

Examiners' Report

June 2015

GCE Psychology 6PS02 01

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June 2015

Publications Code US042445

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Introduction

This paper seemed to be accessible to candidates on the whole, with very few blank pages, and the vast majority of candidates seemed to have plenty of time to complete the whole paper. Issues included a lack of detail from the candidates when explaining their answers, especially when it was for 2 marks (e.g. a strength and a weakness for 4 marks). Examiners cannot make any assumptions about what the candidates meant, they could only mark what was written, nor could they assume candidates meant to compare if they did not do so explicitly. Some evaluation still tended to be generic, especially when evaluating studies, and the points could apply to a variety of studies so did not often show understanding of the particular study. Candidates improved their answers on the scenarios often accurately linking the points they were making to the given scenario. Though again a lack of detail frequently hindered candidates. There was also still some confusion about the features of one of Freud's stages, and what happens if someone is fixated in a stage.

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

Question 10

Most candidates got both marks and candidates are obviously getting better at understanding why statistical test are used. Those that got it wrong tended to think it was an experiment, or crossed independent measures. Some candidates only put a cross by one answer.

Question 12 (a)

Stronger candidates wrote a more specific IV, and stated the ages of the children. A lot of candidates did not operationalise the IV and just put 'the age of the children' without stating what the ages were. A significant majority were confused and wrote that the IV was the different glasses.

- (a) Identify the independent variable (IV) in this experiment.

(1)

The age of the children (4 year olds or 8 year olds)



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Examiner Comments

The ages of the children are clearly stated in the brackets. 1 mark.

- (a) Identify the independent variable (IV) in this experiment.

(1)

The age of the children / size of glasses



ResultsPlus
Examiner Comments

Whilst they say 'the age of the children' they do not say what these ages are. 0 marks.



ResultsPlus
Examiner Tip

When asked to identify an independent variable make sure it is fully operationalised, with both conditions being clearly stated.

Question 12 (b)

Those candidates who successfully identified the DV tended to lose marks through not operationalising it. A lot of candidates just wrote the answer given to Charles with no indication of what the answer was or referred to. Many candidates failed to identify what the DV was, with a lot writing about the ages of the children or the glasses.

(b) Identify the dependent variable (DV) in this experiment.

(1)

Whether they understood that the two types of glass had the same amount of water or not



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Examiner Comments

1 mark. They clearly give both possible answers, the same amount of water or not.

(b) Identify the dependent variable (DV) in this experiment.

(1)

If the child says yes or no to ~~if~~ Charles' question (if the glasses have the same amount of water in them).



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Examiner Comments

1 mark. This candidate gives two possible answers, 'yes or no' and have 'about the water' in brackets.



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Examiner Tip

Make sure the DV is fully operationalised and the examiner knows exactly how it is being measured.

Question 12 (c)

Most candidates were able to correctly identify what the experimental design was, though there are still a minority of candidates who wrote about the method rather than the experimental design.

When it came to evaluating the experimental design better candidates were able to write what strengths and weaknesses were and then elaborate on both points to explain why each was a strength or a weakness. However candidates did lose marks because they were not able to elaborate, e.g. they said that the fact there were no order effects was a strength but then didn't go on to write about why there would be no order effects. The most popular strengths were a lack of demand characteristics, participant variables and lack of order effects. The weaknesses tended to answer less well than the strengths through a lack of elaboration.

- (c) (i) Identify the experimental design Charles used in this study.

(1)

Independant groups design

- (ii) Outline **one** strength and **one** weakness of the experimental design you identified in 12(c)(i).

(4)

Strength

There are no order effects because such as fatigue or practise effects because the participants only do ~~the~~ a single phase of an experiment. This also leads to a lack of demand characteristics as the participants aren't able to predict the aim of the experiment.

Weakness

It may be more expensive as you'll need more participants since you are only using each participant once. It may cost more money to put out ads for longer in order to attract more people to part-take in the experiment.



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Examiner Comments

1 mark for independent groups. 2 marks for the strength. 1 mark 'there are no order effects', 1 mark for elaboration about it being because the participants only do a single phase of the experiment. There is another strength - lack of demand characteristics - but the elaboration for this is not enough, they need to say why this means they can't predict the aim of the experiment. So this strength would only get 1.

1 mark for the weakness. More expensive plus using each participant only once. The elaboration doesn't get the mark because it's talking about sampling method, rather than experimental design.



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Examiner Tip

Make sure the elaboration relates to the point already stated.

(c) (i) Identify the experimental design Charles used in this study.

(1)

Independent groups

QD

(ii) Outline **one** strength and **one** weakness of the experimental design you identified in 12(c)(i).

(4)

Strength

~~unlike repeated measures the ppts~~

There's no chance of order effects as ppts only perform the task once so do learn, improve or guess what the experimenter's trying to find which would reduce the results validity

Weakness

You cannot say there's a certain causal effect as ~~participants~~

there might be participant variation between groups

so these results could just be due to the actual differences

in participants rather than the IV affecting the DV



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Examiner Comments

One mark for independent groups. One mark for the strength. 'Order effects'. The elaboration is incorrect, as they don't learn, improve etc. and the candidate has said that they do. Two marks for the weakness, 1 for there may be participant variation and then the elaboration point for saying how these could affect the results instead of the IV.



ResultsPlus

Examiner Tip

Read through what has been written to ensure you have written what you meant to.

Question 12 (d)

The better candidates were able to contextualise their answer and relate ethical issues to Charles and to the ethics of using children in an experiment. The most common ethical issues covered were informed consent from the parents and the right to withdraw. However, a lot of candidates wrote about consent from the parents rather than informed consent, and did not make it clear that the parents should know everything about the experiment; indeed some said parents should be deceived.

Weaker candidates tended to not link their answer to the scenario and just wrote about generic ethical guidelines with no reference to children. Some candidates simply listed the ethical guidelines with no explanation of what they were. Candidates often struggled to explain protection in the context of the study, but better candidates were able to link it to the fact the children may be upset if they were told they had got the answer wrong.

Charles must first get consent from the children's parents in order to go through with it since kids can't give knowledgeable consent. Also the kids need to have the right to withdraw at any time if they feel uncomfortable or want to stop. Also, there needs to be knowledgeable conductor of the experiment that knows exactly what they're doing. Charles must also make sure no physical / psychological harm is inflicted upon the children e.g. water splashed in kids face. Charles must also remember to debrief them after the study is over in order to make sure they knew what the experiment was about.



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Examiner Comments

This answer achieved three marks. No marks for consent as they don't say "informed consent" if they had added "but the parents can" at the end of the sentence this would have shown they understood about informed consent.

One mark for sentence about right to withdraw. Nothing for knowledgeable conductor. It needs elaboration about what they mean. One mark for "physical harm" with the example. One mark for the debriefing with the explanation.



ResultsPlus

Examiner Tip

Make sure you don't assume the examiner knows what you mean, it needs to be written down.

- (d) Describe the ethical issues Charles must consider when carrying out his experiment with the children.

(4)

The children must not be ~~deceived~~ ^{deceived} and must understand the purpose of the study. Furthermore this includes telling them this before they agree (and their parents) so they have informed consent. Charles must remind the children they are allowed to leave the study at any time. Charles himself must understand the possible (low level) consequences of the study, be able to deal with them and therefore be competent enough to run the study. Lastly they must be debriefed and fully aware of what has happened. This includes Charles telling them the aim of the study. During this he must make sure none of the children suffered psychological harm.



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Examiner Comments

Four marks. One mark for informed consent clearly linked to the parents. One mark for reminding the children they can leave the study. One mark for low level consequences and competence together. One mark for debriefing including the aim.

Question 13

The most popular study used was Raine et al, with Gottesman and Shields also having a lot of responses. There were very few answers about Bellis.

Question 13a

Many candidates failed to gain both marks for the aim as it was often lacking in detail. Or, in the case of Raine, the answer was confused with a lot of candidates saying Raine was looking for a predisposition to murder. Several candidates failed to refer to the control group or thought the control group was another group of murderers. Gottesman and Shields was better answered in terms of the aim, with better candidates being able to give two of their aims to access both marks.

Question 13b

Better candidates were able to write accurately about the results of their chosen study. Raine was the most likely to gain full marks. Those candidates that referred to activity in the subcortical region as a whole tended to do better than those who tried to write about the different regions separately. These candidates tended to confuse the results for the amygdala, hippocampus and thalamus. A common conclusion written was that the brain causes people to murder, though better candidates were able to say that Raine concluded the environment also played a part.

Candidates often got the figures wrong for Gottesman and Shields, with many giving findings from one of their other studies rather than the one stated in the question and on the specification. Better candidates gave the correct figures and were then able to write about the conclusion in terms of the diathesis stress model. In a way it seems to be unhelpful to candidates that Gottesman presents such a variety of statistical analysis because it seems to have confused a lot of candidates - citing as the concordance rate for MZ & DZ twins figures for male/female, or severe SZ only or for Categories 1, 2 & 3 combined, rarely specifying these distinctions.

Bellis was the least likely to gain full marks, as there was often confusion about whether the grey or white matter increased or decreased, with a lot of candidates getting the two mixed up.

Question 13c

Candidates that achieved high scores on the evaluation tended to reflect the fact that they had not rote learnt evaluation points using GRAVE, but were able to offer an explanation of why the evaluative points were applicable to their chosen study. However, there were a lot of candidates who wrote generic points that could have applied to several studies, so limiting the marks they could achieve. Evaluation does need to reference aspects of the actual study being evaluated to be able to gain full marks. Some candidates missed out on full marks because they did not write enough points.

The sample size was often an issue with candidates stating there were only 41 participants in Raines study, rather than 41 participants in each group, and they often gave an incorrect sample size for Gottesman and Shields.

When evaluating Raine, ethical points tended to not be done well; often stating that they weren't protected from harm as they were injected. Candidates frequently ignored the fact that they would have been aware of this as they gave informed consent. Better candidates were able to evaluate Raine in terms of the scientific procedure, the PET scan and sample size.

When evaluating Gottesman and Shields some points offered more of a conclusion from the study, rather than an evaluation. A lot of candidates also thought the study could only be applied to twins. A large minority of candidates thought the Bethlem-Maudsley hospital was in America.

(a) Outline the aim/s of **one** of the studies named above.

(2)

Raine et al investigated whether there was a difference in the brains of ordinary people to those guilty of murder or manslaughter pleading not guilty for reasons of insanity (NGRI), and they wanted to see especially if there was a difference in the prefrontal cortex of these two groups.

(b) Outline the findings (results and/or conclusions) of the study that you outlined in 13(a).

(2)

There was less activity in the prefrontal cortex and corpus callosum of murderers pleading NGRI (not guilty reasons of insanity) and more activity in the right side of the thalamus of those murders compared to normal people. The areas with less activity were associated with lower self-control and they concluded that the brains of murderers were significantly different to those of ordinary people.

Raine's study had 41 participants as wasnt generalisable, as this is only a very small number of people that plead not guilty by reason of insanity (NGRI) so the results are hardly representative of that of the whole population - further to this only 2/41 participants were female, which shows the study has gender bias and is therefore unrepresentative of the female population pleading NGRI. The study had very high controls as it was a lab experiment, as any extraneous variables were controlled so a cause-effect conclusion can be drawn. Due to the standardised procedure the study can be tested for reliability as it is replicable. It has real-world application as a drug could be tested to repair certain areas in the brain to prevent any further incidents of crime occurring - however this could be very unethical. The study lacks ecological validity as it is in a lab and the task that the participants had to complete had no association to violence bearing so the results lack validity in terms of what areas of the brain were being used. You can also argue that the brain is always working so the activity may be showing also what occurs when the task isn't being performed, so how do you test that. The PET scan is a very scientific way of obtaining data and works very efficiently, however the method is still being tested and developed so you have to take the results with caution. The study had no serious ethical issues; the participants were given the right to withdraw at all points in the study and could withdraw data at the end if

necessary. Mori Reuci obtained informed consent and there was no deception involved. He used a matched pairs design which enabled him to control participant variables as much as possible from the two groups (eg. 6 people in each group had schizophrenia), this meant that only other factors that could affect results were controlled. The PET scan can be an intrusive method as the participants have to be injected - however it is a very easy and quick procedure.



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Examiner Comments

13a) Two marks for the aim. One mark for the difference in the brains and naming the two groups and one mark for difference in the prefrontal cortex.

13b) Two marks for the results. One mark for less activity prefrontal cortex and one mark for more activity right side of the thalamus.

13c) Six marks for the evaluation. Nothing for 41 participants as this is incorrect there were 41 participants in each group making a total of 82. One mark for two out of 41 were female, as it is linked to NGRI. One mark for controls plus cause and effect (generic). One mark for standardised procedure (generic). One mark for the application. One mark for ecological validity and link to task not associated to violence. One mark for right to withdraw. One mark for matched pairs eg six people had schizophrenia.



ResultsPlus

Examiner Tip

Link all points to particulars about the study as generic points will limit the marks available.

(a) Outline the aim/s of **one** of the studies named above.

(2)

Gottesmann and Shields (1966) wanted to know if there was a genetic cause for Schizophrenia and whether concordance rates were different for MZ and DZ twins.

(b) Outline the findings (results and/or conclusions) of the study that you outlined in 13(a).

(2)

Gottesmann and Shields discovered that there was a high concordance rate between MZ twins of Schizophrenics - 60-90%. Whereas a much lower concordance rate between DZ twins - 5%. They concluded schizophrenia had genetic causes.

Evidence supported that there was a genetic link between Schizophrenics - with this evidence researchers were able to develop treatment/help for sufferers.

Gottesmann and Shields had a small sample size so it was difficult to generalise the data.

The participants



ResultsPlus

Examiner Comments

13a) Two marks for the aim. One mark for genetic causes and one mark for concordance rate with MZ and DZ twins stated.

13b) Nothing for the results. The figures are wrong. The conclusion needs more such as something about environmental causes as well.

13c) Nothing for evaluation. Nothing credit-worthy, how will the results help sufferers? The point needs elaborating. The sample size needs figures or an explanation about why it is difficult to generalise.



ResultsPlus

Examiner Tip

Make sure points are fully explained.

Question 14

This was generally answered very well, with a lot of candidates gaining all four marks. The most common mistake was candidates confusing secondary and primary reinforcement and getting them the wrong way around. Some didn't read the question and wrote about positive reinforcement, which was not a term they were asked to use.

Question 15 (a)

Better candidates were able to access all the marks for this question, as they were able to say how two defence mechanisms could be used and then elaborate on their answer, often through the use of an example for each defence mechanism. Repression, displacement and denial were the most common defence mechanisms used. Candidates who did not do as well often failed to explain how the defence mechanism would be used by Adele, simply stating what the defence mechanisms were. Some candidates did confuse repression and regression. Repression sometimes lacked detail with a lack of elaboration and some candidates stating that it led to the memories being pushed into the preconscious rather than the unconscious (or the back of the mind) and not using the correct terms.

1. Repression, which means pushing the traumatising memory into the unconscious to avoid damaging her mental health.

2. Denial, which means denying that a traumatising event ever happened.



ResultsPlus

Examiner Comments

This gets 3 marks.Two marks for repression. One mark for putting it into the unconscious, and one mark for 'to avoid damaging her mental health'.One mark for denial.



ResultsPlus

Examiner Tip

Examples are a good way of getting the second mark in questions where it is two marks for a feature.

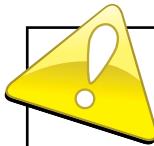
One defence mechanism Adele would of used to help her cope with this traumatic event would be repression this would be a way of her putting this bad memory to the back of her head not to think about it. Another one may be projection where she would put her emotions on to someone else this could be the person she was at the shopping centre with and blames them for her traumatic experience.



ResultsPlus

Examiner Comments

This gets 1 mark. Nothing for repression, as putting the memory 'to the back of her head' is not enough. We want psychodynamic terms. One mark for projection for putting her emotions onto someone else.



ResultsPlus

Examiner Tip

Use psychological terms in answers.

Adele may have repressed the memory in order to protect herself, and the memory is ^{now} a neurosis in her ~~preconscious~~. Adele may also be in denial and may not accept that the event happened in order to prevent the memories resurfacing.



ResultsPlus

Examiner Comments

This gets 1 mark. Nothing for repression. We need more than 'protect herself', protect herself from what? The preconscious is incorrect. One mark for denial.



ResultsPlus

Examiner Tip

Make sure points are fully explained, examiners cannot assume what you mean.

Question 15 (b)

Very few candidates were able to gain full marks for this question. A lot of candidates included fixation in their answer, when the question clearly stated the behaviour that would be shown in the anal stage. Most candidates were able to correctly refer to the area that was the focus of pleasure and potty training, with better candidates also referring to expelling or retaining faeces. A few candidates wrote about the wrong stage (oral or phallic).

Elliot is most likely at this stage to have a focus on his anus and be obsessed with potty training and the toilet. The ego is in this stage so he will have started to be less demanding like previously with the id in the oral stage. He will understand he has to wait before he can have things and will start to rely less on his parents and be more independent.



ResultsPlus

Examiner Comments

This one gets 3 marks. One mark for focus on anus and toilet. One mark for ego develops, plus Elliot will be less demanding. One mark for understanding that he has to wait.

Elliot would show desire of the anus and would gain pleasure from expelling and eliminating faeces. He would show desire to expel faeces at times deemed inappropriate to control his parents as he would realise that he could control his parents and even the adult with his bowel movements. He is likely to show tidiness or mean behaviour.



ResultsPlus

Examiner Comments

This gets 2 marks. One mark for anus plus faeces. One mark for controlling his parents through his bowel movements. That whole sentence says the same thing twice, so only credited once. Nothing for tidiness and mean behaviour, as this is fixation.



ResultsPlus

Examiner Tip

When asked features of a stage do not write about fixation as those characteristics are shown as an adult, after the stage.

Question 15 (c)

A lot of candidates failed to get more than one mark as they often wrote a list of adult characteristics with no elaboration or explanation. Better candidates were able to go beyond listing characteristics, often through the use of an example, such as hobbies or jobs if anal expulsive, or being able to explain what the characteristics entailed.

(5)

If Elliot refused to go in the anal stage, it would mean that he would become anal retentive. Elliot would display characteristics of being obstinate, clean and tidy. However if Elliot's parents were laidback and allowed Elliot to be messy, Elliot would become ~~anally~~ anal expulsive. This would mean Elliot would display characteristics of being disorganized, messy and untidy.



ResultsPlus

Examiner Comments

This gets 1 mark. One mark for list of characteristics for anal retentive. Anal expulsive is another list, so can't gain credit as it is maximum of 1 for a list.



ResultsPlus

Examiner Tip

When asked to outline something don't just write lists, but include some detail.

- (c) Elliot became fixated in the anal stage of development.

Outline characteristics that Elliot may show as an adult due to being fixated in the anal stage.

(3)

If Elliot was anal expulsive, he would show a lack of tidiness, his living area would be a mess and may display signs of hygiene issues. He would also be very kind and generous to others such as Adele and would get pleasure out of buying people gifts. If Elliot was anal receptive, he would be very tidy and enjoys being organised but would show signs of stinginess and would not like to share his items with other people.



ResultsPlus

Examiner Comments

This gets 3 marks. One mark for lack of tidiness, linked to his living area and hygiene issues. One mark for generous, and the elaboration about buying people gifts. One mark for tidy etc. plus not liking sharing his items.

Question 16

A lot of candidates confused the CS with the UCS, with the UCS often being defined badly. Some candidates were confused about the examples, with some not giving natural stimuli or reflexes for the UCS/UCR. A lot of candidates failed to say the UCS and UCR were natural, so not distinguishing them from the CS and CR. However, candidates were better at answering the CS and the CR. Better candidates tended to use Pavlov or Little Albert as their example across all the terms. Some candidates were creative and came up with their own examples, though at times these were confused.

Unconditioned stimulus (UCS)

is the thing or object that creates a unconditioned response

e.g. in Pavlov's experiment it is the food that makes the dog salivate at first

Unconditioned response (UCR)

is the response so the object that is the unconditioned stimulus without the presence of a conditioned stimulus. e.g. in Pavlov's experiment it is the dog salivating to the (UCS) of food.

Conditioned stimulus (CS)

is the object or thing that is present at the time of (UCR) and later causes a (CR) because of association

e.g. in Pavlov's experiment it is the bell that is rung as the dog is given the food

Conditioned response (CR)

is the response to when a conditioned stimulus after something has associated it with the (UCS)

e.g. in Pavlov's experiment it is the dog salivating when only the bell is run and no food.



ResultsPlus

Examiner Comments

UCS gets one mark for the example. UCR gets one mark for the example. CS one for the definition and one for the example. CR one for the definition and one for the example.



ResultsPlus

Examiner Tip

When asked to define terms show that you know what they mean, don't just use other terms that are part of the question.

Unconditioned stimulus (UCS)

A stimulus with an association, a basic survival need. For example pavlov's dog stimulus was food.

Unconditioned response (UCR)

A response or behaviour to the stimulus a natural occurrence. For example dogs drooled when food arrived in anticipation. This is in response to the stimulus food.

Conditioned stimulus (CS)

A stimulus with a new, conditioned association. For example, pavlov went to ring a bell on the arrival of food, signify it. The new stimulus is there to be associated with food.

Conditioned response (CR)

The response to and behavior to the new association of the stimulus. For example, the dogs associated the bell ringing with food, therefore when the bell was rung, the dogs drooled.



ResultsPlus

Examiner Comments

UCS gets one mark for the example. A stimulus with an association is not clear enough. It could apply to CS as well. UCR gets one mark for the definition and one mark for the example. CS gets one mark for the example. Definition needs more association with what?

CR gets one mark for the definition and one mark for the example.



ResultsPlus

Examiner Tip

Make sure your answer is clear.

Unconditioned stimulus (UCS)

This is something that naturally triggers a response

E.g. Pavlov's dog ~~was~~ salivated when food (UCS) was present.

Unconditioned response (UCR)

Is a response that naturally occurs to a specific thing/ action.

E.g. Salivation was an unconditioned response when Pavlov presented his dog with food.

Conditioned stimulus (CS)

A conditioned stimulus is a trigger that is learnt to create a response.

E.g. The bell was shown with food and eventually Pavlov's dog would salivate just at the sight of the bell (CS)

Conditioned response (CR)

A response to a newly learnt trigger which would be associated with something.

E.g. Pavlov's dog salivated at the bell even though there was no food present.



Results Plus

Examiner Comments

UCS gets one mark for definition and one mark for the example, as they have put 'UCS' after food. UCR gets one mark for the definition and one mark for the example. CS gets one mark for the definition and one mark for the example.

CR gets one mark for the definition and one mark for the example.

Question 17

There were a wide range of marks for this question. The better candidates were able to write about a study that was replicable and justify some of their decision. Some of the justifications were excellent and clearly linked to this specific study e.g. volunteer sampling being better as some people may not want to drink alcohol. There were some creative answers about how the study could be carried out, with the most popular methods of testing reaction time being a ruler drop test, or pressing a button when a specified object appeared on a computer screen. Sampling and ethics tended to be the aspects of the procedure answered the best by all candidates, with better candidates being able to give an operationalised IV and DV.

Some candidates thought that the study was a correlation rather than an experiment, but managed to gain some marks by confusing the two methods. Where candidates did lose marks was because they did not justify their decisions or they failed to state whose reaction time they would measure, so the study was not replicable.

There were some unethical studies that could gain no credit, such as drinking 20 units of alcohol, or driving on public roads whilst drunk. Candidates need to remember that when they are asked to create a procedure the study has to be ethical.

Some candidates picked tasks where it was hard to see how they would measure reaction time, such as throwing a ball at the participants is more a measure of catching ability and co-ordination rather than reaction time. Some candidates did not write about an experiment, but wrote about other methods such as observations.

aim: to see whether alcohol affects reaction times

procedure: ~~Julia~~ Julia should use ^{random} volunteer Sampling to obtain her participants. They will need to be over the age of 18 - 50 to see how it effects different age groups. It should be an independant group design so people don't feel the need to gain demand characteristics. She should give them enough alcohol to drink for it to effect their reaction time but not

their well-being. She should bring them to a bar so they are in a natural environment.

are picked

When the participants ~~volunteer~~

In order for it to be an ethical experiment ~~(E)~~: She should obtain informed consent but however she

shouldn't tell them about the true nature of the experiment

until after where she should deeply debrief in order to obtain more valid, reliable results



ResultsPlus

Examiner Comments

This was awarded 2 marks. There is no element done well, we don't know what the participants are doing so can't be replicated, e.g. how is reaction time measured? Reaction time is not mentioned, though there is an attempt at justification.



ResultsPlus

Examiner Tip

When writing a plan for a study make sure it could be given to a non-psychologist and they would be able to carry it out without any questions.

The procedure would be, ~~so~~ ^{Julia} ⁽⁸⁾ I would display the experiment around the university by using self-selecting sampling. This would mean anyone could choose to do the study.

~~The age range would be 18-21 so they are eligible~~ This is because some may not drink alcohol or they ~~could~~ may follow a specific religion that condemns alcohol such as Islam, etc. ~~Not the age range would be 18-21, so they etc~~ Julia may ask to drink a ~~certain amount of alcohol~~ ^{1 cupful}, so they do not become too drunk (~~for~~ ^{1 cupful}), then maybe she could as them to catch a tennis ball whenever she would throw it to them. She would throw a certain number of times and also before they were drunk took some alcohol. This would mean Julia can compare the results and see a difference.

between the number of times they caught the ball before and after they drank some alcohol.

The experimental design she should use would be an independent measures design. The cause for the variables, the cause would be, the individuals drinking the alcohol. The effect is the number of times they caught the tennis ball. Lastly, the ethics she should consider is that she must ask for informed consent before they take part in the experiment. This would mean they know the aim ^{and} of the ~~respect~~ ^{study} and must take responsibility of what happens. Also, the details of the individuals should be covered so to ~~not~~ make the experiment more ethical. At ~~Moreover~~, ^{lastly,} the participant should have the right to withdraw throughout the experiment if they feel like they cannot carry on. ~~hostile, they must be protected by law~~



ResultsPlus

Examiner Comments

This gets 7 marks. Three elements are done well, sampling method, procedure and ethics. Then go onto independent measures, but procedure reads as though it is repeated measures so ignore this. Good justification of sampling method clearly linked to the study. So level 4, 7 marks.



ResultsPlus

Examiner Tip

Make sure all aspects of the question are answered to gain full marks, in this case there was only one justification when the question asked for two.

Question 18 (a)

Most candidates were able to gain this mark. Those that didn't tended to put down only one chromosome, rather than both.

Question 18 (b)

Better candidates were able to offer good comparisons between the two approaches throughout their answer. They were able to compare, in terms of relevant studies, and elaborate through the results of the studies to gain further marks, as well as compare in terms of methodological issues.

Overall there was some very good knowledge of the two explanations of gender. However, weaker candidates did not gain full marks as they tended to offer a description of one explanation followed by a description of another explanation. Just putting 'however' between the two descriptions does not make the whole answer a comparison. Candidates cannot assume that the comparison is implied and examiners can only mark what the candidate has written.

Most candidates were able to compare the two explanations in terms of the nature-nurture debate. Those who made a comparison in terms of the role of parents also tended to do this well. Weaker candidates sometimes lost focus of the gender part of the question, citing animal studies (such as Pavlov) as evidence for the learning approach, in terms of gender, or going onto studies (such as Raine or Gottesman and Shields) as evidence for the biological approach.

In terms of the learning approach, the explanation to gender development is that the we model and social learning theory. The social learning theory suggests that we model and imitate people. for example we will model our parents and or people in the press. This explains gender development because we will identify ourselves as similar to people of the same gender and we will therefore adopt similar behaviours that they present therefore our gender will develop.

Alternatively in the biological approach, the explanations to gender is that we get chromosomes from each of our parent and it will determine our sex, whether it is XX which is female or XY which is male. After the sex of the person is determined the person will be open to either 1 of 2 hormones, Males is testosterone and females is oestrogen. Each sex will then develop different behaviours and characteristics which will help to their gender identity and development. (Total for Question 18 = 5 marks)



ResultsPlus

Examiner Comments

This gets 1 mark. There is only one explicit comparison, it is just two descriptions joined together by the word alternatively.



ResultsPlus

Examiner Tip

Make sure each point is a comparison. Don't just write one description followed by another.

Biological explanations of gender development says that males are given a Y chromosome from their father which gives them the features of a male (to be strong, aggressive etc.) Whereas the learning approach says that males become 'males' because of role models, male children watch what male role models do and if the role model is praised the young boy is likely to copy their actions and vice versa for females. Bandura, Ross + Ross support this theory as they ~~stated~~ proved that the boys copied the actions of the male role model by aggressively attacking the ~~the~~ ^{aggressive} ~~booboo~~ doll, and females copied the female role model by making verbal ~~egg~~ remarks to the ~~the~~ ^{booboo} doll.

Biological explanation of gender is based on the chromosomes and the DNA from the father, so this causes the development of a male.



ResultsPlus
Examiner Comments

This gets 2 marks. One mark for comparing biological Y chromosome with learning and role models and one mark for elaboration of role models. Nothing for Bandura, Ross and Ross and it is evaluating the learning approach, there is no comparison to a study for the biological approach.

Nothing for Biological approach and chromosomes as there is no comparison with the learning approach.

Biological says our gender is determined by our genes, so nature. Whereas the learning approach says our gender is learned, through the environment, so nurture.

Biological evidence is objective e.g. PET scans, whereas learning evidences is subjective.

Parents are both involved in the explanations, as in biological parents give you your genes e.g. your mother gives you an X chromosome and your father can give you an X or a Y chromosome e.g. XX chromosomes you are female and XY chromosomes if you're male. Whereas in the learning approach you imitate the sex of the parent e.g. a girl will imitate observe her mother putting on make-up and imitate her, and a boy will observe his dad fixing a car and will imitate this behavior.



ResultsPlus

Examiner Comments

This gets 4 marks. 1 mark for nature nurture. 1 mark for genes and learned from environment in the same sentence. Note that this is two marking points in one sentence and shows how marks can be quickly gained. 1 mark for saying both say parents are involved in explanation of gender. 1 mark for elaborating how the biological approach says parents are involved. 1 mark for how SLT says parents are involved. The last paragraph shows a good example of how three marks can be gained through elaboration of one point.

Question 19

Better answers were broader in the depth of their descriptions as well as the breadth and depth of their focused evaluation. For many, a lot of time was wasted in their descriptions by writing about all of Freud's theory, especially the stages, rather than focusing on the demands of the question. Most candidates used examples in their description. Some candidates described the research methods Freud used, rather than evaluating them. Several candidates also cited Masson's criticisms at length, which failed to focus on methodology and so lacked relevance.

Better candidates were able to clearly distinguish between the id, ego and superego and state when they emerge as part of the personality. They were often able to extend their answer further, with examples such as mechanisms used by the ego to maintain the balance between the id and superego, or went on to describe the various personalities if the ego was too weak. Weaker candidates tended to lack detail when it came to their description, often using points they had learnt from past mark schemes, and failing to take into account that an essay is not points marked but level marked and therefore requires breadth and depth for the top levels. There was a lot of confusion about the ego with a large minority of candidates thinking it was the morality principle.

Those who showed breadth in their evaluation were the better candidates, and they were able to focus on Freud's research methods as a whole. They were able to use a range of points well, including dream analysis, case studies etc. and writing about the strengths and weaknesses of the research methods; particularly showing a good understanding of the research methods Freud used. The evaluation by weaker candidates tended to be focussed on Little Hans rather than Freud's research methods or they evaluated his theory in general. Some focussed only on case studies and often repeated the points they were trying to make.

~~oedipus~~ complex factors of further

- 19 Describe Freud's theory of personality (the id, ego and superego) **and** then evaluate Freud's theory of psychosexual development in terms of the research methods he used.

oral anal phallic Little Hans
1½ 2½ 5/6 3½

(12)

S
E
A

Freud's theory of personality tells us about how we are born with our id and ego. Our id is our basic desires and needs, it is our instinct e.g. It would say to steal from a shop. Our ego is our reality part to our personality, it is the part of the theory that is said to actually control how we act. Our superego, which is developed in the phallic stage is our morality monitor. It supresses the id and makes us behave with morals.

Freud's theory of psychosexual development can be evaluated using Freud's Little Hans study. Only Freud's Little Hans study be gained that his theory of psychosexual development was accurate. Freud had sessions with Little Hans to observe his behaviour & collected detailed data from his mum.

Little Hans showed signs of the oral stage as he seemed to be stimulated via his mouth. Freud found that he would stick objects inside it to stimulate his need for pleasure. Freud's oral

Henry was thus backed up from little Hans.

At the age of 1 and a half little Hans started to show signs of the oral stage. Freud observed that little Hans was now stimulated by his anus and how little Hans was compelled to become partly trained. This again meant that the oral stage of Freud's psychosexual Henry was backed up by little Hans.

Finally Freud observed little Hans go through the phallic stage at 2 and a half. Little Hans showed great interest and stimulation with his generation during this stage. Little Hans also showed signs of the Oedipus complex during this stage, Freud observed that little Hans was jealous of his father and wanted to bear him children with his mother, putting his father into a grandfatherly role. This backed up Freud's phallic part of his theory.

During Freud's observations of little Hans, little Hans was under the impression that a & plumber would come and swap his penis for a bigger penis. Freud also found that little Hans was afraid of horses after he saw one fall and die in front

street. Freud thought that this was penis envy of his father as a horse also has a large penis. This supports the oral oedipus complex that occurs during the Phallic stage of Freud's theory of psychosexual development.



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Examiner Comments

4 marks. The description is level 1 basic. There are also some inaccuracies, the ego is not there from birth, and the superego does not suppress the id, it is in conflict with it. The evaluation is level 1, it is mainly a description of the study of Little Hans, though it does say how the results of different aspects of Little Hans support Freud's theory. There is no evaluation of the research methods used by Freud. As both description and evaluation are basic it can move up to level 2. There are errors and the evaluation is not focussed on what the question asks.



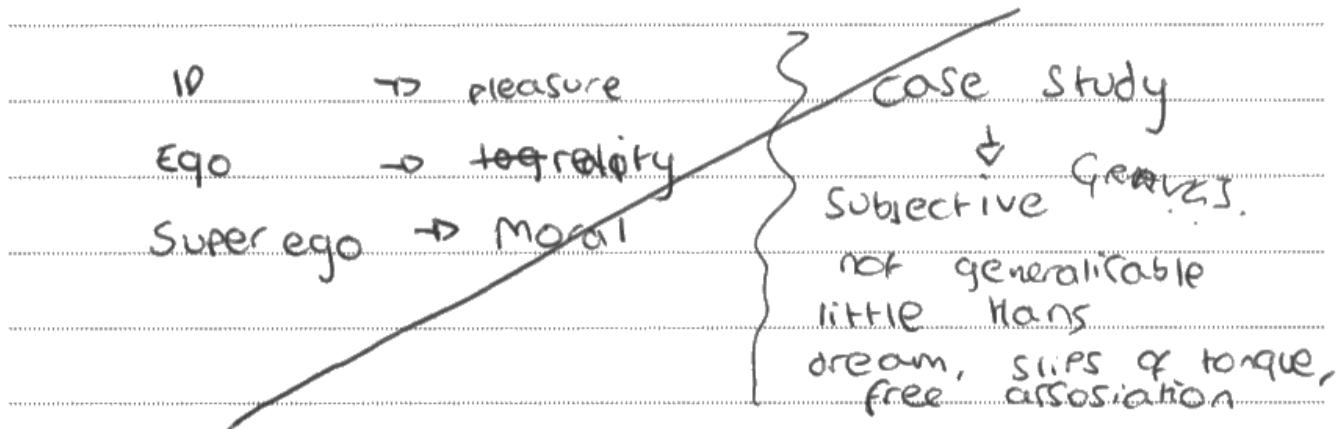
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Examiner Tip

Make sure the answer is answering the question that is asked.

*19 Describe Freud's theory of personality (the id, ego and superego) and then evaluate Freud's theory of psychosexual development in terms of the research methods he used.

(12)



Freud's theory of personality says that there is three parts to the personality. The first is the ID we are born with this and it is located entirely ~~mostly~~ in the unconscious. The ID is the instinctive part of the personality and it demands immediate satisfaction without caring for the needs of others. The ID focuses mostly on a pleasure principle. The second part of the personality is the ego and this develops through social interaction. The ego is located mostly in the conscious however has elements in the preconscious and the unconscious. The ego is the logical part of the personality and it focuses mostly on the reality principle although it tries to balance the demands of the ID in order to maintain a happiness. The ego develops in the

anal Stage of Freud's theory of psychosexual development when the child is aged 18 - 36 months whereas the id is always present as we are born with it and it is inherited. The final part of the personality is the Super ego this develops when you take on board the values of your parents and society. This usually develops in the Phallic stage when a child is aged 3 - 5. The Super ego is the moral part of your personality and it aims to balance right and wrong. The Super ego is located in the unconscious, pre conscious and the conscious in order to maintain a healthy personality a person should have the ego in control and gain views from the Id and the Super ego. However to prevent battles between the Super ego and the Id harming the ego defence mechanisms like repression, regression and denial are in place.

Freud used the case study method to collect his data therefore data would not be generalisable to a wider population as data will be individual to the participant and all people will have different experiences. E.g. The Little Hans case is not generalisable to a wider

population as ~~as~~ no one will have the same fear of horses as Hans did.

Also another negative of Freud's Case study method is that they cannot be checked for reliability as once certain problems are cured they are unlikely to arise in the participant again therefore they cannot be replicated in order to check for reliability.

Furthermore Freud ~~had~~ had to interpret data from slips of the tongue, free association and dream analysis therefore this interpretation may be subjective as other analysts may ~~find at~~ interpret the results differently to what Freud did.

Although However the use of a case study method may be positive as the results are likely to be valid as qualitative data is collected directly from the participant. Furthermore Freud collected data from interviews with the participant and other background information meaning he would have a lot of high quality data to use.



ResultsPlus

Examiner Comments

12 marks. The description is level 4, it is detailed having breadth and depth of the id, ego and superego all of which are done well, as well as an understanding of developing a healthy personality. The evaluation is focused on research methods and is thorough and broad with several points covering both strengths and weaknesses.

Paper Summary

- Based on their performance on this paper, candidates are offered the following advice:
- Fully operationalise the IV and the DV.
- When answering a compare question, make sure that each point is explicitly compared.
- When evaluating studies, make sure each point refers to something specific about the study.
- When planning a study, make sure it can be replicated, e.g. include how the DV will be measured.
- Ensure studies are ethical if asked to plan one from stimulus material.

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>

Ofqual



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