can be caused if it is justified. They also tended to talk about human ethics rather than animal ethics.

13 Arnold is a psychology postgraduate student at the local university who is carrying out research on mice as part of his course. As he will use animals Arnold must consider both practical and ethical issues.

Describe practical **and** ethical considerations that Arnold must take into account when carrying out his research on animals.

(6)

Using animals in research is very complicated and has many ethical and practical considerations. When carrying out research on animals it may seem unethical because animals cannot give informed consent and obviously have no way of being able to withdraw from the study as they can't talk. This creates issues with animal cruelty and unfair treatment of animals. A practical consideration is the cost of upkeep of the animals, to maintain ethical guidelines the research animals have to be looked after with their own accommodation and special diet which is very costly when you compare it with other research methods. Another ethical consideration is that carrying out research on the animals may be pointless if they cannot relate it to helping

'humans and money and time would be wasted. Arnold must also consider the fact that when using animals in research they can die very easily from stress related illnesses

which would make it difficult to determine whether the animal died due to an aspect of the research or just through stress.



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Examiner Comments

This candidate achieved 2 marks. Human ethics at the start of the answer was ignored as this was not relevant to the question. 1 mark for cost of upkeep as it is linked to accommodation and special diet. 1 mark for experiment is pointless as it cannot be related to humans so it is a waste of time and money. The last sentence about stress was ignored as they might be studying stress.



ResultsPlus

Examiner Tip

If the question asks about animal ethics do not include human ethics as these are not creditworthy.

- 13 Arnold is a psychology postgraduate student at the local university who is carrying out research on mice as part of his course. As he will use animals Arnold must consider both practical and ethical issues.

Describe practical **and** ethical considerations that Arnold must take into account when carrying out his research on animals.

(6)

An ethical issue is that Arnold must provide a suitable cage for the size and amount of ^{mice} he is using, as it could harm to keep them contained in a small space. Another ethical issue is that Arnold must use anaesthetic where possible to avoid putting mice through unnecessary pain. Having someone who is qualified in administering the anaesthetic is another ^{ethical} issue he should consider to ensure that the mice don't feel any pain. Practical issues include that the amount of mice he uses should be kept to a minimum ~~as it could be~~ Arnold must also seek alternatives before he carries out any experiments. Another practical issue to consider is that mice have similar brain structures to humans but ~~the~~ they are not identical so he must be careful if he is to generalise to humans. Finally another practical issue is that he must consider mice have shorter lives

than humans so he must monitor them carefully as any patterns or changes will happen more quickly than in humans, to do this he could set up cameras. Although if he wants to study generations mice are good as they have a short gestation period which is a good practical reason.



ResultsPlus Examiner Comments

This achieved the full 6 marks. 1 mark for the first sentence, suitable cage plus size plus amount. 1 mark for anaesthetic to avoid unnecessary pain. The point about a qualified anaesthetist is worth 1/2 a mark as there is insufficient detail at that point. 1 mark for the minimum amount of mice. The point about alternatives is not enough. The candidate needs an example of an alternative such as a computer program.

1 mark for similar brains, but not identical, so there is a need to be careful when generalising. The point about shorter lives and cameras is not well-expressed or explained sufficiently, so only 1/2 mark given. Added with the other 1/2 mark, a further 1 mark is achieved. 1 mark for the last sentence about generations and gestation period.

Question 14 (a)

Many candidates achieved 3 out of the 4 marks. It was good to see the majority of candidates focused on the results. To gain full marks candidates needed to add plenty of detail about the results and used accurate figures in their answers. Most candidates were able to distinguish the differences in behaviour in the different conditions and make references to the differences between the boys' and the girls' behaviour. Some candidates went on to make conclusions, which is not what the question was asking for, and so limiting their marks by not responding to the question as intended.

However, many candidates who did not gain all 4 marks did not include any figures from the study, or if they did, the figures were inaccurate. It is expected that there will be some knowledge of the figures and details for the studies, especially the named studies.

A few candidates described the whole study rather than focusing on the results only, so limiting their marks, as they often did not write enough about the results to access all the marks. Some candidates did not give sufficient detail when describing the results so limiting their marks. There was also a lack of accuracy eg including there was no aggression in the group by those who saw the non-aggressive model, when there was some aggression.

14 In the Learning Approach you will have learned about the study by Bandura, Ross and Ross (1961).

(a) Describe the results of this study by Bandura, Ross and Ross.

(4)

They found that males are more aggressive than females. Aggression is more likely ~~imitated~~ if there is an aggressive model. Imitating a model's ~~behaviour~~ behaviour is more likely if the ~~same~~ model and the imitator are the same sex. Non-aggressive caused no aggressive behaviour in the participants.



ResultsPlus Examiner Comments

This response was given 1 mark. The first sentence is not enough detail to achieve a mark. The second sentence is incorrect because behaviour can only be imitated when there is a model eg if the candidate had included there was more aggression in the group who saw the aggressive model. 1 mark for the 3rd sentence about the model and imitator being the same sex. The last sentence is incorrect as there was some aggression in the non aggressive model group, just not as much.



ResultsPlus Examiner Tip

Read what you have written to make sure it is accurate. Examiners can only mark what is on the paper, not what they may assume you mean.

14 In the Learning Approach you will have learned about the study by Bandura, Ross and Ross (1961).

(a) Describe the results of this study by Bandura, Ross and Ross.

(4)

It was found that both boys and girls ~~also~~ become more aggressive when they identify with an aggressive role model than a non-aggressive role model. ~~However~~ The mean number of aggressive acts towards the bobo doll more than doubled when boys watched a male aggressive role model, 25.8, compared with a female aggressive role model, 12.4. This shows that boys in particular are more aggressive when they identify with a same-sex role model.

It was also discovered that the children often came up with their own aggressive acts. For example, the aggressive role model hit the bobo doll, the boys hit but also kicked the bobo doll, showing that they could come up with their own aggressive moves.



ResultsPlus Examiner Comments

This response was awarded the full 4 marks.

1 mark for the first sentence comparing the results between the aggressive and the non-aggressive groups.

2 marks for the second sentence about the boys watching male and female role models with two sets of correct figures.

1 mark for the third sentence about same sex role model.

The last paragraph could also have gained 1 mark if there had been another mark available for writing about imitating the aggressive acts, but also for giving aggressive acts of their own.



ResultsPlus Examiner Tip

Include accurate figures when describing the results of a named study in detail.

Question 14 (b)

This was another well answered question. There were some very good explanations about why the study may or may not have been valid. Generalisability tended to be answered better than validity with candidates explaining why it could and could not be generalised. Several candidates referred to ecological validity when they meant task validity.

Better candidates were able to explain the point they were making with reference to details from the actual study rather than make generic evaluative points that could be applied to a variety of different studies. They were able to focus on validity rather than reliability. These candidates also were able to write about validity in terms that it may not be measuring aggression and why it may not measure aggression, such as never seeing a Bobo doll before, or thinking they were supposed to hit it because the adult had.

Marks were sometimes lost as candidates tended to bring all the generalisability issues into one point, so only gaining one mark for them, rather than explaining each point on its own. Candidates also lost marks because they did not explain their point eg mentioning it was not ecologically valid as it was not a natural setting, but did not explain why it was not a natural setting. Some candidates tended to say it was valid because it found what it wanted to find with no reference to why they were measuring what they thought they were measuring. There was also some confusion between validity and reliability with some candidates referring to inter-rater reliability.

(b) Evaluate Bandura, Ross and Ross's (1961) study in terms of generalisability and validity.

(4)

The study cannot be generalised as the sample used were only children, we cannot say that everyone will behave like this and imitate a role model, because a child and also children are more likely to imitate compared to an adult. These results may be generalisable to children but not the wider population. The study lacks validity, because a lab was the setting and the task was ~~the~~ to use aggressive weapons and act aggressive towards a Bobo doll, ecological validity was low ~~therefore~~, as of the artificialness of the study. The children wouldn't have been used to environments like this but, the lab was designed like a nursery and some other ~~materials~~^{toys} were placed to increase validity.



ResultsPlus Examiner Comments

This response was given 3 marks. 1 mark for generalisability and the fact that children are more likely to imitate, compared with adults. 1 mark for validity related to the lab setting and how the study was artificial. 1 mark for increased validity as it was set up like a nursery.



ResultsPlus Examiner Tip

If the question is for 4 marks you need to make four comments.

(b) Evaluate Bandura, Ross and Ross's (1961) study in terms of generalisability and validity.

(4)

The study is quite generalisable as it shows how people do associate themselves with their gender. However, as they used children for the study, their results may be different if used on adults. The study is valid, though, as it clearly shows ~~that~~ cause and effect with the children.



ResultsPlus

Examiner Comments

1 mark was given for children's results may be different for adults.

The second point about clearly showing cause and effect does not receive a mark as there is no explanation about why it shows cause and effect, such as control over extraneous variables eg levels of aggression before being put in with the toys.



ResultsPlus

Examiner Tip

Make sure you explain the point you are trying to make.

Question 15 (a)

Most candidates were able to score 2 marks for this question, but only a few went on to achieve the full 4 marks. Several candidates did not gain marks as they were assuming examiners knew what they meant without adding the details eg stating they had an id but adding no more detail.

Better candidates were able to state the age and stage, and where the pleasure was centred and then go on to add more detail about the id or the type of behaviour shown by children in this stage.

However the vast majority of candidates just put 2 points before going on to describe how an adult would behave if they had been fixated in the stage, which is not a description of the stage of development, but what happens later.

15 (a) Describe the first stage of Freud's theory of psychosexual development.

(4)

The oral stage is from ~~0-3 years~~ 0 - about 18 months. In this stage the mouth is the erogenous zone, and the mind is purely made up of the id, which works on the demand principle and requires immediate gratification. This is the stage at which breast feeding is crucial. If a child gets fed every time they demand it ~~to a strict feeding routine~~ then they will become overweight, unable to make decisions and unable to end relationships in later life. If the child gets ~~fed every time they demand it~~ a too strict feeding routine ~~they will~~ they will become tense, hyper, and likely to smoke or put things in their mouths. Either way, Freud believed that getting ~~stuck~~ ^{fixated} in this stage could lead to depression or even drug taking.



ResultsPlus
Examiner Comments

This candidate achieved 2 marks. 1 mark for the oral stage and the age and 1 mark for the sentence about the id. No marks for the rest because it goes on to features of fixation.

15 (a) Describe the first stage of Freud's theory of psychosexual development.

(4)

The first stage of psychosexual development is the oral stage. The child is between 0-18 months and the site of pleasure is in the mouth. You can see this is ^{the babies} ~~childrens~~ behaviour when they suck thumbs and put things in their mouth. At this stage only the ID is present so there is no conscious or reasoning and if something is wanted they have to have it as everything revolves around the pleasure principle.



ResultsPlus
Examiner Comments

This candidate was given 3 marks. 1 mark for oral stage plus age. 1 mark for pleasure is the mouth plus putting things in their mouth. 1 mark for the id plus having to have what they want.

Question 15 (b)

This question resulted in mixed answers, some achieving full marks and others achieving none. Many candidates grasped the concept that it balanced the id and Superego, but many omitted that it was the reality principle or included the ego for the morality principle. Not all candidates read the question properly and there was a high percentage of answers omitting an example and so limiting the marks that could be gained.

(b) Outline Freud's concept of the ego, using an example of how it influences behaviour.

(2)

The ego balances out the conflict between the ID - which demands and the superego - the conscience. The ego acts as a middle ground for decisions. For example if you want a dress but have little money your ID may demand it, your superego may say not to get it, but your ego would decide to wait until you next get payed - a happy compromise.

(Total for Question 15 = 6 marks)



ResultsPlus

Examiner Comments

This candidate received 2 marks. The ego balances the id with the Superego but it is not enough for a mark at that point. Adding the term 'conflict' with no explanation is not enough. It achieves 1 mark for the first 2 sentences and 1 mark for the example, which is well explained.



ResultsPlus

Examiner Tip

If the question asks for an example, include one or marks will be limited.

Question 16

Most candidates achieved all 4 marks, and clearly read the instructions "not to use the same term more than once".

Question 17 (a)

On the whole there was a good working knowledge of classical conditioning and a good ability to apply it to a new scenario. Several candidates were able to achieve full marks and used Little Albert, adapting it to Lucy and dogs. There were some inventive pairing of a UCS with the dog. Some candidates wrote about extinction and spontaneous recovery which were not relevant to the question. Candidates who included an accurate diagram tended to do better on this question as the diagram seemed to help with what they were writing as well. Those who gave a written answer without the diagram tended to give insufficient detail to access all the marks.

Some candidates were confused between the UCS and the CS, often thinking the dog was the CS, and therefore did not gain credit for this.

17 (a) Lucy has a fear of dogs.

Use classical conditioning to explain how Lucy might have developed her fear of dogs. You may use a diagram as part of your answer.

(5)

When Lucy was younger she may have been bitten by a dog which would've elicited a fear response in her. The fear would've be the unconditioned response, the dog the neutral stimuli and getting bitten the unconditioned stimuli. Prior to the event Lucy may have been scared of being bitten, being bitten may scare her. The dog and being bitten would have been associated ~~together~~ and she would've been conditioned to also elicit a fear response when a dog was present, so by now the dog would be the conditioned stimuli and her fear would be the conditioned response. Lucy may have been bitten by one type of

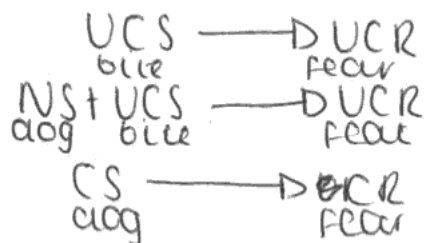
dog only but could've generalised her phobia onto all dogs. The diagram shows:

Before → UCS _{being bitten} would've caused the UCR _{fear}

During → UCS _{being bitten} paired with NS _{dog} causing the UCR _{fear}

After → CS _{dog} causing the CR _{fear}

This would be involuntary.



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Examiner Comments

This response achieved all 5 marks. 1 mark for UCR = fear plus NS = dog plus being bitten = UCS. 1 mark for dog = CS plus fear = CR. 1 mark for generalising Lucy's phobia to all dogs. 4 marks for the diagram if they were all available, as the terms and example of Lucy are correct. However only 2 marks are left before all the marks are gained.



ResultsPlus

Examiner Tip

Use a diagram of classical conditioning to help explain your answer.

Question 17 (b)

Token economy, aversion therapy and systematic desensitisation tended to be the most popular answers. Token economy tended to be answered the best as candidates made more reference to the results from supporting studies, followed by systematic desensitisation. A few candidates described the therapy, either before starting to evaluate or instead of evaluating.

Better candidates were able to successfully compare their chosen therapy with another therapy and use the results of studies as supporting evidence.

Candidates need to remember to explain the point they are trying to make. When writing it is more ethical, include what it is more ethical than and why it is more ethical.

(b) During your study of the Learning Approach you will have learned about a therapy/treatment based on classical conditioning or operant conditioning.

Evaluate the therapy/treatment from the Learning Approach that you have studied. Make it clear in your answer which therapy/treatment you are evaluating.

(4)

Name of therapy/treatment Aversion therapy

Evaluation

A weakness of aversion therapy is that it isn't considered very ethical in some ways as giving someone an emetic to make them ill/sick harms them in a way. Another weakness is that in extreme cases aversion therapy only works for a short period with patients with powerful addictions to heroin, a strong chemical and wouldn't be successful. Aversion therapy is also quite expensive for some people. ~~Another weakness is that~~ A strength of aversion therapy is that it is relatively short and not time-consuming, taking place over about eight to ten sessions. A second strength is that full consent and right to withdraw from treatment is always given unless the patient is a prisoner. Aversion therapy is very confidential and only involves two people, the patient and the therapist making it very ethical.

(Total for Question 17 = 9 marks)



ResultsPlus

Examiner Comments

This response was awarded 3 marks. 1 mark for making them ill. No marks for the sentence about heroin as the candidate does not explain what they are trying to say. No mark for it being expensive as an explanation was needed ie it is expensive compared to what or why it is expensive. 1 mark for explaining why it is short due to it only being about 8-10 sessions. 1 mark for full consent plus the right to withdraw.



ResultsPlus

Examiner Tip

Read what you have written carefully to ensure it is understandable.

- (b) During your study of the Learning Approach you will have learned about a therapy/treatment based on classical conditioning or operant conditioning.

Evaluate the therapy/treatment from the Learning Approach that you have studied. Make it clear in your answer which therapy/treatment you are evaluating.

(4)

Name of therapy/treatment Aversion Therapy

Evaluation

Aversion therapy uses the principles of classical conditioning to treat some kind of addiction such as smoking, being an alcoholic etc... So for example when trying to cure alcoholism an emetic drug - the unconditioned stimulus would make the patient sick, when paired with alcohol which would be the neutral stimulus, the person would again feel sick. This procedure would be repeated until the patient associated the alcohol with the emetic drug. In this case the alcohol would be the conditioned response and the sickness - the conditioned response. As the patient has learnt this behaviour through trial and experience. Other drinks would be given to the patient which cause them to not be sick as they could generalise sickness to every drink.



ResultsPlus Examiner Comments

0 marks as this response is just a description.
This is an example of a candidate not reading the question properly.



ResultsPlus Examiner Tip

Read the question and answer the question asked.

Question 18

The candidates who answered this question did quite well, with the majority referring to Sahira throughout their answer. However, there were more blank answers than elsewhere in the paper. A few candidates wrote about the wrong stage or wrote about social learning theory, rather than the psychodynamic theory in relation to gender and some focused on the Oedipus complex as it related to males rather than females.

Penis envy was often mentioned without any explanation.

Some candidates did not extend their answers fully eg they said Sahira resented her mother but did not explain why, so did not gain credit. They also forgot to mention the process was unconscious which is relevant when referring to Sahira's desire for her father. This showed they did not have a full understanding of the process or perhaps assuming examiners would accept that was what they meant.

18 Sahira is five years old. Recently her mother has noticed that Sahira is acting in a more feminine way.

Use Freud's theory to explain how Sahira may have developed her gender behaviour.

(5)

Freud theory includes the electra complex in which the girl which is Sahira in this case cannot love her father or have a penis so identifies with her mother and introjects her attitudes and values. Freud's theory of gender claims that a child (Sahira) internalises with the same-sex parent (her mother) and parents become superego. As Sahira internalises with her mother, she copies her mother e.g. feminine clothes and feminine behaviour / traits. Freud also claims that how you are nurtured, is part of gender identity; so Sahira's traits are learnt as mother teaches her to be a girl with a feminine way. In the phallic stage; Sahira realises she has a clitoris thus knows / aware of her gender at this set stage in the psychosexual stages of development thus starts to become more feminine. In the latency stage; the same-sex friendship influences her behaviour and Sahira has become more female through environment.



ResultsPlus

Examiner Comments

This candidate achieved 3 marks. 1 mark for electra complex plus phallic stage further down the page. 1 mark for the sentence identifying with the mother. 1 mark for the sentence internalising her mother and copying her behaviour.

18 Sahira is five years old. Recently her mother has noticed that Sahira is acting in a more feminine way.

Use Freud's theory to explain how Sahira may have developed her gender behaviour.

(5)

Around the age of 5 Sahira will be within the phallic stage of development which means she will be experiencing the Electra complex from which Freud says Sahira will be experiencing penis envy from her father and be annoyed at her mother for "chopping off her penis". This causes her jealousy as her mother has her father when Sahira unconsciously wants her father. In fear of losing her mother's love Freud says that Sahira identifies with her mother which is an explanation for Sahira's recent "feminine" behaviour. This will be a result of Sahira observing and imitating her mother's behaviour which may be argued to be a way in which Sahira is trying to unconsciously get her father to like her (as she is more like her mother). Once Sahira has identified with her mother, this means that she has resolved the Electra complex and which enables her to move onto the next stage of development.



ResultsPlus Examiner Comments

This was given all 5 marks. 1 mark for Electra complex plus phallic. 1 mark for penis envy explained in relation to being annoyed with her mother. 1 mark for being jealous because she unconsciously wanted her father. The key term here is unconscious.

1 mark identifies with mother explaining feminine behaviour. 1 mark for the sentence about trying to get her father to like her. If there was another mark available, the last sentence would also get a mark.



ResultsPlus Examiner Tip

If the age is mentioned in the stem it is not creditworthy if repeated in the answer.

Question 19

Most candidates wrote about the accuracy of dream analysis or if recovered memories were true or false. The accuracy of recovered memories was confused occasionally with the accuracy of eye witness testimony. Fewer candidates wrote about how the approach could explain our love of horror, but those who did often gave good answers.

Some answers related to Michael Jackson but these were weak as they tended to make definite statements eg he was abused by his father when this is alleged and they often made very speculative and weak links to the psychodynamic approach. The use of celebrities as a key issue is to be discouraged, as what is often stated as fact is not so.

Some candidates did not score a mark for part (a) as they did not write in the terms of an issue eg they wrote dreams which is not an issue as we do dream. Candidates should write an issue in the form of a question as this will ensure they get the mark.

The answers on dream analysis were better than those about recovered memories. Those who wrote about the effectiveness of psychoanalysis tended to describe psychoanalysis rather than include any results from studies to show whether it is or is not effective as a treatment.

Candidates who wrote about the need for psychoanalysis often did so in a confused way by not explaining the difference between its use for neuroses and psychoses.

Some candidates tended to describe the issue rather than apply concepts to the issue, referring to the subconscious rather than the unconscious.

Therapy
Idiot if
for F, Red
both
on fact
key's
don't
old
both
repression
implanted
rep - no
recovery
on con - ndacos

SECTION C

Answer ALL questions. You are advised to spend approximately 40 minutes on Section C.

19 During your course you will have studied a key issue (an issue of relevance to today's society) that can be explained using the Psychodynamic Approach.

(a) Identify **one** key issue from the Psychodynamic Approach. (1)

The debate of false memories ~~versus~~
against repression.

(b) Explain the key issue you identified in (a) using concepts, theories and/or research from the Psychodynamic Approach. (5)

A person would go to therapy with anxiety. The therapist would then put the person through psychoanalysis and they recover a memory. The debate is whether this memory is ~~true or false~~
a false memory or a true one that has been repressed. A repressed memory is one that ~~has been~~ ~~there~~ has been a very traumatic experience and so the memory is pushed back ~~the~~ and repressed, it has come about through psychoanalysis. A false memory is one that is

not based on fact. This is a key issue as there have been several high profile cases where a false memory has been recovered and it has then disappeared. One example is Beth Rutherford, she remembered her dad raping her and getting her pregnant and it was found out this was false. Loftus + Pickrell did a study where they managed

to implant false memories in the participants. Dalenberg did a study that proved the existence of both false memories and repression. A concept that can explain this key issue is repression. The ego protects us by repressing ~~the traumatic~~ traumatic experiences which are too traumatic for the ~~unconscious~~ unconscious. The unconscious is another concept as ~~the~~ we have no direct access to it and ~~so~~ all repressed memories are here, we can only access them through psychoanalysis.

(Total for Question 19 = 6 marks)



ResultsPlus

Examiner Comments

This response gained 4 marks overall.

- (a) 1 mark for identification. Whilst it is not written as a question the candidate has identified what the debate is which is known as a key issue.
- (b) 3 marks for the explanation, although no marks for the first sentence as it repeats what the debate is. What a repressed memory is plus psychoanalysis could have achieved 1 mark, but it is expressed better later on (see last 2 marks). 1 mark for the Beth Rutherford, but no marks for Loftus and Pickrell as more about the results is needed. No marks for Dalenberg, as this again needs more about the results. 1 mark for the ego protecting us. 1 mark for the unconscious concept as it is expressed better here than at the start of the answer.



ResultsPlus

Examiner Tip

When using research as a concept to explain the key issue, focus on the results.

SECTION C

Answer ALL questions. You are advised to spend approximately 40 minutes on Section C.

19 During your course you will have studied a key issue (an issue of relevance to today's society) that can be explained using the Psychodynamic Approach.

(a) Identify **one** key issue from the Psychodynamic Approach.

(1)

Do dreams have meaning?

(b) Explain the key issue you identified in (a) using concepts, theories and/or research from the Psychodynamic Approach.

(5)

The dream industry is a multimillion pound business and there is much interest in the relevance of dreams. Freud believed dreams were the "Royal Road to the unconscious" where the unconscious held our deepest wishes. The way Freud would access the unconscious was through dream analysis where the patient would relay the dream, this is the manifest content, and Freud would analyse this and that is the latent content. He would also interpret any symbols in dreams as wishes and desires from the unconscious. The reason Freud would do this is to resolve issues that such a free psychosis the patient had. This may be problematic. Although some psychological psychologists believe dreams are simply the brain processing the day's events.

This is the biological view. This is why it is relevant to today's society as some people believe (such as Freud) that dreams can be used to help patients where as other psychologists believe dreams don't have meaning. Although Freud did have evidence for dreams having meaning in his case study of Little Hans and after he had a symbolic

(Total for Question 19 = 6 marks)

dream he realised the oedipus complex and his phobia of horses no longer existed.



ResultsPlus Examiner Comments

Overall this candidate achieved 6 marks.

(a) 1 mark for identifying clearly an issue in the form of a question.

(b) All 5 marks for explanation.

No marks for multimillion pound business as this is describing the issue not explaining it using concepts. 1 mark for unconscious wishes. 1 mark for dream analysis explaining what the manifest and latent content are. 1 mark for interpretation of symbols. 1 mark for the biological view explained. 1 mark at the end for Little Hans as it includes the findings of the study.

Question 20

It is evident from the amount of detail in responses that the majority of candidates are carrying out their own practicals and are clearly engaged with this aspect of the course. In a small number of cases it appeared that some candidates had not carried out their own practical and often wrote up a study as though they had carried it out eg by saying they studied twins for schizophrenia using doctors notes. There were a very small number of practicals that were unethical, such as getting confidential notes from doctors.

Some candidates confused the biological practical with the learning practical so gaining nothing for part (a) and limiting the marks they could gain on parts (b) and (c).

Part (a) often gained 2 marks if it was written as an aim. The weaker aims tended to refer to gender rather than males and females, again possibly presuming the examiner knew what they meant. If it was written as a hypothesis it often gained one mark as it did not operationalize both variables. It was often the DV that was unoperationalised eg including males would be faster, but not saying what the unit of measurement was to see if they were faster. Was it seconds or minutes?

Part (b) often received 1 or 2 marks. The better candidates gained all the marks because they included comments on how the Mann Whitney U test was able to show if their results were significant or not. Some candidates often just included they carried out the test but offered no commentary on what it showed or the reason for what it showed. Very few candidates mentioned the observed value in relation to their critical value. Some candidates did not mention any figures from their results.

Part (c) was often well done, although when it came to ethical points, candidates did tend to put all the issues together instead of explaining how two of them were met. This limited the marks they could gain for the ethics of their study. Some candidates often did not link their evaluation points to their practical, offering generic comments that could apply to several studies, so limiting the number of marks they could gain. Some candidates also did not elaborate and explain their answers. They may have included how it had controls and was standardised, but did not mention what those controls were.

20 In the Biological Approach you will have carried out a practical investigation to test differences between groups using a research method such as an experiment. Your results will have included statistical analysis.

(a) Outline the aim/hypothesis of your practical investigation from the Biological Approach.

(2)

The aim was to see whether boys outperform girls on a computer gaming game.
The hypothesis was that it will be found that boys will outperform girls on a computer gaming game.

(b) Describe the results of your practical investigation from the Biological Approach.

(3)

It was found that boys completed the gaming game ~~to~~ on average 30 seconds quicker than girls did. Out of 6 participants (3 boys 3 girls), all 3 boys finished and

2 girls didn't complete the game in the allotted time. It was also shown that boys took less attempts to pass the car than girls.

(c) Evaluate your practical investigation from the Biological Approach.

(7)

A strength of our study was that we used independent measures design, so it ruled out any practice effect that any of the participants had on the game. This ~~also~~ made each participant equal in never having played the game before. However, there is the argument that ~~girls~~ boys play more video games than girls, so could have had alot more practice at that kind of thing, which makes the results invalid because boys would have been more experienced.

A weakness of our study was that the participants were doing the game with everyone watching, and so there would have been more pressure to perform well, especially for boys. The girls might not have wanted to appear too manly and able to pass cars as well as the boys so there may have been demand characteristics in that they underperformed on purpose, making the results invalid.

We used ~~opportunity~~ a volunteer sample, and so the people that wanted to go up to the front of the class and play a parking game in front of everyone may have just been one type of person. We did not collect results from the shy people or the ones who just stayed sat down, and so this could have presented bias in our experiment. The study lacks ecological validity, because it is not every day you are asked to pass a car on a computer in front of everyone in your psychology class. This means

that the results can't necessarily be generalised to everyday occurrences such as parking a real car, where you only have a restricted view anyway. Another issue with generalisability is that we only used a very small sample of 17 year olds. This definitely cannot be generalised to older or younger people, or people who can actually drive, which makes it very hard to ~~put the results and generalise the results~~ to the wider population as the sample was highly restricted.



ResultsPlus Examiner Comments

Overall this candidate achieved 11 marks.

(a) 2 marks for the aim. The aim gets 2 the hypothesis 1 because its not fully operationalised, so the aim gets the credit.

(b) 2 marks for the results. Figures are given to explain the difference but no mention of significant difference in relation to the Mann Whitney test and the observed and critical value.

(c) All 7 marks for the evaluation. 1 mark for practice effects ignoring the bit about independent measures design. 1 mark for boys may be better at video games in general. 1 mark for effects of demand characteristics on girls. 1 mark for volunteer sample explained. 1 mark for ecological validity explained.

1 mark for why it cannot be generalised to everyday life relating it to parking a car in everyday life.

1 mark for why the results can be generalised as it only used participants aged 17.



ResultsPlus Examiner Tip

When evaluating your practical make sure every point refers to something specific in your practical to ensure you gain the maximum points.

20 In the Biological Approach you will have carried out a practical investigation to test differences between groups using a research method such as an experiment. Your results will have included statistical analysis.

(a) Outline the aim/hypothesis of your practical investigation from the Biological Approach.

(2)

Our aim was to see whether males or females were better at visuospatial awareness tasks. We predicted that men would be better at the task than females.

(b) Describe the results of your practical investigation from the Biological Approach.

(3)

Our results showed that there was a correlation between the ability of ~~performing~~ ^{performance} of the task within males compared to females. It supported our hypothesis that males would be better.

~~Our results showed that there was a correlation between the ability of performing of the task within males compared to females. It supported our hypothesis that males would be better.~~

(c) Evaluate your practical investigation from the Biological Approach.

(7)

As our practical ~~can~~ is replicable it could easily be tested for reliability as the test can be repeated on more individuals.

As we only used an opportunity sample of participants it would be difficult to generalise the results of our study. Especially because the participants were within the ages of 16-18 which means that participants of different ages may have performed differently in comparison.

Our ~~is~~ investigation had low ecological validity as it was an artificial task of which participants were unlikely to perform on a daily basis, if at all.

However, this is also a strength as it meant that no order effects would have affected our participants' behaviour as they have not done the task before so therefore do not suffer from practice or fatigue.

All of our participants were willing to take part and gave their consent to be a part of our investigation, giving our investigation ethical grounds.

Our investigation was extremely controlled

meaning that all participants had equal measures of completing the task such as they were all given the same amount of time.

Our results supported our hypothesis making our investigation a success.



ResultsPlus

Examiner Comments

Overall this response gained 7 marks.

(a) 2 marks for the aim. The aim gets 2 marks as the candidate has explained what they mean by gender. The hypothesis gets 0 marks because it gives no idea of what the task is eg spatial task.

(b) 0 marks for the results as these were not given. It was not a correlation.

(c) 5 marks for the evaluation. 1 mark for the age range making it difficult to generalise. 1 generic mark for ecological validity as it is not related to anything about their practical. 1 generic mark for order effects as again this is not explained in terms of the candidate's practical. 1 mark for consent just explained 1 mark for the control explained in terms of the same amount of time given which is linked to the candidate's practical.

Question 21

This seemed to be an accessible question with very few blanks compared to the previous series. Most candidates did answer all aspects of the question including the comparison with another explanation of gender. However some candidates lost marks because one aspect of their answer was not as good as the other aspects. When evaluating, many candidate just referred to Bandura and Money with, in some cases, little evidence of any further knowledge of the topic. When comparing approaches, there needs to be more emphasis on how the different approaches are similar and different, rather than just offering a description of one approach followed by a description of another.

Better candidates were able to describe a learning theory and use relevant examples to illustrate the point. When describing operant conditioning they knew the difference between negative reinforcement and punishment and how they could be used in gender development. Their evaluations were often well explained with many points being elaborated and comparisons explained. When evaluating they often included the results of several studies, not just the results of Bandura and Money.

Other candidates could have improved their descriptions by the use of examples relevant to gender development. Their descriptions often lacked the use of key terms such as positive reinforcement. When evaluating, points tended to be underdeveloped and not explained enough and comparisons were also underdeveloped eg saying both learning and psychodynamic explanations looked at nurture, but then did not include how they looked at nurture.

***21** Describe and evaluate an explanation of gender development from the Learning Approach. In your evaluation you **must** include **at least one** comparison with another explanation of gender development.

(12)

Social learning theory explains ^{that} ~~why~~ children learn gender behaviour from role models they may have in society, and for young children it is highly likely that this role model will be in their family. It is a key belief of the social learning theory that children copy behaviour they see. It is also believed that they learn better from a same sex role model, for example if John sees his brother Jim playing with cars, it will make him want to play with cars a lot more than if he saw his sister doing it. What would also lead John to copy would be if Jim was older than him, as social learning theory thinks that role models should be higher status. The motivation behind the imitation of role models is often through vicarious reinforcement, which is when the child sees someone else being rewarded for a particular behaviour, and so wanting to imitate that behaviour in order to gain the same reward. For example, if John sees Jim get ~~rewarded~~ praised by their dad for playing with cars, it makes him much more likely to play with the cars as well, and

therefore exhibit a classic boy behaviour.

With Social Learning theory comes operant conditioning, and a child may be reinforced to copy gender appropriate behaviour, especially in boys. If a father sees his son playing with Barbies, he may punish him and therefore try to stamp out the behaviour, whereas if he sees him playing football the

next day, the father might reward his son with love and attention, which is all positive reinforcement and makes the boy more inclined to display gender appropriate behaviour.

The biological approach completely disagrees with the learning theory, saying that all gender characteristics are inborn, and gender is decided in the womb, through hormones. They say that boys have an XY chromosome and girls have XX, and this view that gender is inborn is supported by David Reimer. Although Dr. Money supported the learning view, saying "Brenda" had developed normally as a girl, David's story goes further (saying that it was from personal experience) saying that he had always felt wrong. The tragic end to this story supports the biological view that you cannot change someone's gender at birth, and that gender behaviours are completely inborn.

A study in support of the learning theory is the Bobo doll experiment by Bandura Ross and Ross. The results of this experiment showed that children were more likely to copy same sex role models, and the role models were older, so they were of a higher status. The study also backed up the theory of vicarious reinforcement, showing that children were again more likely to copy when they saw the role model being rewarded for hitting the Bobo Doll.

Another strength of the learning theory is that it is socially useful. If we believe it to be true, we can make sure that same sex role models behave in a way that teaches

children (especially boys) not to be too aggressive. If gender development is learnt through role models, then boys' fathers could try and be the best role models they can for their sons, and so they would therefore help the community.

A weakness of the theory is that it doesn't explain why children tend to copy same sex role models. Freud's psychodynamic view of the Oedipus and Electra complexes (although widely discredited as outrageous) at least tries to give reasons as to why the child identifies with an adult of the same sex, whereas the learning approach does not fully explain itself in terms of reasoning behind the imitation of same sex role models.



ResultsPlus

Examiner Comments

This candidate gained all 12 marks.

The description is Level 4. SLT includes several terms explained well and good examples relating to gender. This could achieve Level 4 on its own and references to operant conditioning adds to the answer.

A clear explicit comparison with the biological approach is also Level 4. Evaluation is Level 4 with good evidence explained, Money, the follow up, Bandura Ross & Ross. A weaker application is given, but in the context of the exam this does not detract from the evaluation. Nor does the statement at the end about SLT not explaining why we imitate same sex role models when it does. This is an excellent example of what could be expected for this question under exam conditions.

*21 Describe and evaluate an explanation of gender development from the Learning Approach. In your evaluation you **must** include **at least one** comparison with another explanation of gender development.

(12)

The learning approach suggests that we learn our gender roles and so suggests gender development was simply learnt from role models, classical conditioning etc.

Gender development could be explained by a mixture of theories of the learning approach for example it could have been operantly conditioned into us. ~~an~~ Scenario 1, the Little Boy "Keith" was playing with a doll when suddenly a group of boys began to laugh at him, he began to cry and never played with the dolls again.

Operant conditioning is learning from other people's reaction to your behavior, ~~for~~ In my example Keith has learnt that he shouldn't play with girl toys as he will be laughed at ("punished").

The next day Keith was playing football and shooting people with his pretend gun. The Nursery teacher noticed this and told

how he was playing like a ~~man~~ super hero and she smiled at him. this caused him to repeat this action because he was being positively reinforced with the teacher's kind words and smile.

these two scenarios show how learning theory can explain gender development but a biological psychologist would argue that there is much more to it. for example at conception there is a DNA difference as males have xy sex chromosomes and females have xx. showing a biochemical difference from the beginning. then during fetal development after six weeks hormone kick in when males produce chemicals to stop the production of female genitals and to form the wolterian duct which will develop into testis and the external genitalia also biologist have removed hormones from rats in an experiment to show how they affect their bodies etc... (estrogen is important in memory). Also when people have sex changes they are injected with hormones which help them to change

gender e.g. testosterone to increase ~~mass~~ your muscle mass etc... appear as a man. And oestrogen for females. Testosterone can cause increased aggression.

David Reimer proves nature is more important than nurture.



ResultsPlus

Examiner Comments

This response gained 6 marks. The description is just Level 3. Although only theory is included, it is fine given the wording of the question. It is not Level 4 because the terms mentioned are not always explained. There is a clear comparison with the biological approach but it then goes on to describe the biological approach in great detail. There is one separate weak evaluation point about David Reimer which is not explained. Therefore it has to be Level 2 as the description and evaluation are not good.



ResultsPlus

Examiner Tip

In essays make sure the description and evaluation are both good or very good, otherwise marks will be limited to Level 2.

Paper Summary

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

- When evaluating studies make sure the points refer to something specific about that study rather than a comment that could apply to several studies.
- If the question asks for an example make sure you include an example.
- When talking about how a task in a study is not a realistic task, refer to it as task validity rather than ecological validity.
- If describing the results of a study in detail include some accurate figures.
- When describing results from your practical include reference to the statistical test used and the observed and critical values in relation to whether the results are significant or not.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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