edexcel
advancing learning, changing lives

Mark Scheme (Results)
Summer 2010

GCE

GCE Psychology (6PS02/01)

Edexcel Limited. Registered in England and Wales No. 4496750
Registered Office: One90 High Holborn, London WC1V 7BH

A PEARSON COMPANY

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

General Guidance on Marking

All candidates must receive the same treatment.

Examiners should look for qualities to reward rather than faults to penalise. This does NOT mean giving credit for incorrect or inadequate answers, but it does mean allowing candidates to be rewarded for answers showing correct application of principles and knowledge.

Examiners should therefore read carefully and consider every response: even if it is not what is expected it may be worthy of credit.

Candidates must make their meaning clear to the examiner to gain the mark. Make sure that the answer makes sense. Do not give credit for correct words/phrases which are put together in a meaningless manner. Answers must be in the correct context.

Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the Team Leader must be consulted.

Using the mark scheme

The mark scheme gives:
- an idea of the types of response expected
- how individual marks are to be awarded
- the total mark for each question
- examples of responses that should NOT receive credit.

1 / means that the responses are alternatives and either answer should receive full credit.
2 ( ) means that a phrase/word is not essential for the award of the mark, but helps the examiner to get the sense of the expected answer.
3 [ ] words inside square brackets are instructions or guidance for examiners.
4 Phrases/words in **bold** indicate that the meaning of the phrase or the actual word is **essential** to the answer.
5 ecf/TE/cq (error carried forward) means that a wrong answer given in an earlier part of a question is used correctly in answer to a later part of the same question.

Quality of Written Communication

Questions which involve the writing of continuous prose will expect candidates to:

- show clarity of expression
- construct and present coherent arguments
- demonstrate an effective use of grammar, punctuation and spelling.

Full marks will be awarded if the candidate has demonstrated the above abilities.

Questions where QWC is likely to be particularly important are indicated "QWC" in the mark scheme BUT this does not preclude others.

Unit 2: Understanding the individual.

Section A.

Question Number.	Question.	
1	Samantha was bitten by an Alsatian dog when she was younger. She is now scared of her grandma's Spaniel puppy. This is an example of	
	Answer.	Mark
	A discrimination B extinction **C generalisation** D spontaneous recovery	**(1 AO1)**

Question Number.	Question.	
2	Vicarious reinforcement is when	
	Answer.	Mark
	A you receive something pleasant after a desired behaviour. **B someone you are observing receives something pleasant after a desired behaviour** C you receive something unpleasant after an undesired behaviour. D someone you are observing receives something unpleasant after an undesired behaviour	**(1 AO1)**

Question Number.	Question.	
3	According to Freud, information that you are not thinking about at that the moment but could be recalled easily without help is in the	
	Answer.	Mark
	A conscious mind B subconscious mind **C preconscious mind** D unconscious mind	**(1 AO1)**

Question Number.	Question.	
4	One strength of Freud's methods is	
	Answer.	Mark
	A he studied a wide range of participants so results can be generalised. B they can be viewed as scientific as the unconscious is measurable. C his interpretation of dreams is an objective measure. **D he gathered a lot of detailed information about his participants**.	**1 (AO2)**

Question Number.	Question.	
5	Nerve cells are called	
	Answer.	Mark
	A neurons B synapses C neurotransmitters D genes**.**	**1 (AO1)**

Question Number.	Question.	
6	Which **two** of the following brain activities are more noticeable in male brains than in female brains?	
	Answer.	Mark
	A Verbal tasks are more lateralised to the left hemisphere B Verbal tasks are more lateralised to the right hemisphere C Spatial tasks are more lateralised to the left hemisphere **D Spatial tasks are more lateralised to the right hemisphere** E Verbal tasks are more equal in both hemispheres F Spatial tasks are more equal in both hemispheres	**2 (AO1)**

Question Number.	Question.	
7	Rachel carried out a psychology practical. She decided to use the same participants in both experimental groups. What experimental design is this?	
	Answer.	Mark
	A Independent groups **B Repeated measures** C Correlational D Matched pairs	**1 (AO3)**

Question Number.	Question.	
8	Peter carried out an observation in the High Street, the participants did not know they were being observed. When the participants do not know they are being observed it is	
	Answer.	Mark
	A overt observation **B covert observation** C participant observation D non-participant observation	**1 (AO3)**

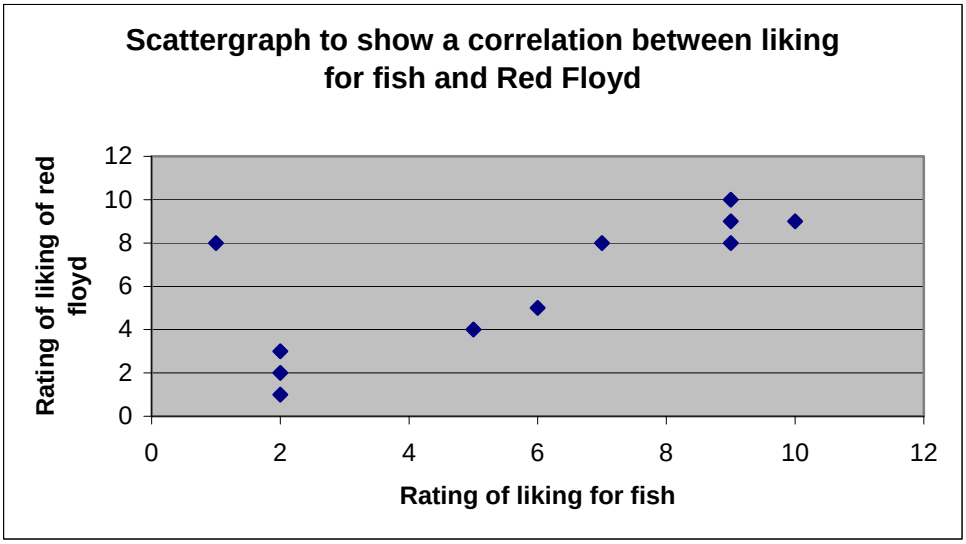
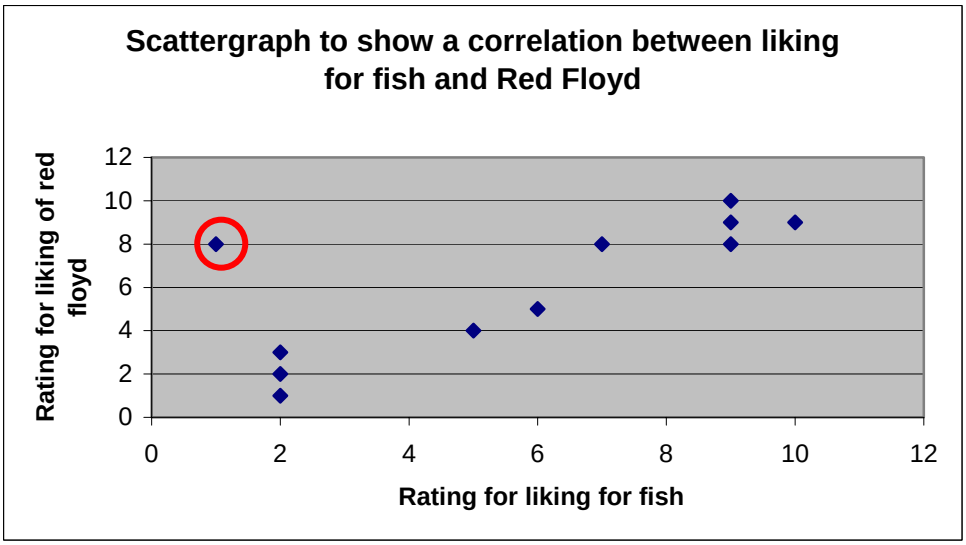
Question Number.	Question.	
9	The 1986 Animals Act provides ethical principles to protect animals in research. Bearing this in mind, an advantage of using non-human animals in experiments instead of human participants is	
	Answer.	Mark
	A any animal can be used in any situation. B It doesn't matter if they are harmed in any way **C We can do things to animals that we cannot do to humans.** D They are more likely to show demand characteristics.	**1 (AO3)**

Question Number.	Question.	
10	Validity is when you	
	Answer.	Mark
	A measure what you claim to measure. B can replicate your study. C impose your own opinion on the results. D can say your results are true for other people.	**1 (AO3)**

Question Number.	Question.	
11	Which **two** of the following statements are strengths of the laboratory experimental method?	
	Answer.	Mark
	A There are tight controls so cause and effect can be established. B Due to the controlled environment behaviour is more likely to be natural. C There is little chance of demand characteristics. D The laboratory environment ensures good ecological validity **E The controls make the laboratory experiment replicable.**	**2 (AO3)**

Section B.

Question Numbers	General Instructions
	Marking points are indicative, not comprehensive and other points should be credited. In each case consider 'or words to that effect'. Each bullet point is a marking point unless otherwise stated, and each point made by the candidate must be clearly and effectively communicated.

Question Number.	Question.	
12(a)	Karren noticed that a lot of her friends who liked the taste of fish also liked the music by the band called Red Floyd. She decided to carry out a correlational study to see if there was a relationship between a liking for fish and Red Floyd. Below is a scatter graph of her results.  Put a circle around the **anomaly** (outlier) on the scattergraph above.	
	Answer.	Mark
	1 mark for the correct result circled. **0 marks** if more than one result is circled and none are obviously crossed out  **Look for other reasonable marking points.**	**1 (AO3)**

Question Number.	Question.	
12(b)	Interpret the results of the correlation as shown in the scattergraph.	
	Answer.	Mark
	One mark for a weak answer, and two marks when the answer is elaborated. **0 marks** for saying where the anomalous result is, as that was the previous question. • The results show a positive correlation/relationship between liking for fish and Red Floyd/eq; **one mark.** • There is a positive correlation of approximately +0.5 (+ or – 0.1) between liking fish and Red Floyd/eq; **two marks** • If the anomalous result is ignored there is a positive correlation of +0.8 (+ or – 0.1)/eq; **two marks** • This means as liking point for fish goes up/down so does liking for Red Floyd/eq; • There is a positive correlation between liking Red Floyd and liking fish. The more a person likes Red Floyd the more they like fish/eq; **two marks.** **Look for other reasonable marking points.**	**2 (AO3)**

Question Number.	Question.	
12(c)	Outline **one** strength and **one** weakness of using a correlational design in psychological research.	
	Answer.	Mark
	Two marks for one strength and two marks for one weakness. **One** mark for each for a weak answer, **two** marks for each for an elaborated answer. If more than one strength and/or weakness mark all and credit the best. **E.g. Strength.** • Correlations may show a relationship between two variables that was not expected/eq; **one mark** this can then lead to further research and possible experimentation/eq **2nd mark** • They can be used to determine a relationship when it is not possible to carry out an experiment/eq; **one mark** • They can be used to determine a relationship when it is not possible to carry out an experiment, such as the research on twins to see it schizophrenia has a genetic element/eq; **two marks.** • Fairly easy to analyse using Spearman's/eq; (**one mark**) compared to case studies where data are a lot more complex or difficult/eq; (**second mark**) • It's easy to read/eq; (**one mark**) because it is visual and the trend/relationship is clear/eq; (**second mark**) **E.g. Weakness.** • A correlation does not tell us about cause and effect/eq; **one mark.** So we do not know if violent television causes aggressive behaviour or vice versa/eq; **2nd mark.** • The results may not be valid as the measurements are artifical/eq; **one mark.** E.g. How can the benefits of psychoanalysis be measured in an objective way/eq; **2nd mark.** • A correlation does not tell us cause and effect/eq; (**one mark**) there may be a third factor affecting the results other than the variables of interest/eq; (**second mark**) **Look for other reasonable marking points.**	**4 (AO3)**

Question Number.	Question.	
13(a)	In the Learning Approach, you will have carried out an observation. State the aim of your observation.	
	Answer.	Mark
	Read all of Q13 before starting to mark, to ensure the answer focuses on observation and not about a topic that is specifically not focused on learning, for example. Any ethical concerns send to review. One mark for the aim of the observation. The aim must clearly identify what the study was about otherwise **0 marks.** If the aim does not relate to an observation that can fit to the Learning Approach then **0 marks.** • The aim of the study was to see if boys or girls choose different toys to play with/eq; • The aim was to see if positive reinforcement lead to children showing more desired behaviours in "The House of Tiny Tearaways"/eq; • We observed adverts to see if women were more likely to be used to advertise cleaning products/eq; **Look for other reasonable marking points.**	**1 (AO3)**

Question Number.	Question.	
13(b)	Outline the results of your observation.	
	Answer.	Mark
	One mark for a weak answer, **two** marks for an elaborated answer. If the results do not relate to an observation from the Learning Approach **and** also do not tie in with the aim stated above then **0 marks.** If the aim above is incorrect and not from the Learning Approach then **TE,** and max **one** mark as long as the results relate to that aim. If the aim above is incorrect and not from the Learning Approach **but** the results could relate to an observation from the Learning Approach then **two marks** available**.** **0 marks** Either no answer or a muddled answer where the examiner cannot tell what results were found. No focus on the observation named in part a. Or no answer at all. **1 mark** The examiner is given a brief idea of the results with a reference to what was found such as a comparison of the central tendency, which may not be the relevant one. **2 marks** The examiner knows exactly what results were found, will make a reference to whether there was a significant difference or not or a clear explanation of what the central tendency shows, may do so in relation to the test used, and values found. May also refer to measures of dispersion. **Look for other reasonable ways of expressing this answer.**	**2 (AO3)**

Question Number.	Question.	
13(c)	Evaluate your observation in terms of generalisability **and** reliability.	
	Answer.	Mark
	1 mark per point/elaboration – **note this is not marked using levels**. 5 marks for an answer that evaluates their observation in terms of both generalisability and reliability. If only one is mentioned **Max 3 marks.** **Max 2** for generic answers i.e. not related to their observation. Need to link to own observation once and can then access all the marks. If the answer does not relate to an observation from the learning approach and does not tie in with the aims above then **0 marks.** If the aim is incorrect/not from the learning approach, and the evaluation clearly relates to the incorrect aim then TE and **max 2 marks.** If the aim is incorrect/not from the learning approach and the evaluation clearly relates to a learning observation then **max 5 marks.** Answers may refer to the type of sample used, the number of participants, inter-rater reliability, controls, how representative the sample was amongst other points. e.g. • We had inter-rater reliability as three of us observed the same participants/eq; • We did not have inter-rater reliability because one of us found different results/eq; • The behaviours were not operationalised which would affect reliability/eq; • We all used the same coding system which increased reliability/eq; • A pilot study was done to check procedures were practical/standardised/eq; • Our sample was taken from sixth formers and can be generalised to that target population/eq; • Our observation took place in a small rural village so there are problems in generalising outside that specific sample/eq; • We gathered all the data at one point in time and this might give biased data/eq; • We had a small sample of 10 which **may** cause problems in generalising/eq; **Look for other reasonable ways of expressing this answer.**	**5 (AO3)**

Question Number.	Question.	
14(a)(i)	Operant conditioning is a theory from the Learning Approach. Define the following terms. Positive reinforcement.	
	Answer.	Mark
	Max **1 mark** for an elaborated example. E.g. • Showing the desired behaviour gains a reward/eq; • A desired behaviour is rewarded with something pleasant/eq; • So the desired behaviour is likely to be repeated/eq; • The child gets something they like for behaving in the desired way/eq; • E.g. a child tidies their room and gets some extra pocket money/eq; **Look for other reasonable ways of expressing this answer.**	**2 (AO1)**

Question Number.	Question.	
14(a)(ii)	Negative reinforcement.	
	Answer.	Mark
	Max **1 mark** for an elaborated example. e.g. • Something unpleasant is taken away for the desired behaviour/eq; • So they are more likely to repeat the behaviour/eq; • When a child behaves something they dislike is removed/eq; • E.g. if they tidy their bedroom they are no longer grounded/eq; **Look for other reasonable ways of expressing this answer.**	**2 (AO1)**

Question Number.	Question.	
14(a)(iii)	Punishment.	
	Answer.	Mark
	Max **1 mark** for an elaborated example. e.g. • This is when something pleasant is taken away because someone has shown undesired behaviour/eq; • Therefore, they are less likely to repeat the behaviour/eq; • It can be when a child is given something unpleasant for bad behaviour/eq; • E.g. A child bites their little sister so they are not allowed to stay up late/eq; **Look for other reasonable ways of expressing this answer.**	**2 (AO1)**

Question Number.	Question.	
14(b)	Sally has just started school. Her teacher is concerned about her behaviour. Sally finds it hard to sit still and concentrate on her work, and she is constantly shouting out and wanting the teacher's attention all the time. Using the principles of operant conditioning, explain how the teacher could change Sally's behaviour.	
	Answer.	Mark
	If the scenario is not referred to explicitly at least once **max 3 marks.** e.g. • The teacher should try and ignore Sally's attention seeking behaviour if it is possible/eq; • Sally could have a star system where she gets a star for not shouting out/for concentrating on her work/eq; • At the end of the week she could have a small prize depending on the number of stars she has collected/eq; • If Sally is attention seeking she could be made to stand outside the classroom where she will not get any attention/eq; • To avoid this Sally will realise she has to behave and wait her turn/eq; • If a child is punished for bad behaviour they are less likely to repeat that behaviour/eq; • The teacher should praise Sally for sitting quietly for a minute, and gradually build up the amount of time before she gets praise (positive reinforcement)/eq; **Look for other reasonable ways to express this answer.**	**4 (AO2)**

Question Number.	Question.	
14(c)	The following four statements evaluating operant conditioning are either true or false. Put a cross in the correct box to indicate whether each statement is **true** or **false.**	
		Mark
		4 (AO2)

Statement	**True**	**False**
Many studies use animals, so the results may not be representative of human behaviour.	**X**	
It cannot explain how we learn new behaviours, unlike classical conditioning.		**X**
It takes in account our cognitive processes when learn a behaviour		**X**
Most of the studies are laboratory experiments making it a scientific approach.	**X**	

Question Number.	Question.	
15(a)	The Biological Approach uses PET scanning techniques. Below is a picture of a PET scan. Describe the PET scanning technique	
	Answer.	Mark
	e.g. • PET scanning allows us to see activity in the brain/working brain/eq; • A radioactive chemical is injected into the blood of a person/eq; • As it breaks down it releases radioactivity which can be picked up on the scan/eq; • The more active the brain for a specific task the more radioactivity will be picked up by the scan/eq; • The different colours/shades in the image are interpreted/eq; • Darker/warmer areas show more activity OR lighter/cooler areas show less activity/eq; (**one mark for any combination/any direction**) • Red/orange shows high(er) activity and blue/green shows low(er) activity/eq; • It allows us to see which parts of the brain are using more glucose/energy/eq; • the more active the brain the more glucose/energy it uses/eq; **Look for other reasonable ways to express this answer.**	**3 (AO3)**

Question Number.	Question.	
15(b)	Another method used in the Biological Approach is animal experiments. With regard to practical issues, outline **one** strength of the use of animals in experiments in the Biological Approach.	
	Answer.	Mark
	1 mark for ID. 1 mark per point elaboration. **Max 1** for an example as long as it illustrates a point as elaboration and is psychological. **No** marks for ethical issues If more than one strength mark all and credit the best. Possible answers: control over extraneous variables, reproduction, generalisability to humans, lack of demand characteristics. There are others **Reject** space issues, cost - if by themselves/not justified **e.g. 1.** • It is possible to have more control over extraneous variables when using animals compared to humans/eq; (ID) • This allows us to be more certain about the cause of a specific behaviour as only one thing is changed between the groups of animals/eq; **e.g. 2.** • Animals reproduce at a faster rate than humans/eq; • This means that we can study the effect of something such as genes over the generations/eq; **e.g.3** • There are fewer demand characteristic issues as there can be with humans/eq; • Animals may be less aware of the intentions of the study/eq; **e.g.4.** • Animals such as rats have similar brains to humans/eq; • This means that the results can be generalised from animals to humans/eq; e.g.5 • we can use animals when we cannot use humans/eq; • so we can single out areas in the brain and see what behaviours are affected/eq; **Look for other reasonable ways to express this answer.**	**2 (AO3)**

Question Number.	Question.	
15(c)	Name one method **other than** PET Scanning and animal experiments that is used in the Biological Approach.	
	Answer.	Mark
	If PET scanning or animal experiments are identified then **0 marks.** If more than one method given, mark the first (unless crossed out) e.g. • MRI scanning/eq; • Twin studies/eq; • Adoption studies/eq; • Correlations/eq; • Laboratory experiments/eq; • Case studies/eq; • Case studies of brain damaged patients/eq; There are others. **Rejected answers** • Symbol analysis • Free association • Scanning	**1 (AO3)**

Question Number.	Question.	
16(a)	Describe Freud's psychodynamic theory of gender development.	
	Answer.	Mark
	1 mark per point/elaboration relating to Freud's theory of gender development. Max 3 if no specific link to gender development. e.g. • The Oedipus Complex occurs in the phallic stage at around 5 years old/eq; • Freud believed that boys had an unconscious wish to kill their father and marry their mother/eq; • He fears that if his father finds out he will castrate him leading to anxiety/eq; • This anxiety is resolved by identifying with the father, and so becoming as like his father as possible, including gender behaviour/eq; • Girls' anxiety comes through penis envy, and blaming their mother for lack of a penis/eq; • By identifying with her mother a girl can learn her gender role and gender appropriate behaviour/eq; • E.g. if the mother believes it is a woman's job to do all the housekeeping then the girl will grow up to believe it is also her job as a female/eq; **Look for other reasonable ways to express this answer.**	**4 (AO1)**

Question Number.	Question.	
16(b)	Evaluate Freud's Psychodynamic theory of gender development by filling in the blanks in the paragraph below. In your answer, do not use the same term more than once.	
	Answer.	Mark
	If the same term is used more than once, give it a mark for the first time it is used correctly, and no further marks after that. If more than one term in a space mark the first (unless crossed out). If more than one term in a space and one is above the other (nothing clearly is first) mark the answer written on the line itself. The Oedipus complex focuses on the unconscious, which is not scientific because it cannot be **measured/proven/tested/assessed/observed etc.** Freud used case studies to gather qualitative data. He had to interpret the data so it can be criticised for being **subjective (based on opinion)/misinterpreted/unreliable/biased/invalid/** One of these case studies is about one boy called Little Hans so the results may not be **representative/generalised/reliable/typical** Freud's theory of gender development focuses mainly on boys so it is not **representative/valid/applicable** of girls.	**4 (AO2)**

Question Number.	Question.	
16(c)	Steve and Sue are non identical twins. Steve's bedroom is painted blue, he likes playing football and his favourite television programme is Formula 1 racing. Sue's bedroom is painted pink, she likes dancing and her favourite film is Sleeping Beauty. Use explanations of gender behaviour from both the Learning Approach and the Biological Approach to explain why Steve and Sue behave differently.	
	Answer.	Mark
	If the answer does not mention both the Learning approach and the Biological Approach **MAX 4 marks.** The answer must refer to Steve and Sue at least once otherwise **MAX 4 marks.** **0 marks** for answers using the Psychodynamic Approach, A point made twice by changing Steve/Sue or the gender can only one be credited once (see marking point 6 below) e.g. • It could be that Steve was exposed to a high level of testosterone whilst in the womb making him more masculine/eq; • If Sue has reached puberty it could be the high levels of oestrogen/progesterone that are influencing her behaviour/eq; • It could be due to genes - boys have XY chromosome and girls have XX chromosome/eq; • Steve could have been rewarded for showing masculine behaviour so he has learnt that that is appropriate behaviour for him/eq; • Sue may have been punished for masculine behaviour, so in order to avoid the punishment she display feminine behaviour/eq; • Steve's father could also like football and motor car racing so Steve has imitated his father's behaviour as he sees him as a role model OR Sue has imitated her mother's behaviour as she sees her as a role model/eq; (**one mark for either or both**) • Bandura Ross and Ross found that boys are more likely to copy an aggressive male model than an aggressive female model/eq; **Look for other reasonable ways to express this answer.**	**6 (AO2)**

Section C

Question Numbers	General Instructions
Q17	**Marking points are indicative, not comprehensive and other points should be credited. In each case consider 'or words to that effect'. Each bullet point is a marking point unless otherwise stated, and each point made by the candidate must be clearly and effectively communicated.**

Question number	Question
17	In the Biological Approach you will have studied one of the following studies: Gottesman and Shields (1966); Raine et al (1997); De Bellis et al (2001). Describe **one** study from the list. Clearly identify which study you are describing
	Indicative content.
	Appropriate answers might include some of the following descriptive points, but this list isn't exhaustive. **No marks for identifying the study.** **No marks for Money (1975)** Max 2 for **each** of aim, results and conclusion(s) Max 3 for procedure **6(AO1)** **E.g. Gottesman and Shields (1966)** • They aimed to see if there was a genetic or environmental influence of the development of schizophrenia/eq; • They studied MZ and DZ twins, in each pair of twins at least one of them had schizophrenia/eq; • Each pair of twins was tested using blood group, fingerprints and how alike they looked to decide whether they were identical or not/eq; • They used hospital records to determine whether one of the pair had schizophrenia as well as interviews/eq; • The twins and their parents were tested for disorganised thinking and the twins also had a personality test/eq; • They tested to see if both twins had been diagnosed with schizophrenia, and whether both twins had a mental disorder but different diagnoses/eq; • They found that there was a stronger link in schizophrenia with regard to twins in MZ than in DZ twins/eq; • They found that 42% (+/-5) of the MZ twins both had a diagnosis of schizophrenia compared to 9% (+/-5) of the DZ twins/eq; • 77% (+/-5) of the MZ twins of severe schizophrenics also had schizophrenia compared to `15% (+/-5) of the DZ twins/eq; • They concluded that genes do play a role in the development of schizophrenia/eq;

E.g. Raine et al (1997).

- Raine aimed to see if the brain activity of murderers/people pleading not guilty of murder through diminished responsibility was different to that of non-murderers/eq;
- They wanted to see if there was a difference in the prefrontal cortex of murderers/people pleading not guilty of murder through diminished responsibility and normal people/eq;
- Their ppts. were 41 people charged with murder or manslaughter who pleaded not guilty by reason of insanity (NGRI)/eq;
- They were compared to a matched group of people not charged with murder or manslaughter/eq;
- Some/6 ppts. in both groups were diagnosed with schizophrenia/eq;
- PPts. were injected with a radioactive substance and carried out a visual task/eq;
- A PET scan was carried out when the task was finished to see how active the brain had been in the prefrontal cortex/eq;
- It was found that the murderers had less activity in areas of the prefrontal cortex/eq;
- Murderers' brains were more active in the right side of the thalamus compared to non murders/eq;
- They concluded that the areas that had abnormal activity were associated with lower self control/increased aggression/eq;
- They concluded that brains of murderers were significantly different from the brains of non murderers/eq;

E.g. De Bellis et al (2001)

- They wanted to see if there was a difference between the sexes and how their brains developed/eq;
- They focused on the difference between the grey matter, the white matter and the area that links the left and right sides of the brain/eq;
- They advertised for ppts aged between 6 and 17 in the local community/eq;
- All the ppts. were tested on their cognitive abilities, their mental health, left or right handed and IQ/eq;
- PPts. were desensitised to the environment so that they would keep their head still/eq;
- Their brain was measured using a MRI scan which was read by people who did not know if the scan was from a girl or a boy/eq;
- The older the ppts. the less grey matter they had, especially the males/eq;
- White matter and the corpus callosum both increased with age, more so for males/eq;
- They concluded that boys had faster changes than females as they age/eq;
- They also said that the differences in the male and female brains could explain why males and females have different cognitive abilities/eq;

Look for other reasonable marking points.

Question number	Question
***18**	In the Psychodynamic Approach you will have studied a key issue. Describe and explain the key issue using ideas and concepts from the Psychodynamic Approach. Clearly identify the key issue you are describing.
	Indicative content.
QWC I,ii,iii	**Refer to levels at the end of the indicative content.** Appropriate answers might include the following descriptive points and application of psychodynamic concepts, but this list isn't exhaustive. **Possible description.** **E.g. Should everyone have psychoanalysis?** • The issue is concerned with whether normal and abnormal patients should have psychoanalysis, or is it just effective for those with a mental disorder? • Psychoanalysis involves free association where the patient just talks about whatever comes into their head. • It also involves the patient talking about the manifest content of their dreams so the analyst can interpret them. • The aim is to find out what is in the unconscious of the patient and so motivating the patients behaviour. • However this can lead to distress by uncovering repressed memories so is it right to put people through this if they have no mental problems. • There is also the issue of the cost and time involved with traditional psychoanalysis, though there are now short term varieties of psychoanalysis available. **E.g. The debate concerning recovered memories and whether they are true or false.** • Recovered memories are memories that have been repressed in the unconscious and have been remembered in therapy. • There is some debate about whether these are real memories of something that has happened or whether they are false memories. • Psychoanalysts would argue that they are real memories that were so traumatic at the time that they were placed in the unconscious to protect the person. • Others argue that the memories have been created by suggestions from the analyst and the patients readiness to accept what the analyst says. • If the memories aren't true it can cause a lot of distress to the patient and their family whilst trying to prove they are false. • E.g. Beth Rutherford claimed her father had abused her, causing distress to all concerned, when it later emerged this was a false memory. **E.g. Do dreams have meaning?** • Some people will tell you their dreams in detail; others say they haven't dreamt at all. • It seems that dreams occur in REM and that everyone dreams several time a night. • Some argue that dreams have meaning and we need psychoanalysis to unlock that meaning. • Others say that there are biological reasons why we dream and they don't have specific meanings.

Possible application/evaluation.

E.g. Should everyone have psychoanalysis?

- Even those who do not have a mental disorder can benefit from insight into their early relationships with parents and how they may affect their present relationships.
- This can be shown by transference where the patient displays the same emotions to the therapist that they had towards their parents.
- The patient will also use defence mechanisms in therapy and this will give some idea of how they cope with problems in everyday life, and can lead to them coping better.
- E.g. If someone uses denial a lot they will not accept there are problems at places such as work, when it might be better to accept the problem and so be able to solve it.
- Eysenck said that psychoanalysis is not effective, and that people who received no treatment improved more than those who had psychoanalysis.
- However, a more recent study has found that psychoanalysis was as effective or better than other therapies in 23 out of 24 studies.

E.g. The debate concerning recovered memories and whether they are true or false.

- Freud said that one of the main purposes of psychoanalysis is to bring repressed memories into the conscious no matter how difficult they are to cope with.
- However, the interpretation of dreams is subjective and so the analyst could come up with the wrong interpretation, with different analysts coming up with different interpretations.
- The analyst has power over the patient which may make the patient more likely to agree with what the analyst has said so leading to false memories.
- The case of Beth Rutherford shows that there is such a thing as false memory as it was proved that she had never had an abortion, even though she remembered having one.
- However all because it has been proved that some memories are false it does not mean that all memories recovered in analysis are untrue.
- It has been found that when something traumatic occurs it can be repressed and placed in our unconscious, so analysts often assume their patients are repressing some memories.

E.g. Do dreams have meaning?

- Freud says our behaviour is determined by our unconscious thoughts and desires.
- One way the unconscious tries to become conscious is through dreams.
- However we can't cope with our unconscious desires so to protect ourselves the symbols are used in our dreams.
- The manifest content is what we remember about our dream and the latent content is what it actually means.
- Freud's study of Little Hans showed that his dreaming of a plumber actually meant he had resolved his Oedipus complex.
- However a study of people who went to bed thirsty found they did not dream of water so going against dreams as wish fulfilment.
- It has been found that if the area of the brain where the limbic system links to the cortex is damaged then people do not wish or dream suggesting they are linked.
- Hobson & McCarley say dreaming is caused by us trying to make sense of

	random firing of the brain as we sleep. • However if this were true it does not explain why we have recurring dreams as these are not random. • Others argue it is a way to make sense of our day and get rid of unwanted material. **Look for other reasonable relevant points.**

Level.	Mark.	Descriptor
		A01 Knowledge and understanding of science and A02 application of knowledge and understanding of science..
	0	No rewardable material.
Level 1	1-3	Candidates will produce brief answers, making simple statements, showing some relevance to the question. Little attempt at the application demands of the question. Lack of relevant detail. The skills needed to produce writing may not be present. • **Basic** description of the key issue • OR **Basic** application to the key issue, using psychodynamic explanations as part of the description of the issue. • May include a lot of irrelevant material. The writing may have some coherence and will generally be comprehensible, but lack clarity and organisation. A high incidence of syntactical and/or spelling errors.
Level 2	4-6	Candidates will produce statements with some development in the form of mostly accurate and relevant information. There will be some attempt at application, this may be limited at the lower end of the band. Points made may not be fully treated critically, though there may be some evidence of drawing application at the top end of the band. • **Basic** description of the key issue **and a basic** application of psychodynamic concepts. • OR **Adequate** description of the key issue with **no** application • OR **Adequate** application with **no** description of the key issue. • May be some irrelevancies. Range of skills needed to produce effective writing is likely to be limited. There are likely to be some passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.

Level 3	7-9	Candidates will have attempted and answered both of the injunctions in the question with **appropriate breadth and/or depth.** Candidates will offer a response which is **relevant and focused** on the question, and addresses the main issues contained in it. There will be evidence of reasoned argument and of judgement when relevant to the question. The application will be supported by factual psychodynamic information. Use of evidence. • **Adequate** description (as appropriate to the issue) **and** application of the key issue. There may be some evaluation comments on the application. • OR **Good** description of the key issue with **basic** application of psychodynamic concepts. • OR **Good** application of psychodynamic concepts with **basic** description of the key issue. • There does not need to be an equal split between description and application but the answer does need to address both. • May be some irrelevancies. The candidates will demonstrate the use of skills needed to produce effective extended writing, but there will be lapses in organisation. Some syntactical and/or spelling mistakes are likely to be present.
Level 4	10-12 marks	Candidates will have attempted and answered both of the injunctions in the question with **appropriate breadth and depth**. Candidates will offer a response which is **relevant and focused** on the question, and addresses the main issues contained in it. There will be evidence of reasoned judgement when relevant to the question. The application will be supported by factual psychodynamic information. Good use of evidence. • **Good** description (as appropriate to the issue) **and** application of the key issue. Application will include some evaluation of the points made. • A reasonable balance between the description and the application, though it does not have to be an equal balance. The skills needed to produce convincing extended writing are in Place. Good organisation and clarity. Very few syntactical and/or Spelling errors may be found. Excellent organisation and planning. Given time constraints and limited number of marks, full marks must be given when the answer is reasonably detailed even if not all the information is present.