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Examiners' Report

June 2010

GCE Psychology 6PS02

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Introduction

This is the second time this unit has been examined and most candidates were able to answer all the questions in the time allocated, with very few seeming to run out of time. Candidates are getting better at using scenarios and making sure their answers relate to the scenario given. At times candidates wrote at great lengths given the number of marks available for the question. It is worth reminding them that the space provided does not mean they have to fill it up, especially for some of the longer answers and candidates would do better if they ensured their answers were focussed on the question asked not write down everything they know about a topic.

Question 12(a)

Most candidates got this mark, though a very small minority just circled a point in the middle of the graph.

Question 12(b)

Most candidates could score one mark here saying it was a positive correlation between the two variables and in most cases naming them, but few managed to expand on this to gain the second mark. A few just put it was a correlation without saying what type so didn't gain a mark.

By adding a line of best fit you can see there is a positive correlation between people who like fish and people who like the music of Red Floyd. As the scores for liking fish went up so did the scores for liking Red Floyd.



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Examiner Comments

This is a good answer that says there is a positive correlation between the two variables and then elaborates and explains what this means with reference to the study in the scenario.

(b) Interpret the results of the correlation as shown in the scattergraph.

(2) 0 Q12b

There is a weak positive correlation



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Examiner Comments

This doesn't say what the two variables are so it isn't enough to gain a mark.

(b) Interpret the results of the correlation as shown in the scattergraph.

(2) 1 Q12b

The correlation is a positive correlation which supports the idea that the more people like fish the more they liked Red floyd



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Examiner Comments

This gets one mark, it says there is a positive correlation and mentions the two variables, but does not go on to elaborate to get the 2nd mark.

Question 12c

The most common correct answer for a strength was that they are easy to read, the most common weakness was that it doesn't show cause and effect. There were very few examples of answers that could identify a strength, a lot of candidates simply described the fact that a correlation shows a relationship between two variables. However a lot of candidates who did state a strength or weakness were unable to elaborate on it further to gain the second mark. Some candidates confused correlations with experiments and talked about the IV and the DV.

- (c) Outline **one** strength and **one** weakness of using a correlational design in psychological research.

(4) 3 Q12c

Strength

It can highlight unexpected relationships between variables and therefore suggest new direction for further research.

Weakness

Correlations can only establish a relationship or link between variables - they cannot prove cause and effect.



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Examiner Comments

This gets 2 marks for the strength, 1 for saying it may highlight unexpected relationships and then for the elaboration saying why this is a strength. The weakness gets 1 mark as it only identifies the fact that they can't tell us cause and effect and there is no explanation about why this is a weakness.

- (c) Outline **one** strength and **one** weakness of using a correlational design in psychological research.

(4) 1 Q12c

Strength

Shows a ~~possible~~ ~~re~~ ~~to~~ relationship
~~between~~ between two unrelated variables

Weakness

One variable is not the only reason why it affects the other. There maybe more the one variable or reason why ~~few~~ people like Ked Floyd



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Examiner Comments

This doesn't get any marks for the strength as it just describes what a correlation shows us. It gets 1 mark for the weakness as it says there may be other reasons for the realtionship but does not elaborate with reference to the research method as a whole.

- (c) Outline **one** strength and **one** weakness of using a correlational design in psychological research.

(4) 3 Q12c

Strength

Can show a relationship between two variables and shows what sort of relationship the variables have such as if they have a positive correlation or a negative correlation. The strength of the correlation can also be seen by eye.

Weakness

The relationship shown by between the rating of liking for fish and the rating for liking of Rock Floyd does not state if one is the cause, or has an effect on the other. Both variables could have other variables causing them both to increase.

(Total for Question 12 = 7 marks) **6**



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Examiner Comments

The strength gets 1 mark for saying it is easy to read. before that it just describes what a correlation can show us. The weakness gets 2 marks, 1 for saying it doesn't show cause and effect and then for the last sentence as an elaboration point.

Question 13

The most popular practical was looking at gender and the size of car each drives, there were some interesting ones on gender and book carrying, adverts and which gender is used for which product. Most students did do the learning practical though a few picked a practical from one of the other approaches. Whilst the vast majority of practicals were ethical there were some that gave cause for concern such as seeing if South Park would make nursery children more aggressive, watching children from a car without any consent, watching children play with a gun that had been given to them for the practical and looking at the effects of violent video games to name a few. Practicals must be ethical, and the use of children should be avoided if possible but where they are used extra care should be taken and parents must always give fully informed consent. Teachers should be aware of what their students are doing and ensure the ethics are adhered to.

- (a) The vast majority of candidates were able to state a clear aim.
- (b) This was not answered well with the vast majority of candidates only getting one mark due to no reference to the statistical test used and what it told them about their results. Good answers were able to give a description of what the averages showed them as well as reference to their statistical test. However the majority only gave a general result or conclusion which was related to whether their hypothesis was confirmed or not.
- (c) Most candidates managed to get a mark for generalisability and one for reliability. The better candidates could refer specifically to their study, such as the area it was carried out, the time it was done, having other observers etc. However, some only gave general remarks about generalisability and reliability with no reference to their actual study and so limited the number of marks they could gain. Some candidates thought that reliability meant you had to observe exactly the same people and get exactly the same results. A lot of candidates showed some confusion between reliability and validity, and a lot included ecological validity in their answer, which did not answer the question asked. It seemed many had learnt a prepared answer about evaluating their practical in general and were unable to focus on what the question asked.

(b) Outline the results of your observation.

2 Q13b

(2)

After carrying out chi-squared test, it was shown that there was no significant association between gender and size of car. Men were as likely to drive small cars as women were. Similarly with large cars.



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Examiner Comments

This gets both marks, it clearly tells us what their statistical test found in relation to the significance of their results and then add that this shows men and women are equally as likely to drive small cars.

(c) Evaluate your observation in terms of generalisability **and** reliability.

(5)

- Low generalisability because observations were limited to the local area
- Relatively low sample size of 150, therefore low generalisability
- The observation would not be possible to replicate using the exact conditions again, therefore ~~not~~ low reliability.
- Not very strict controls on observation, for example a wide range of random observation locations chain leading to low reliability
- One observation point was outside a public school
 - this seemed to skew the results as a large number of women driving large cars was found here.



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Examiner Comments

This gets 3 marks. 1 mark for the first sentence.

The second sentence doesn't get a mark as a sample of 150 is not considered small.

The third sentence does not explain why it isn't possible to get the exact conditions again and why this affects replicability so isn't enough for a mark.

The fourth sentence gained a mark for a generic point due to lack of controls affecting reliability.

The last sentence gains a mark for commenting on how the location may have skewed the results with reference to the location used in the practical.

(c) Evaluate your observation in terms of generalisability and reliability.

(5)

The study aimed at to investigate whether gender opinio behavior had an effect on the colour car ~~had~~ males or females drove had low generalisability.

This was due to the ~~small~~ small sample used of only 30 participants. The method of opportunity sampling was used and therefore can not be generalised to a wider population as only people on auditory at time were used for example if took place at 2pm on a Tuesday therefore it can not represent those who were at work.

It also can't be generalised as cars seen may not have infant belonged to the driver and also a factor such as cost/money may have played a part as to colour car driven. Study did not take into account extra variables which couldn't be controlled. ^{independent variable} It may not have been cause of dependencies.

It did however have high reliability as a standardised procedure was followed with standardised instructions. Therefore it could be repeated.

However the colour scheme was ~~not~~ operationalised by myself therefore if were repeat it would carry out study. The reliability could be affected as many have different opinion of to male/female colours.


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Examiner Comments

This is a good evaluation of their practical and gains full marks. The first mark is for the comment on low generalisability with the inclusion of the 30 participants making it a small sample.

The next mark is for the comment about how the time the practical took place affected its generalisability.

Then the next mark for the comment about how the car may not have belonged to the driver and the effect of cost on the colour of the car.

The fourth mark is for the generic point about the standardised procedure.

The last mark is for the comments about how they operationalised the colours making it reliable.

(b) Outline the results of your observation.

1 Q13b

(2)

there was a strong suggestion in my results that ~~more~~ more women do drive smaller cars than men do



This only gets 1 mark as it gives their general findings but makes no reference to the statistical test used and what is showed.

Question 14(a) (i)

Positive reinforcement was by far the best answered with most candidates being able to give a definition of it and then an example to gain the second mark. Some even gave examples from Skinner's experiments, which was pleasing to see.

(i) Positive reinforcement

2 Q14ai

Positive reinforcement is when a desired behaviour is achieved by continually giving rewards or praise every time it happens eg putting a rat in a 'Skinner box' the rat would learn every time it pressed a certain lever it received food and so will keep doing it.



This gains both marks for giving a definition of positive reinforcement and then using Skinnners rats as an example.

Question 14(a) (ii)

Negative reinforcement was not answered as well with a lot of candidates confusing it with punishment, however good candidates who knew what it was often accessed both marks.

(ii) Negative reinforcement

(2) 0 Q14aii

IS When ~~you are told off for doing something~~
^{punishment}
 and that ~~behaviour~~ ^{taken} is ~~negative~~ in
 and therefore you are less likely to
 carry out that behaviour again.

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Examiner Comments

This gets no marks as it is describing punishment rather than negative reinforcement.

(ii) Negative reinforcement

(2) 2 Q14aii

Negative reinforcement is when something bad is taken away
 after a desired behaviour has taken place. Eg if a rat is
 continually being electric shocked it will learn that by pressing a
 certain lever in a 'Skinner box' will stop the electric shocks and
 so keep doing it.

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Examiner Comments

This gets both marks for a clear, accurate definition of negative reinforcement and then an example.

Question 14(a) (iii)

Punishment was answered better than negative reinforcement, however some candidates did not get both marks as they said punishment was when you punished someone without offering any definition of the term and was just reflecting the question without showing understanding.

(iii) Punishment

(2) 2 14aiii

Punishment is when something negative is given when an undesired behaviour occurs. E.g A child is told off for drawing on the walls at home.



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Examiner Comments

This gets both marks, they accurately describe punishment without using the term again and give an example for the second mark.

(iii) Punishment

(2) 0 14aiii

Punishing someone for a certain reaction



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Examiner Comments

This doesn't get any marks as it just uses the term punishing again without giving any indication of what it means.

Question 14b

There were some good answers here with candidates being able to describe how operant conditioning could help with reference to the scenario. They were able to talk about positive and negative reinforcement and punishment as well as bring in the principle of token economy. There was some confusion from some candidates over negative reinforcement and punishment and some did not focus on the question asked and talked about how social learning theory could be used as well.

when Sally is sat still and behaving and being quiet, the teacher could reward her with something that she likes. This would make Sally realise that if she behaves well, the consequence is her receiving something she likes. This is positive reinforcement. The teacher could also try punishment. If everytime Sally misbehaves something bad happens, she might be encouraged into behaving a bit better, and will see something bad happening as a consequence of her bad behaviour. This is punishment. The teacher could also ~~use~~ use the idea of vicarious reinforcement. If Sally's classmates are being rewarded as a consequence of behaving well in class, Sally might learn from this and start behaving better herself.

To use negative reinforcement, you could try taking away something Sally doesn't like when she is well behaved. For example, if the teacher tells her off for behaving badly and then immediately stops when Sally behaves, Sally would realise the negative thing of being told off stops when she behaves in the desired way.


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Examiner Comments

This gets full marks, the first mark for the first sentence which is relating positive reinforcement to Sally and the teacher. The second mark is for how punishment can be used to stop Sally's undesirable behaviour. The candidate then talks about social learning theory which is not relevant to the question so it is ignored. The next mark comes at the start of the last paragraph where negative reinforcement is accurately explained in relation to Sally, and the last mark is for the example of negative reinforcement.

Firstly, the teacher could use positive reinforcement to change Sally's behaviour. If Sally is praised after a desired behaviour then she will be more likely to repeat ~~the~~ ~~against~~ the behaviour. Alternatively, she could use punishment. If Sally is punished for not behaving correctly then she will be less likely to repeat the ~~the~~ ~~undesired~~ behaviour. The teacher could try changing Sally's behaviour using Negative Reinforcement - taking away something bad to encourage a desired behaviour. The teacher could reduce the amount of homework Sally gets if she improves her behaviour.

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Examiner Comments

This gets 3 marks. The first mark is for saying that after Sally is praised for a desired behaviour it will be more likely to be repeated. There are no marks for saying that Sally could be punished, this needs elaborating on as an example for how Sally could be punished. The second mark comes for saying punishment will make her less likely to repeat the behaviour, and the third mark is at the end for negative reinforcement.

(4) 2 Q14b

Sally's teacher could use negative reinforcement, and when she shouts out the teacher should tell her off or create a sticker chart and stick sad faces on when she is naughty. Her teacher should also use positive reinforcement when Sally is good and does as she is told, and stick a smiley face on the chart and praise her for being good. This would show Sally what behaviour is acceptable, and what is unacceptable.



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Examiner Comments

This gets 2 marks. The first sentence describes punishment but names it as negative reinforcement. We ignored the bit that said negative reinforcement and gave the first mark for saying how the teacher could punish Sally if she shouts out. The second mark is for how positive reinforcement can be used to help Sally. This is a case of the candidate only saying two things so they can only gain two marks when the question is for 4 marks.

Question 15(a)

On the whole this was well answered with a lot of candidates being able to get at least two out of the three marks showing a clear understanding of the process. Candidates were able to talk about the radioactive tracer and what happened once it had been injected, what the different colours meant and knew that the scan looked at the working brain. Some candidates did just define what PET stood for and a minority confused it with an MRI scan and so couldn't get the marks.

(15) 3 Q15a

Position emissions tomography shows brain activity. A radioactive liquid is injected into the blood stream. A person is then placed into the machine where their brain is scanned. The scan shows different colours where there is high or low activity.

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Examiner Comments

This gets all 3 marks, it tells us PET scans look at brain activity, that a radioactive tracer is injected and the different colours show high or low activity. The sentence about being placed in a machine to scan the brain doesn't get a mark as it does not add detail and people are not put in a machine to have a PET scan.

A PET scan ~~does~~ is used to show⁽¹⁾ I Q15a
a working image of the brain. A person is injected with glucose and their head goes into the scanner to show the parts of the brain that are most active. PET scans can also detect any damage or tumours in the brain that may need treatment.



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Examiner Comments

This only gets 1 mark for saying it shows a working image of the brain. There is no mention of the radioactive tracer being injected with the glucose, then it repeats that it shows the most active areas (same as working image). No marks for saying it can detect tumours as this is not part of the technique.

Question 15(b)

Most answers that got this right focussed on the fast breeding and were able to elaborate on this point for the second mark. A lot of candidates gave ethical answers when the question clearly stated practical issues, and some candidates failed to elaborate on their practical issue so only gaining one mark. Those who referred to cost or space often did so with no reference to a species of animal and no justification of why it was cheaper. Those who mentioned demand characteristics said they didn't happen, when there has been research to show that animals may fall prey to demand characteristics, candidates need to be careful of being definite.

(2) 2 Q15b

Experiments can do things to animals that they cannot do to humans e.g. test drugs that haven't been proven to be safe or change the gender of mice to see how it affects their behaviour.



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Examiner Comments

This gets both marks as it identifies the fact that you can do things to animals that you can't do to humans and then gives an example in the form of testing drugs on mice to see the effects on their behaviour.

(2) 1 Q15b

The use of animals, especially rats, can be a strength because it has been shown that the functions of rats brains are similar to that of a human.



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Examiner Comments

This only gets 1 mark as it repeats the question and then tells us that the strength is that rats have similar brain functions to humans. There is no explanation of why this is a strength so the 2nd mark can not be gained.

(2) 0 Q15b

It also uses its research and test new findings that are not ethical to test on humans, for example medical research, and research into health care for the benefits of humans.

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Examiner Comments

This doesn't get any marks as it focuses on the fact animals are used when it isn't ethical to use humans, the question clearly asks for practical issues this candidate has not answered the question.

Question 15(c)

Answered well with the most popular answer being MRI scans.

Question 16(a)

Good candidates answered this well, giving good, well-structured responses that talked about the stage, the fantasy, castration anxiety and identification. Candidates described the Oedipus complex better than the Electra complex, or simply repeated what they had said about boys when describing what happened to girls. Some did mention penis envy but were often unable to elaborate on it. A minority of candidates simply described Freud's stages without focussing on gender development and the phallic stage and so limited the marks they got, and very few candidates mentioned that it occurs at an unconscious level.

T Q16a

Freud believed in the five psychosexual stages: Oral, Anal, Phallic, Latency and Genital and that in the third (Phallic) stage, children face the Oedipus complex (Electra for girls). This stage occurs around ages 3 to 5 and the child begins to develop a strong positive connection to their opposite-sex parent. As they the stage suggests focus on the phallic region, the child develops an unconscious sexual desire, and their same-sex parent is an ~~rival~~ for their parent's ~~rival~~ affection. This is the oedipus complex and the issue is resolved by identifying with the same-sex parent. This allows the child to develop their gender identity.



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Examiner Comments

This gets all four marks. It starts by listing all the stages which is not relevant for this question and is ignored. It then focusses on the question and gender development, gaining the first marks for saying it occurs in the phallic stage, and the ages this stage happens. The 2nd mark is for saying the child develops an unconscious sexual desire for the opposite sex parent. The next mark comes for saying the same sex parent is a rival, and the fourth mark for saying it is resolved by identifying with the same sex parent allowing them to develop gender identity.

Freud believed that gender develops as we go through 5 ^{Psycho} sexual stages; the oral stage, the anal stage, the phallic stage, the latency period and then the genital stage. His theory stated that during the phallic stage (about 3-5 years old), boys develop through the 'oedipus complex' and girls develop through the 'electra complex'. Throughout the oedipus complex, boys reject the same-sex parent and identify with the opposite-sex parent. Boys develop 'castration fear' and believe they will be castrated by their father. Similarly, girls develop through the electra complex, rejecting same-sex and identifying with opposite sex parent. They realise that girls don't have a penis and so develop 'penis envy'. This then helps them identify with their same-sex parent.

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Examiner Comments

This gets 3 marks. Again there is a description of Freud's five stages which is not credit worthy. The first mark comes when they say the phallic stage, the age and develop through the Oedipus complex. The next sentence about identifying with the opposite sex parent is incorrect and ignored. The 2nd mark comes for the sentence on castration fear and then a mark at the end for how penis envy helps girls identify with the same sex parent.

Question 16(b)

Good candidates were able to get four out of four and most could get over half marks. It was nice to see the use of appropriate psychological terms rather than general language. However a lot of candidates just put any term down and did not read the script to make sure it made sense.

The Oedipus complex focuses on the unconscious which is not scientific because it cannot be accessed. Freud used case studies to gather qualitative data, however he had to interpret the data so it can be criticised for being biased. One of these case studies is about one boy called Little Hans so the results may not be replicable. Freud's theory of gender development focused mainly on boys, so it is not generalisable of girls.


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Examiner Comments

This gets 3 marks and is an example of the candidate not reading it all to make sure it makes sense. A study would not be criticised for being valid.

The Oedipus complex focuses on the unconscious which is not scientific because it cannot be proven. Freud used case studies to gather qualitative data, however he had to interpret the data so it can be criticised for being biased. One of these case studies is about one boy called Little Hans so the results may not be generalisable. Freud's theory of gender development focused mainly on boys, so it is not representative of girls.


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Examiner Comments

This gets all 4 marks.

Question 16(c)

There were quite a few very good responses to this question with candidates being able to relate the twins gender development to operant conditioning, social learning theory and biological concepts showing a clear understanding of gender development. Candidates talked about both learning and biological concepts as the question asked, with very few candidates talking about Freud which shows they read and focussed on the question. Some candidates did make the same point twice, once about Sue and then about Steve, e.g. Sue get rewarded... Steve gets rewarded... which was only credited once. Weaker candidates talked about gender behaviour being encouraged but failed to elaborate and say how that behaviour was encouraged.

Steve and Sue both have quite obvious gender identities, which could have possibly been learnt. In society boys are rewarded for acting like boys and fitting into the male stereotype. Girls are rewarded for fitting into the female stereotype. This reinforcement (either positive or negative) encourages the 'correct' gender behaviour to be shown, so they learned to behave like a boy or a girl as it was reinforced by praise or rewards. Sometimes 'wrong' gender behaviour is punished, for example using phrases such as "well that wasn't very ladylike" or "Don't be such a girl, man up!" discourage behaviour that is the 'wrong' gender. Not only is gender behaviour rewarded and punished by parents but by the public too, further reinforcing it. Sue and Steve may also have learned it by copying others. Vicarious reinforcement is when you see another person ^{desired} being rewarded for a particular behaviour, Sue and Steve may have seen older role models be rewarded and copied them or may have seen it in the media. Most famous women are rather girly, like pink + wear dresses. If Sue



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Examiner Comments

This is a good answer which clearly relates to Sue and Steve and gets all 6 marks. the first mark comes for saying they are rewarded for acting like girls or boys, it then repeats itself. The 2nd mark is given for punishing wrong gender behaviours with the example. The 3rd mark is given for vicarious reinforcement and Sue and Steve seeing role models rewarded.

Sees them behaving like this and being rewarded with fame + fortune she is likely to copy. Likewise for Steve with 'macho' men in the media who like cars + football. This is social learning theory. Looking at it from a biological point of view leads to different explanations. As girls use both sides of the brain more equally (brain lateralisation) they are better at language, Sleeping beauty features a lot more language than formula 1 racing possibly explaining why Sue would prefer it. It also features lots of emotions which girls are more open to show (according to studies). As boys ~~use~~ use the right side of their brain more, they have better spatial awareness possibly explaining why Steve likes car racing as it is on a set track + is all about reactions.



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Examiner Comments

2nd page There is then a repeat of vicarious reinforcement relating to Sue then relating to Steve which doesn't gain the candidate any more marks.

The fourth mark comes after brain lateralisation in Sue making her better at language so she prefers Sleeping Beauty which has more language than formula 1.

The fifth mark is for the rest of that sentence relating brain lateralisation to emotions and Sleeping Beauty showing more emotions.

The sixth mark comes at the end explaining right sided brain lateralisation and how it relates to spatial tasks and why Steve likes car racing.

In the biological approach, genes and chromosomes are responsible for gender. Sue, in the last of her 23 pairs of inherited genes, will have inherited two X chromosomes, indicating she is female. Steve, however, will have received one X and one Y chromosome. This indicates he is male and the sexual organs (gonads) will have developed into ~~female~~ male sexual organs, because of the SRY gene found in the Y chromosome, which releases 'testis-determining factor', hence the development of male sexual organs. These genders affect behavior.

In the learning approach, gender behavior would be determined by the way the child is socialised. The learning approach says that the way a child is born is gender-neutral, and they learn their gender. This could be used to explain why Steve has a blue bedroom, likes Formula 1 and football - learning approach would suggest that ~~this is~~ the reason why is because this is what

why is ...
Steve has learnt a boy should be
like from his parents.

Similarly, this might be why Sue
likes pink, dancing and seeing
beauty - she has learnt this is how
a girl behaves.

This is all part of the
nature (biological argument) and
nurture (learning argument)
debate on gender development.



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Examiner Comments

This only gets 2 marks, both on the first page.

First page the first mark is for saying boys are XY and girls are XX and the second mark for how the Y chromosome affects hormone release in the womb for boys. Both are generic points and make no mention of Steve or Sue.

It then goes on to say how a child would be socialised to the acceptable gender behaviour but does not explain how.

(2nd page) Whilst it says Steve would have learnt what a boy should like from his parents it does not explain how he would have learnt it from his parents so cannot gain a mark. It then repeats what it said about Steve for Sue but again does not tell how she would have learnt her behaviour.

Question 17

The most common study was Raine followed by Gottesman and Shields with very few responses about de Bellis. A few described Money's study when that wasn't on the list given. Candidates that did well were able to give the aim of the study, some procedure points, the results and conclusion. Weaker candidates tended to focus on the procedure at the expense of the other sections of the study and so limited their marks. On the whole candidates tended to get more marks if they described Raine, those who did Gottesman and Shields tended to be confused over the results or with the meta-analysis on family studies that Gottesman did. Some candidates thought that Gottesman and Shields looked at the rate of schizophrenia in twins to see if MZ twins got it more than DZ twins and made no mention of one twin already having the disorder. There was also some confusion over the methods used by Gottesman and Shields to determine if the twins were identical or not and the methods used to look at their mental health.

Name of study Gottesman and Shields (1966)

Gottesman and Shields studied twins through hospital reports. Their aim was to see if there was a genetic link between the prevalence or chances of schizophrenia occurring being developed. They looked through hospital records and divided twins into Monozygotic (Identical) and Dizygotic (non-identical) and then compared the number of twins where:

- One was Schizophrenic and the other was normal
- One was Schizophrenic and the other had some other mental disorder/problem
- One was schizophrenic and the other had an abnormal psychopath profile
- Both were schizophrenic.

When comparing The G + S also collected primary data in the form of interview of a single or pairs of twins, when

When they compared Monozygotic and Dizygotic twin pairs they found that mental disorders, including schizophrenia, were much more likely to occur if the twins were MZ, genetically

Identical, however the rates were not a guarantee, just more likely so they concluded that it was a 'Diathesis' model of occurrence for schizophrenia.



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Examiner Comments

This gets 5 marks.

1st Page. 1 mark for the aim. They then say they divided the twins into MZ and DZ but do not say how so can't get a mark for this. The next mark comes for the three groups they classed the twins in (a procedural mark.) The next sentence also gets a procedural mark for saying they gained primary data from interviewing the twins.

2nd page A results mark for saying they found mental disorders were more likley to occur if the twins were genetically identical, and then a conclusion mark at the end.

Name of study Raine et al (2001)

This is when Raine investigate the activity in group of murderers and non murders.

This sample was two group of 41 murderers and 41 non murderers and a control group.

They were then put under a PET scanner (Positron Emission Tomography)

To compare the different levels of activity in different hemispheres of the brain while under going different tasks they then could locate different areas of the brain and compare activity and find explanations of why things happen.

This could help explain violent behavior, how murderers mind's work, how they can not stop themselves from killing.

He would then examine different areas of the brain where the activity took place, like the Prefrontal lobe, Corpus Callosum, Amygdala & D-

To see how the murderers and non murderers brain activity (harmlessness) compare and relate to their violent behaviour.



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Examiner Comments

This gets 4 marks. This is an example of a candidate that focuses on the aim and procedure and doesn't mention the results or conclusion so limits the number of marks they can gain.

On the first page, the first sentence doesn't get a mark as Raine wasn't looking at their activity. The first mark is a procedural mark for the 2 groups with correct numbers in each group.

The 2nd mark is another procedural mark for comparing different levels of activity whilst doing a task.

The third mark is a procedural mark for they could locate the different areas of the brain and compare activity. The candidate has reached the limit of available procedural marks.

From the second page, the final mark comes at the end of the answer for a correct aim.

Question 18

The vast majority of candidates chose 'Do dreams have meaning?' as their key issue, other issues included the debate about recovered memories, should everyone have psychoanalysis, with a minority looking at Michael Jackson. In this case teachers need to take care that this issue is handled sensitively given his recent death and troubled life, and that statements aren't made that aren't fact. Indeed given the sensitivity of the issue it would be best if another key issue was used.

On the whole this question was not answered well. A lot of candidates did not effectively identify what their issue was and the vast majority did not describe the issue but went straight into apply psychological concepts to the issue, especially those who looked at do dreams have meaning? This affected how high up the levels they could go. In some cases the issue had to be worked out and assumed from what had been written. Other times candidates didn't talk about an issue at all but described and evaluated dream analysis, or some other aspect of Freud's theory. Those who did the debate about recovered memories sometimes just wrote all they knew about repression and then all they knew about false memory. In all issues alternative theories or explanations were often not mentioned or if they were they were named but no detail was given. A lot of candidates gave evaluation points of the concept they were using as an issue instead of focussing on why it was an issue. Very few candidates focussed on the wrong approach, those that did tended to look at trans gender operations, and whilst this could be looked at from the psychodynamic point of view they focussed on the biological aspects of it. Key issues is an area that centres need to concentrate on more and give the students the skills to deal with such questions when they come up again.

Key issue... Whether or not our dreams have meaning.

Our dreams occur

most of our dreams occur during REM sleep though not all of them. There is evidence which suggests that they have psychological meaning and are related to the events occurring in our lives, as Cartwright found in his study on divorcing couples and their dreams about divorce and separation. However, there are several conflicting dream theories which suggest otherwise.

Freud's theory of the Id, Ego and Superego holds that the Id is the place in our unconscious which makes us act, and where all possibly unacceptable thoughts and desires reside. Based on this, Freud believed our Id was given a release through dreams and uses dreams as a pathway from the unconscious into the preconscious. However, this is simply a theory and can't be tested. Despite this, PET scanning techniques suggest that when we dream,

the rational part of the brain is inactive, but the irrational part, where an ^{id} ~~dreams~~ supposedly resides is active giving support to Freud's ideas.

Furthermore, there are conflicting theories which suggest that in fact our dreams don't provide a 'bridge' or pathway to the unconscious but are just simply random, internally generated electrical stimulations which activate the parts of the brain which cause our dreams, i.e. motor, vision, and hearing parts of the brain. but not smell centres which may explain why we do not smell in our dreams.

Freud also believed that dreams are significant to the sleeper and

LITTLE HANS

latent manifest

Show symbols which are meaningful to them. This is an ^{idea} theory that holds some credibility for validity because many of us do believe this, and often understand the 'symbols' in our dreams. However, Freud based much of their ideas on his dream analysis of middle class Victorian Vienna women who were said to be 'neurotic'. Not only is this a very specific & sample which can not be generalised to wider populations, but it is also historically and culturally biased, reducing reliability. Freud interpreted the ~~symbols~~ of their dreams himself, which may not have been accurate anyway as the significance of symbols to him were not personal to the sleeper, but also makes his theories entirely subjective.

More scientific studies into dreams such as that by Hobson et al which shows random electrical stimulation is the cause of dreams is easier to replicate and so has greater validity.

Finally, Freud's study of Little Hans ~~involved~~ involved interpretation

of dreams and was what the Oedipus complex was based on. He believed that Hans showed displacement defence mechanism in his dreams and that the id desired his mother. Though it may not have been accurate, Freud's interpretations of the dreams helped Hans to overcome his fear and so may have held more validity than we think.

After weighing up Freud's theories and some more modern interpretations, I conclude that though he may not have been entirely objective or scientific, it is difficult to do this with dreams - and using my own experiences which give his ideas further validity, I can not believe that our dreams are purely random, and that do in fact have meaning.

**ResultsPlus**

Examiner Comments

This is a level 3 answer. The key issue is clearly identified with the first paragraph giving a basic description of the issue. The candidate then goes on to give a good explanation of the issue in psychodynamic terms mentioning how Freud's theory explains dreams do have meaning with evidence from PET scans to support it. There is also an alternative theory which is explained. We then have evaluation points of Freud's theory of dream analysis and evidence in the form of Little Hans. The quality of written communication is good so this helps take the answer to the top of level 3 so 9 marks.

T Q10

Key issue Is Repression true or is it implanted from the therapist?

Repression is when a person has had a traumatic experience in their lives & a person, unconsciously, put it somewhere in their brain ~~& forget~~ so they don't have to think of it & upset the ego, (the balance of personality). When a person goes to see a therapist (a person seen to be powerful) & the therapist listens & interprets what is being said they interpret also, the unconscious thoughts being said too. Sometimes these are misinterpreted & ~~a~~ person the person being treated is told these wrong things, but because they are being told by someone more powerful, the patient begins to believe the wrong things to be true. A case involving a woman called Ruth, for example, she believed she had been abused by her father & had to have an abortion after time spent with a therapist, but after it had turned out, she was still a virgin & so this could not have been true.

A man called Masson, strongly disagreed with the theory of Freud's ~~method~~ methods, because the analytical (patient) becomes so helpless to the therapist & start to develop sexual feelings for them.

too. Freud believed through some of his studies that there may have been child abuse but, because of his 'fire' background, couldn't believe that parents could do this & so thought their treatment would be based on other things. Whereas Masson believed, the child abuse would have been more plausible, credible explanation to be used & treated for.



ResultsPlus

Examiner Comments

This is a level 3 answer. The first page mainly describes both sides of the issue. The candidate then goes on to Beth Rutherford as evidence of false memories, and how Masson disagreed with Freud's methods as it puts too much power in the hands of the analyst. As there are very few psychodynamic concepts in the answer and the application is basic it is at the bottom of level 3 so gets 7 marks.

Key issue Do dreams have meaning? ^{(12) 6 Q18}

Freud would argue that dreams do have meaning. The manifest complex is the part of the dream that you remember. The latent complex is the meaning of the dream. Freud used symbols to help identify what dreams meant. For example; a bridge is a sign for sexual intercourse, a cigar is a symbol for a penis and melons are symbols for breasts. However Freud also stated that 'a cigar is sometimes just a cigar'. This makes it hard for us to interpret dreams using Freud's symbols. Freud's theory was criticised for

being too sexual. One study to support his theory was based around smoking. A group of smokers that wanted to give up recorded the dreams they had. The participants who dreamed about smoking found it easier to give up smoking than those who didn't dream about it. Freud would have explained this by saying the dream was a way of satisfying the ID (the pleasure principle). By satisfying the ID during the dream, the participant didn't need to satisfy the ID by smoking. Freud was also criticised for his theory as it is unscientific. The ID, Ego, Superego, preconscious, unconscious are all things that cannot be located in the brain.

One theory against the key issue would be activation synthesis. This theory states that dreams are constructed by random firing of brain cells. This process occurs during REM (Rapid eye movement) sleep. The random firing neurons use previous events or memories to link together random neurons. For example; the beach and icecream. These braincells would join together to produce a dream about eating icecream on the beach. This theory can be criticised for not being able to explain reoccurring dreams. If all dreams are random, they shouldn't occur.

**ResultsPlus**

Examiner Comments

This is a level 2 answer. The key issue is clearly identified but the candidate offers no description of the key issue, they go straight into applying psychodynamic concepts to it so they can not get higher than level 2. The application is good, it explains how Freud thought dreams do have meaning with some examples of what some symbols may mean. There is evidence to support that side of the argument in the form of the smoking study (page 2), and an alternative theory is given on page three and explained with an example and evaluation point about that theory. Quality of written communication is fine and as the application is good it takes it to the top of level 2 so it gets 6 marks.

Key issue: Regression

Regression is where an individual regresses to a younger age after a traumatic event. This regression may be due to an unhappy event that has happened such as a death, so the individual regresses back to a happier time, where the "dead person" may have been present. The regressed person may start to act like they were at an earlier stage in their life such as when they were a ^{small} child, they may also start to dress like their "former self" in order to fully experience the "happier times" from their childhood.

At times when people regress the id, ego and/or superego can be damaged or destroyed which can in fact lead to insanity. This leaves the person feeling very vulnerable and can sometimes forget about the traumatic event as they can be seen to be "living in the past".

Anna O is an example of this, after a traumatic event she regressed to her 4 year old self.



ResultsPlus

Examiner Comments

This doesn't get any marks as it just describes regression with Anna O as evidence for it. It is not written as an issue and nowhere in the answer is there any indication of what the issue could be so it does not answer the question asked.

On the whole the paper seemed accessible to the candidates with some very pleasing answers to some of the questions. However, at times some candidates did not focus on what the question was actually asking which limited the marks they could get.

The multiple choice seemed well answered on the whole, common mistakes being confusing vicarious reinforcement with positive or negative reinforcement and confusion over brain lateralisation in males. The multiple choice on research methods seemed to be better answered than last year though a minority of candidates thought that any animal can be used in any situation for question 9.

When it came to the practical question there were unfortunately some unethical practicals being carried out. Centres are reminded that children should only be used if there is no other way of carrying out the practical and that fully informed consent should be gained from the parents. Great care should be taken over the ethics of a practical. Teachers should be aware of what their students are doing and ensure the ethics are adhered to. If there is any doubt then the practical should not be carried out.

Some candidates lost marks as they were not able to elaborate on their answers, especially questions such as 12c where they needed to state a strength and weakness then elaborate for the extra marks. Candidates need to know that, apart from the extended questions, the number of marks by a question is an indication of the number of points they need to make. If a question is worth two marks then they need to make two different points, or make a clear point and then offer elaboration.

Grade boundaries

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	80	59	53	48	43	38
Uniform boundary mark	120	96	84	72	60	48

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