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Examiners' Report June 2010

GCE Psychology 6PS04

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Introduction

This was the first outing for the new Unit 4 and both the response from centres as well as the content of the candidate scripts augers well for the future. Many candidates showed an impressive range of understanding and were able to draw on a broad spectrum of information to answer the more challenging questions. Sadly there were a few who failed to use the opportunities afforded by the questions to show examiners what they knew.

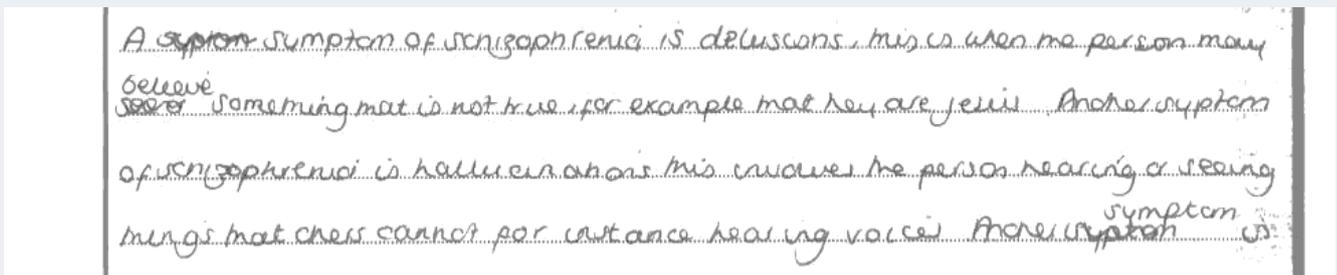
It is to be hoped that centres will be able to identify areas where their candidates tended to do less well than would be hoped for and use the information in this report to assist future candidates to perform even better.

There were a few surprises where candidates did not perform in the way anticipated. Of particular note was the high number of candidates who did not attempt to answer question 3, the study in detail.

The requirement on the paper for three pieces of extended writing, each one demanding different skills, was clearly a challenge for most candidates. The tendency was for even the most able to slip slightly on one of the items. As a synoptic paper, it was designed to be, and clearly was, demanding. Nonetheless many candidates showed themselves equal to the challenge producing some genuinely inspiring answers and gaining results of which they can be justifiably proud.

Question 1(a)

Many responses here contained material that was not creditworthy as features of schizophrenia and other material not directly describing the symptoms cannot gain credit. Many candidates also failed to access all the marks as they either only identified the symptoms and did not describe them, or spent most of their time describing all the different types of delusions to the exclusion of other symptoms.



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Examiner Comments

This is a good example of how to gain marks on this question. A symptom is identified and then explained before moving on to the next symptom, a very sound strategy.



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Examiner Tip

If a question asks for a description then naming does not get credit. Add a brief explanation of the symptom to secure the mark

Question 1(b)

The most popular choice here was the dopamine hypothesis, a number of other explanations were offered with varied success. Many candidates used multiple explanations from an approach rather than one explanation. In these cases the best answer is credited, but if a single point is made for each of three different explanations only one mark can be awarded.

Those who chose social explanations were slightly less likely to make this mistake, however many offered social drift as an explanation, which is only appropriate as an evaluation of social causation theories, not as an explanation in its own right.

The relatively small number of candidates who gave a cognitive explanation of schizophrenia tended to describe it particularly well, however the evaluation of the explanation was often more limited. Those who had described one of the biological explanations tended to do much better on the evaluation, citing research studies as evidence.

Many candidates included evaluation in the description where it could gain no credit. They then clearly felt they should not repeat the evaluation in part (ii) so failed to gain as many marks as they could have done.

Strong answers to this question focus on making clear points quickly. In this example research studies are not cited in part (ii) but the comments are still creditworthy.

One explanation is ~~the~~ the dopamine hypothesis. An increase in the number of dopamine receptors in the brain is thought to be a cause of depression. An increase of receptors in the mesolimbic pathway is thought to cause positive symptoms of schizophrenia, and an increase in receptors in the mesocortical pathway is thought to lead to negative symptoms.

Another strength comes from research into people with parkinsons disease. When ~~schizophrenics are~~ ^{people with parkinsons} disease are given levodopa (which increases dopamine levels) they can experience some of the psychotic symptoms seen in schizophrenics.

A methodological strength is that much of the evidence for the hypothesis comes from PET scanning. PET scanning is an objective, scientific method and the results are likely to be reliable.



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Examiner Comments

In part (i) of this question the answer quickly establishes a basic premise of the dopamine hypothesis then goes on to expand this very successfully. Each point made is creditworthy. The evaluation uses a similar strategy of taking individual items establishing the nature of the evaluation point and expanding it sufficiently.



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Examiner Tip

It is worth having a few studies that can be used to support arguments as it makes an answer more convincing. There are numerous studies (e.g. Kapur et al) that have used PET scans to demonstrate the differences in dopamine activity in schizophrenic brains.

Question 1(c)

The majority of answers used twin studies as their example of a method. Often evaluations that were uncreditworthy crept in, usually at the expense of the description. A variety of other methods were described, sadly some of these were very general and unlikely to gain many marks as the description of the method did not link to the study of schizophrenia. Some candidates described a study on schizophrenia, points made in such a description that related to the method used could gain credit. However, it should be noted that a description of Rosenhan's study is not creditworthy as it is not a study of schizophrenia.

Answers need to ensure they make sufficient clear separate points about how the research method is used to study schizophrenia.

(c) Describe **one** research method used to study schizophrenia.

(4)

Twin studies are used to research schizophrenia. Monozygotic twins share 100% of their DNA and dizygotic twins share 50% of their genes. So by ~~can~~ using twins one can research how far schizophrenia is genetic. You look at the concordance rate between the twins which is the percentage of both twins having schizophrenia. The higher the concordance rate in monozygotic twins ~~the more genetic~~ compared to dizygotic twins the more genetic schizophrenia is. If it was ~~fully~~ completely down to genetics then the concordance rate between the monozygotic twins would be 100%. Both would inherit schizophrenia.



This answer shows clear progression through the points made. The description of the use of MZ and DZ twins and why it is done gains two marks. The explanation of how concordance rates are compared gains credit. The concluding sentence also gains credit as it elaborates the previous sentence.

Question 2(a)

While many answers succeeded in gaining full marks on this question a number of responses gave insufficient detail, e.g. 'claimed they were hearing voices' needs more detail. Other responses described what happened to the pseudo-patients rather than what the pseudo-patients actually did.

(2)

The 8 pseudo-patients pretended to hear voices in their heads, saying the words 'empty, hollow and hum'. They did this in order to be admitted to a psychiatric hospital. Upon admission they reported no further symptoms, acted 'normally' and sought their release.



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Examiner Comments

The first sentence makes a clear and specific point about the actions of the pseudo-patients. Similarly the last sentence identifies the actions of the pseudo-patients clearly as 'reported no further symptoms and acted normally'. The middle sentence is redundant.



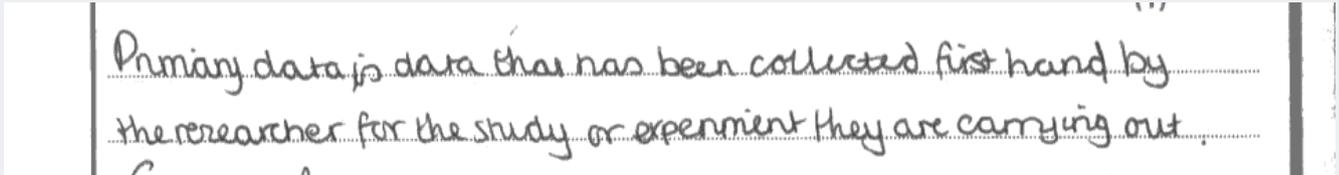
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Examiner Tip

Candidates need to read the questions carefully. 'what the pseudo-patients did' is very different to 'what was done to the pseudo-patients'.

Question 2(b)

It was very pleasing to see that most candidates clearly understood what was meant by primary data. Answers tended to reflect not merely a learned definition but the knowledge that comes from having collected their own primary and secondary data.



Primary data is data that has been collected first hand by the researcher for the study or expernient they are carrying out.



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Examiner Comments

This is an example of an excellent answer. It is short and accurate.

Question 2(c)

A major issue on this question was that many potentially worthwhile evaluations were not developed sufficiently to gain credit. An assertion needs to be justified or elaborated. Better responses did this by drawing comparisons between primary and secondary data.

Answers can often develop from one point to the next in a very fluent way. Counter arguments can be made as long as they are not too frequent. However points in this type of question need contextualising to be sure they gain credit.

Evaluate the use of primary data.

Primary data is said to be more ^{than perhaps secondary data (5)} valid in a study as it has been collected with a specific aim and purpose in mind. Because it has been collected by the researcher using it themselves bias and observer drift can be more carefully controlled and the exact procedure used is known. This also contributes to primary data having high validity however if a researcher is gathering their own data, making it primary data then it can be argued ~~they~~ they can have more of an influence on interpretation of results, making them biased and invalid. Because primary



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Examiner Comments

This shows an example of how one point can be used as a springboard for the next point with each well explained.

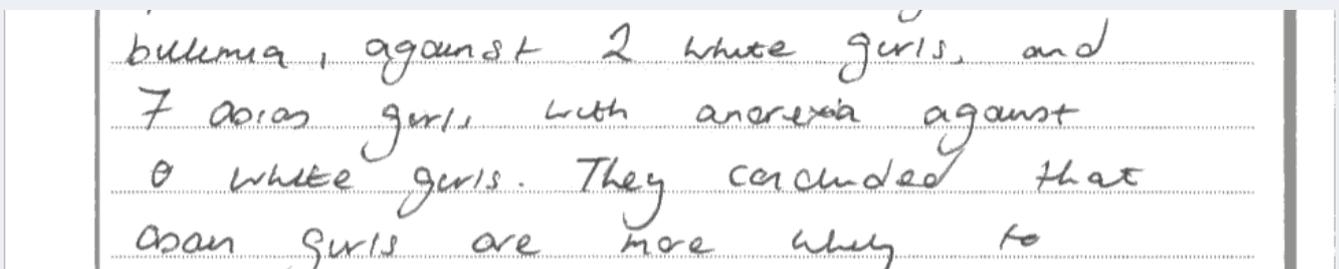
Question 3

The most popular studies used in this question were Brown et al (1986), Mumford and Whitehouse (1989), Brown and Harris (1978) and Cook and Mineka (1988). There were a small number of other studies used, a very small number of generic studies (where the description could come from a number of similar studies and identification is impossible), fictitious studies and inappropriate studies (e.g. on schizophrenia) and a surprisingly large number of completely blank responses.

Studies in detail are a consistent feature throughout the specification so the number of candidates who seemed unprepared for a detailed study in Clinical psychology was of some concern. In addition to Rosenhan the specification requires candidates to know a study on schizophrenia and a different study on one of the other named disorders. In each case candidates need to be able to cite reasonably detailed information regarding the aim, procedure, results and conclusions of their studies as well as accurate and specific evaluation points.

It is important that candidates are made aware of the dangers of using general evaluation points about a study in detail. If a point is made it should be pertinent and accurate. For example if a candidate in evaluating Brown et al stated there was good inter rater reliability as a sample of interviewees had been interviewed twice, by different researchers and the results compared this is true and creditworthy, indeed the study gives the results of the analysis done to check this. However if a similar claim regarding inter-rater reliability is made regarding the interviews in the Mumford and Whitehouse paper this is unlikely to gain credit as the only comment made is that 'An eating disorder was diagnosed after discussion between us'. There is no mention anywhere in the paper that any of the participants were ever interviewed by more than one researcher. In general if researchers undertake any procedures to improve the reliability, validity or generalisability of their research and have statistics to demonstrate this fact they are at pains to include it to improve the status of their research. Failure to include such evidence in a paper tends to mean it does not exist. While many research studies are not easy to read for candidates it is recommended that teachers access the original studies for themselves rather than relying entirely on the interpretation of someone else.

This response shows some knowledge of the study however there are a number of errors and guesses so marks are not as high as might be anticipated on casual reading.



bulimia, against 2 white girls, and
7 asian girls with anorexia against
0 white girls. They concluded that
asian girls are more likely to

Also Western girls may be more aware of anorexia/bulimia & so may have been more careful when answering the questions & so so girls that may have had the illness may have not been found out in the study.

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Examiner Comments

Part (a) gains a mark for either the bulimia data or the anorexia data. These disorders are identified as separate disorders on the specification so cannot both gain credit in this part of the question. The other findings from this study, which are not reported here, are applicable to both disorders and so acceptable whichever disorder is selected. Part (b) shows an example of a clearly specific and relevant point to this particular study.

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Examiner Tip

It is important that candidates ensure that evaluations of studies in detail are specific to that particular study.

Question 4

There were similar numbers of essays on token economies and on the use of systematic desensitisation. The two therapies raised very different issues.

Token economy: In general this produced a short but reasonably accurate description of the technique. There were many candidates who alluded to its use in dealing with mental health issues only very briefly. Many responses drew heavily on the use of token economies in dealing with disruptive behaviour in prisons. In a small number of cases this latter focus was used and no mention made of mental health issues at all. In general the evaluation demands of the question were addressed quite well with evidence being used, though again this often had scant applicability to a clinical situation. This meant many responses limited the number of marks available because of the failure to link token economy to a clinical setting.

Systematic desensitisation: This therapy did not suffer from lack of relevance with most responses giving a clear description of its use in treating phobias. Unfortunately many candidates seemed unaware of any research undertaken into the effectiveness of the therapy and were limited to general assertions about its effectiveness.

This essay on systematic desensitisation after describing the process in some detail evaluates it first with research evidence on its effectiveness for specific and general phobias. The essay then considers the practical positives and negatives of the therapy, the cost in terms of time, money and commitment and ends with a nice resume of the ethics.

When they behave well or give desirable behaviours, for example if a patient managed a whole fluent conversation they would be rewarded by staff and given a token. The tokens are secondary reinforcers and can be exchanged for privileges or goods, known as primary reinforcers. It is important that behaviour is rewarded at once by staff so the patient can fully associate good behaviour with rewards.

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Examiner Comments

This shows how an answer can quickly establish it is relevant to mental health issues and clearly describes two major components of the therapy.

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Examiner Tip

This answer shows how by linking to a specific disorder the answer is made relevant quite easily. Token economy programmes are used extensively for the treatment of anorexia nervosa as well as for institutionalised schizophrenics. Either of these disorders provide an excellent context for explaining the therapy.

The long term effectiveness of token economy programmes has been questioned. A study which was carried out in a psychiatric institution reported that ~~gets~~ patients with SZ (schizophrenia) improved behaviours like maintaining eye contact when on the programme but as soon as they came off it they returned to their old ways of not maintaining eye contact. Without the reinforcers patients don't maintain their new modified behaviour.

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Examiner Comments

Here the candidate uses relevant and recognisable research evidence to evaluate the therapy. This immediately boosts the quality of the response.

Ethically, this treatment is much better than techniques such as flooding, which involves lots of distress due to permanent exposure to the feared object. The patient chooses when to move up the hierarchy, so the treatment is ethically sound.

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Examiner Comments

Provided that ethical points are not made to the exclusion of other types of evaluation they are a welcome addition to an essay as they demonstrate a breadth of understanding. This is well done.

Question 5

The most popular application attempted in this question was Criminological, there were a good number of Child and relatively few for either Health or Sport.

Criminological contributions tended to focus on problems associated with eyewitness testimony and improvements to the investigative and judicial processes as a result of psychological research. Child psychology answers looked at changes in hospital practices and views on daycare.

Few answers gained many marks as they failed to focus on contributions to society. To be a contribution to society candidates should be able to answer yes to these two questions:

Has this brought about a change that has benefitted some people?

Was the change brought about as a result of psychological research?

This answer has already commented on the way that research has influenced understanding of how witnesses should be questioned and the role of testimony mistakes in the conviction of innocent parties. This means that the clip shown here is already contextualised as it is giving a specific way in which research has changed practice.

society by making sure the real criminals are in jail. The approach has done this by introducing a different system for police-witnesses. They are now sequential witness-ups, with the participant all looking similar and the witness seeing them twice as well as a double-blind.



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Examiner Comments

The test of whether something is a contribution to society works well here. Has psychological research changed what happens in some aspect of real life and is that change believed to be beneficial.



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Examiner Tip

Developing a point on from one step to the next can save a lot of time, effort and writing. Once a point such as what affects testimony accuracy has been made it can be carried forward to the next point and does not necessarily have to be restated each time.

Question 6(a) (i)

Good answers either provided two separate validity points, each briefly but clearly made, or less commonly one point was made but then well elaborated. Those answers that only got one mark usually failed to elaborate adequately.

There is low population validity as the study only focused on one ^{individual} case ~~study~~ of one young boy. ~~The~~ The findings for it may therefore not be valid to other people. There is high ecological validity. Little Hans was in his natural environment and behaving as he usually would rather than artificially.



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Examiner Comments

This makes two clear and separate points, firstly on population validity and secondly on ecological validity. In both cases there is full justification made for the claim, thus ensuring that both marks are achieved.

The study used qualitative data about what Hans thought and said and therefore there is likely to be high validity. There is ecological validity as it was done in Hans's natural settings, however; Hans's father may have interpreted what Hans said so Freud may not have been analysing Hans's exact words which reduces validity.



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Examiner Comments

In this answer the final point on the bias created by the possible interpretation of Hans' words is a clear, well explained mark. The comments before this however can be compared with the response in the other clip in this question. Here the ecological validity comment is not expanded sufficiently to gain credit and the comment on qualitative data, while correct again fails to state the nature of the data. However the two comments together are sufficient for this answer to get the second mark.



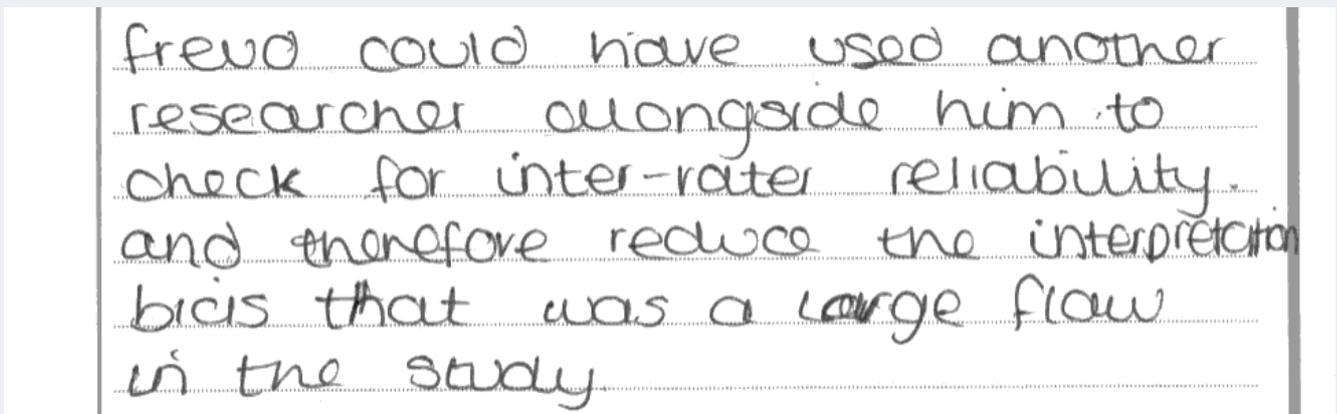
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Examiner Tip

Make sure that a point made is fully made so there is sufficient detail to allow a mark to be awarded.

Question 6(a) (ii)

The two most popular suggestions to improve validity were that Freud should have attempted to do more of the interviews with Hans himself, or that a third party should have been involved in interpreting the data. Either of these sufficiently elaborated was able to gain both marks. Responses that suggested strategies that were not realistic, for example because of Hans' age at the time of the study, did not gain credit.



freud could have used another researcher alongside him to check for inter-rater reliability. and therefore reduce the interpretation bias that was a large flaw in the study

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Examiner Comments

A clear answer identifies a realistic way of improving reliability and elaborates it by explaining why it would be advantageous.

Question 6(b)

Many of the responses to this question focused on the ethics or practicalities of a therapy/treatment and forgot to relate the answer to issues of social control at all. Consequently such responses rarely achieved more than a single mark. Many responses that did succeed in addressing issues of social control seemed compelled to scatter unnecessary rhetorical questions throughout the question. Good answers tended to take a series of therapies and for each one show how the clinician may use social control, developing the point as appropriate and in some cases gaining a second mark for either an elaboration or contrasting point.

In questions such as this potentially good answers fail to gain as much credit as the candidate may hope. This is because a point is made too briefly so it is not fully explained. Compare these two clips.

Another problem can arise when in-therapies such as psychoanalysis, the ~~practitioner's~~ practitioners views can be forced onto the patient. The patient is in a position of vulnerability and trusting their therapist could be detrimental to their lives if the advice and diagnosis is not



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Examiner Comments

Here the initial comment about the therapist imposing their interpretations on patients is made, it is then elaborated on by suggesting why this may be to the detriment of the patient.

and thus, control is regained by the patient. However with regards to psychoanalysis, interpretation is made by the therapist and therefore the patient has no control. Equally, aversion therapy submerges a patient directly into their fear and ethically, this treatment is very questionable.



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Examiner Comments

In this example the social control issues of two therapies are commented on. The psychoanalysis comment could be improved by adding that the patient is forced to accept the interpretation whether they agree or not. Without expansion neither therapy has sufficient detail for a full mark.



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Examiner Tip

When making a point try to expand it sufficiently to ensure it is creditworthy, for example explaining why therapist interpretations may cause distress but the patient is placed in a situation where they have to accept these interpretations.

Question 7

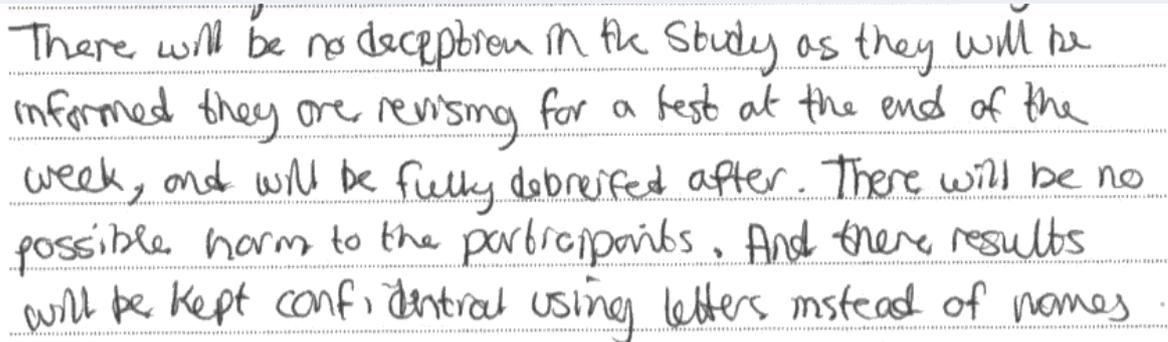
This was a demanding question, the second of the three pieces of extended writing on the paper and the one which demanded very different skills than the other two. Despite the clear requirements indicated by the question some answers included information on data analysis and even evaluation of the study designed, neither of which were creditworthy and merely absorbed time and effort that would have been better placed in completing more detail of the design. It is however worth mentioning here that a very high proportion of those who included information on statistical analysis selected an inappropriate method.

There were some common errors such as selecting a learning task rather than a revision task, identifying a particular sample type or design then describing a different one. Similarly some omissions were very frequent such as how participants would be allocated to conditions in an independent groups design or on what criteria participants would be matched if a matched pairs design was selected.

Better responses attempted to deal with such issues and included information on simple but important controls such as the amount of time spent on revision in the two groups. Similarly better responses, rather than stating which ethical guidelines should be adhered to, explained which, why and how in some detail.

One of the criteria used to assess the responses was the degree to which the material provided would permit replication. There were very few where replicability would have been feasible.

The following clips show how various aspects of the plan can be implemented successfully.



There will be no deception in the study as they will be informed they are revising for a test at the end of the week, and will be fully debriefed after. There will be no possible harm to the participants. And their results will be kept confidential using letters instead of names.



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Examiner Comments

This clip illustrates how ethical issues could be dealt with quickly and efficiently in an answer. The response is tied to the study being planned which makes the points stronger.

type of revision. Students doing spaced revision would be told to do two hours a day for ~~two~~ two weeks beforehand and 'crammers' would be told to do 7 hours of revision a day for 2 days before the exam. The exam would be on pre-released Geography material. Scores

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Examiner Comments

Given this is written under exam conditions this is a very good attempt at operationalising the independent variable.

assigned. To check the students are correctly revising they would be asked to keep revision journals where they document the time spent revising. This may still cause problems as it's self-report data and so parents will also be sent a questionnaire asking if their children revise regularly. If the parent's answer does not match the child's journal, the result will not be counted.

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Examiner Comments

This shows how the concept of controlling the independent variable effectively may be tackled. Importantly the suggestion deals with an important issue and seems a reasonable and realistic strategy.

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Examiner Tip

The headings that are used for the method section of a practical report are a good starting point as prompts for this and similar questions. Write a little for each missing out the headings so that it reads as an essay.

Question 8(a)

This was the more popular of the two essay titles with about two thirds of candidates opting to tackle this topic. The majority of responses used Freudian descriptions of the structure of personality, fixation and the Oedipus conflict as psychodynamic explanations of human behaviour. While the depth and accuracy varied the majority of those attempting this question were able to give sufficient detail to satisfy the basic descriptive component of the essay.

A few responses either wrote nothing other than the description of Freudian concepts or went on to evaluate the theory in a standard way with no reference to alternative explanations at all. Such a strategy meant that, irrespective of how good the description was, failure to address the question set limited the marks available for content to level 1.

The two most popular approaches for evaluation were the biological and learning approaches. Some responses merely juxtaposed the alternative explanations, drawing no comparisons and failing to use the material to evaluate the psychodynamic explanations as required by the question, again resulting in a disappointing mark given the amount of material presented.

There were some responses that tackled the question appropriately, often by using examples of behaviour derived from psychodynamic theory then offering one or more alternative explanations from other approaches and commenting on the relative merits of the competing explanations. These answers consciously mentioned relevant behaviours and made valid comparisons. This strategy repeated two or three times tended to produce very high content marks.

On the synoptic essay some marks are awarded separately for the structure of the essay. This includes the quality of the written communication, coherence and focus of the answer. While the pressure of writing under examination conditions is taken into account there are still relatively few candidates who attain the top level.

In order to make evaluations work effectively it is worth choosing which behaviours to describe carefully and being quite specific. This makes it easier to create the link from psychodynamic to alternative explanations. However remember that each component needs to be sufficiently explained to make the comparison work.

The psychodynamic approach explains gender development through the Oedipus complex for boys and the Elektra complex for girls. The Oedipus complex starts when a boy realises that his mother can give him pleasure therefore sexually desires his mother. The boy fears that his father may find out which causes the fear of castration however when he realises that he cannot sexually possess his mother he internalises his father which becomes his superego. The Elektra complex is similar, as the girl realises she has no penis and blames her mother for this. The girl will start to sexually desire her father as he has a penis. When the girl realises she has no penis and cannot have her father she internalises her mother which becomes her superego.

This explanation of gender development shows that gender is not present at birth as the child relies on their genitalia to determine who to finally internalise. In this learning approach gender is not present at birth as it is learnt through observation and imitation, through the social learning theory. However the biological explanation of gender proves that ~~the~~ gender is present

at birth as you are either born with two X chromosomes if you are a girl or an X and Y as your first pair of chromosomes for a boy. Both



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Examiner Comments

This answer gives an explanation of how the Oedipus and Electra complexes are used to explain the development of gendered behaviour. It then provides and links the explanations from both the learning approach and the biological approach, fulfilling the instructions in the question appropriately.

wanting to kill your mum. This can be suppressed by the cognitive approach as it shows that it can be difficult for people to recall traumatic events, which was found in the eyewitness



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Examiner Comments

Here an explanation relating to the use of defense mechanisms which is then evaluated with a cognitive approach comment. However the link is weak as there is no attempt to explain either how or why traumatic events are difficult to recall according to the cognitive approach.



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Examiner Tip

Use examples of behaviours where it is easy to see the different explanations, it is not necessary to have more than one alternative explanation for any particular behaviour.

Question 8(b)

Approximately one third of candidates opted to answer this applied knowledge essay question. The average marks on the two questions were almost identical, but there was slightly more diversity in the scores on this question.

There were a small number of responses that used only commonsense psychology but most answers were able to offer at least two different explanations for scavenging behaviour. Social Learning theory and Social Identity theory were the most popular but many also included Agency theory, operant conditioning, disinhibition and diffusion of responsibility.

While descriptions of how these explanations could explain scavenging were often done well, many responses halted once they had done this and made no attempt to evaluate the explanations. This limited the mark that could be awarded to level 1 as no evaluation was presented. However some responses did provide evaluation, and at best this was done superbly, with each explanation evaluated and relevant evidence provided.

The following clips show how explanations are used and then supported by relevant studies.

This means the people could have instinctively formed an in-group and identified with its norms by taking the goods. They then could have made those who stayed on the ship and the police the out-group as they accused them of stealing. In order to make themselves and the group feel better they would have compared themselves to the out-group, returning by saying it was 'traditional'.

of studies showed in-group favoritism in an ~~and~~ points ~~are~~ awarding task. Sherif also supports this as his study on Robber's Cave showed ~~all~~ how ~~competition~~ ^{separation}.

Therefore if there was an authority figure who told the others to take the goods, they may have surrendered their free will and obeyed him. This would mean they may have felt bad for 'stealing' but the group would benefit from the goods. This theory is supported by Milgram's study (1963) who found that people will obey an authority figure even if it causes harm to others and is immoral. It is also supported by Meus & Raaijmakers who found



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In the first clip the response is explaining how the concepts of SIT can be used to explain the behaviour at the shipwreck.

Then a few lines on, clip two cites Tajfel's work as supporting evidence. This particular response then continues by also showing how Sherif's work also provides support for the animosity between the scavengers and authority figures.

The third clip uses moral strain possibly being caused by pressure from an authority figure to link the scavengers' behaviour with Agency theory and Milgram's work



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Examiner Tip

In general the unseen 'apply your knowledge' question will be a little more straightforward than the standard question as they are impossible to prepare for. However it is still essential that evaluation is done adequately or marks cannot be awarded.

The rigour of many of these questions made high marks challenging to achieve. On the other hand there were many accessible questions where candidates who had prepared themselves for the examination were able to show their knowledge and understanding and gain credit for doing so.

As with most examinations there were times when good knowledge was demonstrated but could gain no credit because it did not map onto the question that had been asked. Hopefully teachers will be able to use this report to ram home to their students the twin message, adequate revision and reading questions carefully.

Grade Boundaries

Grade	Max. Mark	A*	A	B	C	D	E	N	U
Raw mark boundary	90	56	51	46	41	36	32	28	
Uniform mark scale boundary	80	108	96	84	72	60	48		

a* is only used in conversion from raw to uniform marks. It is not a published grade.

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