

ResultsPlus

Examiners' Report

June 2011

GCE Psychology 6PS02 01

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Introduction

Once again time did not seem to be an issue, with the vast majority of candidates answering all questions and not appearing rushed on the last essay question, it is nice to see that candidates can manage their exam time effectively.

Candidates did seem to find some of the questions hard, especially the AO3 content where they again evaluated instead of described a research method, and most had problems designing a correlation from stimulus material.

Evaluation is still weaker than description, often because not enough points are written and because points that are made are not explained, e.g. they say case studies aren't generalisable but do not explain why. Some candidates also failed to gain marks because they did not answer the question that was asked but the question they thought was asked. There seems to be candidates who are coming to the exam with pre-prepared answers on a topic and then writing those answers instead of using the knowledge they have to answer the actual question, this limits the marks they gain. It should be noted that having answers that are rote learnt would not help the candidates if they do not answer the actual question. Having said that when there is stimulus material and the question asks candidates to refer to that the vast majority of candidates do, and so had access to full marks.

Question 11

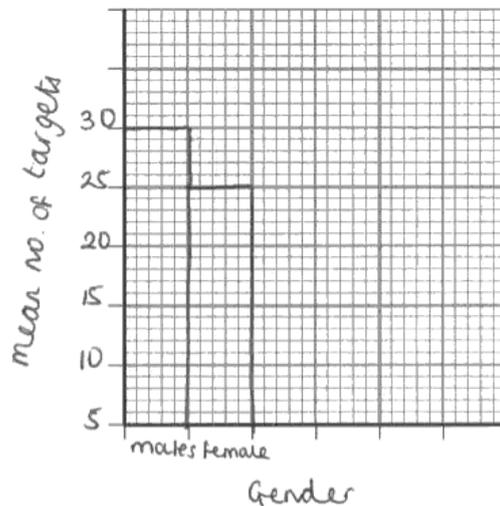
a) A majority of candidates produced a histogram rather than a bar chart so limiting the marks they could gain, the vast majority correctly labelled both the axes and correctly plotted the bars. A small minority of candidates drew a line graph or just plotted crosses on the graph. Less than half the students chose the right stats test (Mann Witney). Of those that chose the wrong test about one third picked up TE marks.

Bi & ii) only a minority of candidates choose the correct statistical test, with the most popular and incorrect answer being chi square. However they could then gain marks for correctly identifying why they had picked chi square and most could give the correct reasons. However, there are still a minority of candidates who do not know which statistical test to use or why they are relevant for the specific data.

Mean number of times the ball hit the target	30	25
----------------------------------------------	----	----

(a) On the graph paper below, draw and fully label a bar chart to represent the data in the table above. Use a pen to draw your graph freehand. (3)

Bar graph to show the mean number of times the ball hit a target for each gender.



(b) (i) What inferential (statistical) test could Caroline use on the results of her study? (1)

chi squared Test

(ii) Give **two** reasons why Caroline would be able to use the inferential (statistical) test you identified in (b)(i). (2)

1. It has independent groups

2. It is a test of difference



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Examiner Comments

The graph gets 2 marks, as it is a histogram not a bar chart, but all axes and bars are correct.

The incorrect test is chosen so no marks for that, but the correct reasons are given for the chi square test so it gains 2 marks in part (ii).

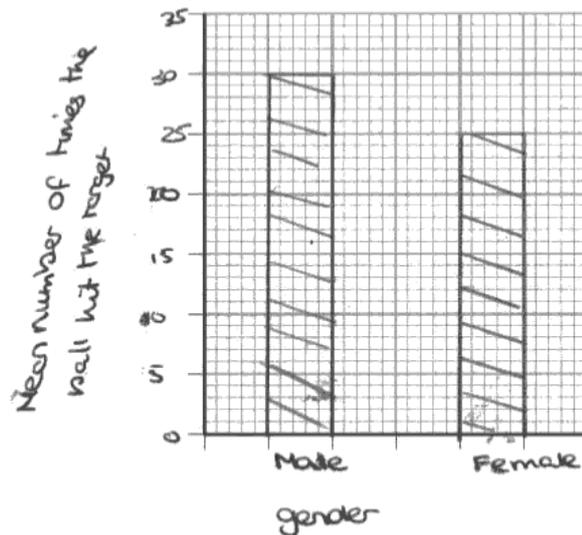
Mean number of times the ball hit the target

30

25

(a) On the graph paper below, draw and fully label a bar chart to represent the data in the table above. Use a pen to draw your graph freehand.

(3)



(b) (i) What inferential (statistical) test could Caroline use on the results of her study?

(1)

Mann Witney U

(ii) Give **two** reasons why Caroline would be able to use the inferential (statistical) test you identified in (b)(i).

(2)

- 1 you can use Ordinal and interval / ratio data and Caroline uses ordinal data.
- 2 -It is looking for a difference between the two groups which is what Mann Witney does.



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The bar chart gets 3 marks as it is a bar chart and correctly drawn and labelled.

The correct test is chosen with the correct reasons in part b(ii).

Question 12 (a)

There were a lot of candidates who gave good answers that focussed on the results and conclusion of the Little Hans study, most candidates got marks for saying the horse represented his father and then went into further detail about how. Better candidates were able to give detail about some of the dreams that Hans had and say what these dreams represented, so focussing on the question. Weaker candidates would just describe the dreams offering no interpretation so not focussing on the findings. A very small minority of candidates confused Little Hans with Little Albert so gaining no credit.

12 In the Psychodynamic Approach you will have learned about Freud's study of Little Hans.

(a) Describe the findings (results and/or conclusions) of Freud's study of Little Hans. (4)

sexual desires - fear - want dad away - moustache - glasses.

Results - Little Hans did want his dad, he was happier when his dad was away. Little Hans liked to sleep in the same bed as his mum when his dad was away. This may of been a way to fulfill ^{unconscious} sexual desires for his mother. These are all examples of Little Hans being in the oedipus complex.

~~Little Hans didn't like the moustache and glasses on his dad's face, they:~~

Little Hans did not like the black things on a horse's eyes and the black thing on its nose. This symbolised the glasses and moustache on his dad's face.

Conclusion - Little Hans was resolved from the phobia using dream analysis and also grew out of the phobia as he moved onto the next psychosexual stage (latency stage).



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Examiner Comments

This gets 2 marks, one for each of the first two paragraphs, the conclusion at the end is muddled.



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Examiner Tip

When asked about the findings of a study focus on the findings, don't include the aim or procedure as these don't get credit.

12 In the Psychodynamic Approach you will have learned about Freud's study of Little Hans.

(a) Describe the findings (results and/or conclusions) of Freud's study of Little Hans.

(4)

Freud studied a boy with a fear of horses. Little Hans seemed - to Freud - to be going through the Oedipus complex - in the phallic stage ~~at~~ which occurs around 3 to 5 years. His apparent dislike for his father ~~was~~ was shown through his fear for horses - especially white ones with black things around their eyes and mouths (the boy's father had a moustache and wore glasses). His dreams about giraffes ~~represented~~ represented a sex scene with him taking part - the boy seemed to have ^{unconscious} sexual feelings for his mother. When playing at 'having children' Little Hans said he was the father and his mother the children's mother, showing - according to Freud - that ~~the~~ children have sexual desires for the opposite sex parent.

Freud explained that the fear would go away when the boy identified with his father, thus resolving the phallic stage. ~~and now~~



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Examiner Comments

This gets the full 4 marks, one for saying he was going through the Oedipus complex in the phallic stage, one for relating the black things around the horses mouth and eyes to the fathers moustache and glasses, one for explaining how the dreams of giraffes represented his UNCONCIOUS wishes for his mother and one for explaining how playing with the dolls showed he had resolved the Oedipus complex.

Question 12 (b)

The evaluation of Little Hans was generally good, with candidates doing better than when evaluating other studies in previous years. The majority of candidates understood why it wasn't generalisable and said why so gaining marks, rather than just saying it wasn't generalisable, though there was a lot of confusion between the terms reliability and validity. When talking about reliability candidates often said it wasn't reliable but failed to say why not so could not gain credit for that statement. Many candidates gave a strength of the study that it supported Freud's theory, this is not a strength of any study that it supports a theory, it is a strength of a theory that it has studies to support it. Evaluations tended to focus on bias/subjectivity and problems with the methods used. However when evaluating the case study some candidates evaluated it as a research method rather than evaluating Little Hans or they used evaluation points that could apply to any study, a closer reference to Little Hans would have helped some candidates gain more credit. Better candidates were able to offer alternative explanations from other approaches as possible reasons for Hans' phobia.

(b) Evaluate Freud's study of Little Hans.

When evaluating you could consider the strengths and weaknesses of the study.

(5)

A weakness of the study is that most of the information ~~provide~~ about Little Hans was provided by his father who was a ~~great~~ follower of Freud's work and so it could be bias. ^{Furthermore} Freud used his own interpretation on his own patient to support his own theories. Another weakness is that ~~there~~ results cannot be generalised as due to such being a case study, the nature and circumstances were unique. Additionally, the unique nature makes the study unreliable as Little Hans was based on real-life and this cannot intentionally be replicated. Another weakness is that alternative theories have been put forward to explain Little Hans such as that which suggested he had simply grown close to his mother due ^{to} the fear of her ~~leaving~~ threatening to leave (which did appear to be the case).



ResultsPlus Examiner Comments

This gets four marks.

One mark for bias from father - who is a follower.

One mark for not being generalisable, one mark for unreplicable - explains that this is because the case is unique.

One mark for the alternative explanation at the end.

No mark for 'Freud's own interpretation' as needs to explain more.

(b) Evaluate Freud's study of Little Hans.

When evaluating you could consider the strengths and weaknesses of the study.

(5)

Little Hans was only one little boy from just one country so the results would have been ungeneralisable. Additionally Hans was too young to be aware of the study so he was not given the right to withdraw. The study was unreliable because it would be almost impossible to repeat the same situation. However it could be said that the study was ecologically valid because Hans was not aware of the study therefore his actions were totally natural. The fact that Hans father was the person to pass information onto Freud also could be seen as unreliable because his account ^{may} not have been accurate as he is describing how he thought little Hans was feeling. The study could be criticised as unethical as Hans in later life may have experienced negative effects for being taken advantage of.

(Total for Q)



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Examiner Comments

This gets two marks.

One mark for ungeneralisable, one mark for father passing information on that might not be accurate - bias.

No mark for right to withdraw as this would be parental consent at this time, and no mark for 'unreliable so almost impossible to repeat' - rather general and needs more on why it is not possible (e.g. unique case) no mark for ecologically valid - sounds okay but Little Hans was aware - his father asked questions about his dreams, he talked to 'the Doctor'...needs more explanation for a mark to be given, no mark for the study being unethical as it might affect him later...needs to explain more in what way there might be negative effects especially as it was later claimed it had no negative effects on him.



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Examiner Tip

Fully explain the points you are trying to make, the examiner can not put words into your answer or assume what you may mean.

Question 13 (a)

The vast majority of candidates got all four marks, the most common error was in box 2, candidates putting CR instead of UCR. Calling the neutral stimulus the natural stimulus also lost marks.

Question 13 (b)

Candidates lost a mark due to their description of extinction, as they referred too much to forgetting, disappearance etc., however lots of the examples were correct and candidates obtained a mark from very good examples. It was nice to see the candidates using either the stimulus above to give their example or their knowledge from psychology; a lot used Pavlov's dogs as their example. On both this question and 13c most candidates offered an example as well as a definition showing they had read the question carefully.

(b) Define what is meant by the term 'extinction' in classical conditioning. You must use an example in your answer.

(2)

Extinction is when you no longer associate something with a stimulus. For example, if you no longer see the colour red and salivate because you associated it with strawberries.



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Examiner Comments

This gets one mark.

One mark for the example - which needs reading carefully as it is a bit ambiguous/confused but does refer to extinction of a response (salivation). Someone does not salivate any longer to the colour red though they had learned to salivate to the colour when associating it with strawberries.

No mark for 'associating something with a stimulus' because there needs to be mention of a response or indication that it is about the response.

(b) Define what is meant by the term 'extinction' in classical conditioning. You must use an example in your answer.

(2)

Extinction is when the conditioned response no longer occurs as the pairing of the unconditioned stimulus and conditioned stimulus had been broken. For example, the pepper and buzzer don't make someone sneeze anymore.



ResultsPlus Examiner Comments

This gets 2 marks

One mark - The first sentence is clear and explains extinction. One mark explains extinction sufficiently and it was thought there was enough understanding in the answer to give the mark.



ResultsPlus Examiner Tip

Make sure if the question asks for an example that you include an example.

Question 13 (c)

This was not as well answered as 13b, a lot of candidates defined a positive reinforcer rather than a primary reinforcer, whilst others thought it was the first time you were reinforced. This then had an impact on the example mark if they used a secondary reinforcer as their example, most often money. However, a lot of candidates could correctly define a primary reinforcer and offer an example. Some thought that just saying e.g. food would be enough for an example without saying what the food was given for.

(c) Another form of learning is operant conditioning.

Define what is meant by the term 'primary reinforcement' in operant conditioning. You must use an example in your answer.

(2)

Primary reinforcement is when a ~~person~~ person is rewarded for doing something good with a vital need such as food and water e.g. a slave working long hours is rewarded with food.



ResultsPlus Examiner Comments

This gets two marks

One mark for mentioning vital need, which is primary.

One mark for the example, which is about using primary reinforcement.

(c) Another form of learning is operant conditioning.

Define what is meant by the term 'primary reinforcement' in operant conditioning.
You must use an example in your answer.

(2)

Primary reinforcement is when given a reward to satisfy a basic human need such as food, ~~or~~ water, not to be confused with a secondary reinforcement which satisfies the primary reinforcement (for example money to buy food).



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Examiner Comments

This gets one mark.

One mark for explaining the term.

Not enough about the example to get the mark, you can't just say food or water you need to include what they got the food/water for or needs to say why it satisfies a basic need.



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Examiner Tip

When using examples make sure they are fully explained.

Question 14 (a)

Candidates lost marks due to evaluating overt observations rather than outlining – many answers were along the following lines; ‘overt observations are observations where participants know they are being observed, however this can affect the results in terms of demand characteristics... etc.’ Many answers were awarded one mark, very few were given all three marks available. Candidates did not seem to realise that they could gain marks for other descriptive points that are true of overt observation as well as other observations. A minority did gain an extra mark through the use of a well-explained example, and even fewer did go on to offer general descriptive points about observations.

14 (a) One research method used in the Learning Approach is the observational method.
One type of observation is an overt observation.

Outline the overt observational method.

(3)

Overt observation is when the participants are aware they are being observed, however as it is an observation the IV (independent variable) is identified & the DV (dependent variable) is observed, making for a natural setting being observed with no controls over the behaviour.



ResultsPlus Examiner Comments

This gets one mark.

One mark for the participants being aware.

The point about natural setting and no controls over the behaviour does relate to most observations (naturalistic observations) but not to all observations (e.g. structured observations are different). To get a mark about no controls and natural setting the answer would have to state in most cases, or say as compared to structured observations, it needs qualifying as it is not true for all observations.

14 (a) One research method used in the Learning Approach is the observational method.
One type of observation is an overt observation.

Outline the overt observational method.

(3)

An overt observation would mean that the participants are aware that someone is observing them. This may be a participant (experimenter is involved) or a non-participant (experimenter is not involved) overt observation. For example, if a team of footballers are aware that the number of goals they score is being counted.



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Examiner Comments

This gets 3 marks.

One mark for the point about participants being aware.

One mark for the point about participant or non participant, which are explained rather than the terms just being used.

One mark for the example.



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Examiner Tip

When asked to describe a research method do not include evaluation points.

Question 15 (a)

Most candidates could correctly identify which stage each child was at, and then often gained one more mark for saying what the child in the oral stage would do. The better candidates were also able to correctly talk about the id and the ego and how these would affect the children's behaviour. However a lot of candidates will feel they have written a lot for this question and be disappointed with the marks they gain, as they then tended to talk about an adult's behaviour if they were fixated in the stage rather than the child's behaviour whilst they were actually in the stage. A minority of candidates described all the stages, so gained limited marks, as they did not go into enough detail about the two relevant stages. The vast majority of candidates referred to the stimulus material rather than just describing the stages.

15 Jaspreet has just started a new job as a nanny for a family with two children aged six months and two years. She has asked you to explain what behaviour the children may show.

(a) Explain what behaviour each child is likely to show with regard to Freud's psychosexual stages.

(4)

The child at six months is in the oral stage and the child at two years should be in the anal stage or soon going into the anal stage. In the oral stage.



ResultsPlus Examiner Comments

This gets one mark.

One mark for age and stage (6 months oral and 2 years anal).



ResultsPlus Examiner Tip

Look at the number of marks available for the question, in this case 5 marks available so need to make 5 different points, or fully expand on some of the points.

15 Jaspreet has just started a new job as a nanny for a family with two children aged six months and two years. She has asked you to explain what behaviour the children may show.

(a) Explain what behaviour each child is likely to show with regard to Freud's psychosexual stages.

(4)

The youngest child who is aged six months will be going through the oral stage which is the first psychosexual stage according to Freud. The oral stage occurs from birth to around 18 months, and pleasure and sexual energy is on the mouth therefore nursing and sucking are the key. This child will be attention seeking too as she will only have the first part of the personality - the id.

The two year old child will have moved into the second psychosexual stage which is the anal stage. During this stage, pleasure and sexual energy is on the anus and potty training is the key. As well as this, this child will have developed the ~~superego~~ ego and will be rational.



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Examiner Comments

This gets four marks

One mark for ages and stages (6 month oral and 2 year anal), one mark for sucking and nursing being the key one mark for attention seeking/id one mark for potty training being the key (could have one mark for developing the ego and being rational but full marks already).



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Examiner Tip

Focus on the question asked as this candidate has done, there is no mention of fixation in adulthood.

Question 15 (b)

This was not answered well, a lot of candidates said it was good because the theory explains the description of what Freud said about fixation e.g. it explains why people smoke and then not saying why this is a strength or offering any supporting evidence. Those that said Little Hans gave supporting evidence then often failed to gain the second mark, as they did not elaborate on their answer.

(b) Outline **one** strength of Freud's psychosexual theory of development.

(2)

This is supported by some case studies Freud did. Little Hans where he was going through the Oedipus complex and Dibs where he had hatred for the dad and set a playhouse on fire pretending his dad was in it.

(Total for Question 15 = 6 marks)



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Examiner Comments

This gets two marks

One mark for supported by case studies...Dibs.

One mark for elaboration of how the Dibs study links to his theory, this is how elaboration needs to show the links.

(b) Outline **one** strength of Freud's psychosexual theory of development.

(2)

It explains why children behave a certain way and why when they're an adult they have certain characteristics like being anally retentive (organized) or even why some people have mental health problems.



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Examiner Comments

This gets no marks

The answer outlines what the theory might explain but not why this is a strength. Being able to see someone has mental health problems could be a strength - useful to society - but this would need to be made more clear.



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Examiner Tip

When evaluating a theory don't say it is good because it explains... followed by a description of part of the theory, state clearly why it is good.

Question 16

Candidates either knew it or struggled badly here. Some stunning answers clearly telling the examiner what the CNS is all about with lots of detail about the structure of neurones and the role of neurotransmitters. Some candidates confused neurons and neurotransmitters, or gave a muddled account of how messages were passed around the body and brain. Better candidates made use of a good example to support what they were saying and there were some detailed diagrams showing how the CNS worked which were creditworthy. Weaker candidates lacked detail in their answer or talked about the role of hormones as well.

16 The central nervous system has an important role in human behaviour.

Describe the central nervous system.

(4)

The central nervous system or CNS is the brain, this is where all of the human / animal's functions take place, it's where the ~~the~~ messages get sent to in order to do something like move an arm or leg. PET scans are used to see the activity within the CNS to make sure everything's working properly and is balanced. MRI scans take a picture to see the structure of the brain. The CNS has a very important role on behaviour, biologically if there is an imbalance then it can shift a person's whole behavior and characteristics, like schizophrenia, this is an imbalance that can't be helped or learnt within the brain.



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Examiner Comments

This gets one mark.

One mark for messages getting 'sent to move things like an arm or a leg.'

Nothing else gets credit, it is not describing the CNS but how scans can be used to measure the brain.



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Examiner Tip

Keep focused on the question, highlight key words if it keeps you focused.

16 The central nervous system has an important role in human behaviour.

Describe the central nervous system.

(4)

The central nervous system is made up of the brain and the spinal chord. The brain transfers information throughout it using nerve cells called neurons. Along these neurons, electrical impulses containing instructions/information. This travels along the axon until it reaches the terminal button which holds neurotransmitters - These are chemical messages. The ~~chemical~~ ~~neuro~~ neurotransmitters are released and cross a gap called a synapse between the neurones. If it 'fits' the ^(part that receives the messages) receptors on the dendrite (part of the next neurone) this will cause the electrical impulse to continue down the next neuron and this instructs the body ~~what~~ on what the brain wants it to do. (Total for Question 16 = 4 marks)



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Examiner Comments

This gets four marks.

One mark for brain and spinal cord.

One mark for neurons and electrical impulses, one mark for up to 'neurotransmitters', one mark for neurotransmitters released across the gap (and could get another mark for the end - about dendrites and the message continuing but already full marks).

Question 17

Not answered well at all, this seems to be a case of candidates not reading the question properly and writing down a rote learnt answer. Most simply described animal ethical guidelines without any evaluation which is what the question asked for. A minority of candidates had a very good debate in terms of ethical *issues* and scored well but this was rare. A lot of candidates talked about human ethics such as consent rather than focussing on animal ethics whilst others focussed on practical issues without relating them to ethics.

17 Animal studies are often used in the Biological Approach.

Evaluate the use of animals in psychological studies in terms of the **ethical** issues.

(4)

Animal studies are good to use on as it is easier to control the extraneous variables that we would struggle to control when studying humans. There are less guidelines to follow when conducting animal studies rather than human.

In terms of ethics ~~so~~ there are debate on if they are fair or not as the guidelines state you can not cause animals major pain unless it will have a life changing impact for humans. but the guidelines are hazy on how far major pain is and what is classed as major pain. It is ok to cause animals discomfort ~~which~~ which some people say is not ethical and animals should have the same ethical guidelines as humans as they also feel pain.



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Examiner Comments

This gets one mark.

No mark for the debate about not giving major pain unless valuable findings for humans (life changing) - this is a description of guidelines.

One mark for the debate about guidelines being hazy, such as what is major pain.

There is a practical reason at the start - easier to control variables - and practical reasons do not gain credit and having fewer guidelines is more practical than ethical (if true which it is not, there are different guidelines but not fewer guidelines when using animals).

There could be a point that some people want the same sort of guidelines as for humans but this needs clarifying.

17 Animal studies are often used in the Biological Approach.

Evaluate the use of animals in psychological studies in terms of the **ethical** issues.

(4)

Animal Experiments are very useful as we can ^{do} ~~generate~~ to animals what we cannot do to humans in terms of ethics.

Many people disagree and think that we should not do things to animals we wouldn't do to humans as a matter of principle, which is a weakness.

If an animal has to be harmed then a suffering vs. quality of research that must be made, and a decision needed on its findings, which is a strength.

If an animal is incapable of living a normal life after the experiment, or is surgically altered it must be put down.

A vet must be present to provide pain relief during the experiment, which is a strength.

Many people think that being experimented on is a more noble way of dying than being turned into meat.

After the experiment any healthy animals must be looked after. Consent or right to withdraw are not needed, which is a strength.



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Examiner Comments

This gets 3 marks.

One mark for the first sentence saying we can do things to animals that we can't do to humans.

One for the sentence about many people disagreeing which is elaborated on, they explain why many people disagree.

One mark for how the quality of research has to be good if an animal has to be harmed.

The rest of the answer is just stating some guidelines without offering an evaluation point.



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Examiner Tip

If the question asks for evaluation make sure that you do evaluate rather than just describe.

Question 18

Some really good attempts but this was rare, candidates found the correlation part hard with the vast majority describing how they would set up an experiment, talking about the IV and DV and experimental design a lot of the time. Even the better candidates who did talk about a correlation thought they had an IV and DV, which is disappointing as they should have carried out their own correlation during their AS course. Sampling at times was vague with some still getting random and opportunity sample mixed up and there was little mention of ethics, controls etc. There were some suggestions that wouldn't have been practical to actually carry out such as measuring the eye movements of participants whilst they were asleep which wouldn't have told us if they were having a nightmare or not. Some candidates were able to state how they would carry out the correlation but were then let down by lack of detail about how they would actually get their data, saying they would use a questionnaire but adding nothing further so replication would be hard. The vast majority of candidates gained marks by default because what they wrote as an experiment could be turned into a correlation, but this meant their marks were limited. To gain access to the higher levels on practical design questions the examiner must be able to reasonably replicate the practical.

SECTION C

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

18 Delia has heard somewhere that the number of horror films watched may be linked to the number of frightening dreams that people have. She has decided to carry out a correlational study to investigate this.

Describe how Delia might carry out her correlational study.

You could include:

- sample
- procedure
- measurement of variables.

(5)

She could use opportunity sampling by just involving other people with the experiment to get more reliable data and maybe better validity. She could announce a movie night and watch a few horror films, give the most and all the same age certificate (18). Then maybe find the results in the morning and ask ~~who~~ about their dreams. She would also have to consider extraneous variable as it could have been something on their

minds or they constantly have frightening dreams everynight beforehand, or even something they had eaten (e.g. cheese).



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Examiner Comments

This gets 0 marks.

If the participants all watch the same number of films, and there is no sample information - there is not enough here to suggest a correlation.



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Examiner Tip

Practice questions that ask you to design a practical throughout the year, as well as doing your own practicals.

SECTION C

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

18 Delia has heard somewhere that the number of horror films watched may be linked to the number of frightening dreams that people have. She has decided to carry out a correlational study to investigate this.

Describe how Delia might carry out her correlational study.

You could include:

- sample
- procedure
- measurement of variables.

(5)

Delia would get a large sample of both males ~~of~~ and females of all different ages and of all different backgrounds. This would make it highly generalisable. The sampling method would also be random. She would create a questionnaire asking how many horror films they have watched, and how often a week/month they have frightening dreams. She would follow all ethical guidelines when carrying out this test. Making sure all participants have given fully informed consent, the

right to withdraw and are debriefed afterwards. Once all the data had been collected she would put it all into a table for it to be analysed. She may also want to put it into a ~~table~~ graph (plotting 'No. of films watched'

against 'No. of weekly bad dreams'). This would make the correlation between the two variables clear making it easier to state whether it is positive or negative.



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Examiner Comments

This gets 4 marks.

It is clearly a correlation, with no mention of IV, DV or experimental design. The sample is mentioned, though it could do with a bit more detail e.g. how many participants or how Delia would get a random sample, we know how she is going to collect her data with examples of the types of questions that she would ask, and ethical considerations are mentioned.



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Examiner Tip

When given bullet points with a question about what you could include, use them as a guideline to help structure the answer. They do not need to be included if they say 'could', but if they say 'must' then all bullet points should be included.

Question 19 (a)

Most could identify some hormones but not describe what they do, there were many simplistic answers not going beyond naming male and female hormones & some very superficial answers

Quite a few just wrote general answers without any reference to specific hormones. However, there were some pleasing answers where candidates knew what happens pre-natally and post-natally. Many did get the pre-natal environment incorrect especially about Oestrogen.

19 (a) Describe the role of hormones in gender development.

(3)
Boys will have higher testosterone which means that they will become more aggressive. Girls will have higher Oestrogen levels and they will put girls through menstrual cycle. Both genders have testosterone. And boys who lose testosterone increase in female hormones.



ResultsPlus

Examiner Comments

This gets one mark.

One mark for Oestrogen cycle and menstrual cycle together with testosterone and aggression.

The last point is too general so no more marks.

19 (a) Describe the role of hormones in gender development.

(3)

If there is a Y chromosome in a ~~female~~ foetus, it is male which leads to the release of male rather than female hormones such as testosterone. If the Y chromosome is present, a hormone called H-Y antigen is released to develop the gonads into testes. The testes will release a hormone called 'testes determining factor' which will complete development of gonads (testes) and prevent ovaries forming. Also the testes will release a 'anti mullerian hormone' that develops the full production of the ~~mullerian~~ wolffian system of testes and penis. ~~and~~ it is the absence of male hormones that lead to the development of the female mullerian system of vagina and ovaries.



ResultsPlus

Examiner Comments

This gets three marks.

One mark for H-Y.

One mark for testes determining factor...one mark for anti mullerian...

(Would be one mark for the absence of male hormones... but already full marks.

Question 19 (b)

The majority of candidates linked their answers to the David Reimer case, however a large number gave a detailed explanation of the Reimer case which was not necessary, rather than stating the findings and applying them to the case of Mark. Unfortunately a large number did not take their answer any further and therefore could not gain more than 1 mark. However some did use a range of evidence to explain their points, e.g. Daphne Went. Many went into the issue of 'giving Mark a choice' whether he wanted an op when he is old enough. The majority failed to go beyond this. Many candidates claimed that the biological approach states that gender is decided at birth, as opposed to at conception. Many candidates tended to talk about what they thought the parents should do with/about Mark, in terms of the moral dilemma rather than discussing issues such as brain lateralisation etc. Those that did gain higher marks focussed on what the different studies have shown us, and talked about how our genes, hormones and brain lateralisation may mean changing Mark's gender would not be effective.

(b) Mark was born genetically male but with an undeveloped penis. His parents are trying to decide whether it would be best for him to have an operation to change him into a female.

With reference to Mark, use concepts (ideas, theories, research) from the Biological Approach to explain issues involved in gender development.

(5)

Money Study was about turning
Bruce to Brenda when a surgical
mishap removed his penis completely.
During this study he looked like and
dressed like a girl and most of
the time acted like a girl but also
was quite boy-like sometimes and in
the end was changed back to male
David. With reference to this study, sex-
reassignment would not be a good idea.
In the biological approach it says
gender development is determined by
hormones and the Wolffian and
Mullerian ducts development, so hormones
cannot be changed, however more
oestrogen could be for Mark.



ResultsPlus Examiner Comments

This gets one mark.

One mark for the Money study and outcome for Mark.

The rest is not clear - the terms are used but without clarity, they could explain what Mark has and how that may affect him, e.g. testosterone in puberty may make him grow facial hair.



ResultsPlus Examiner Tip

When using a study to support an argument only include the results or conclusions, you do not need to describe the whole study.

(b) Mark was born genetically male but with an undeveloped penis. His parents are trying to decide whether it would be best for him to have an operation to change him into a female.

With reference to Mark, use concepts (ideas, theories, research) from the Biological Approach to explain issues involved in gender development.

(5)

There are various issues involved with ~~gender~~ gender development when looking at transgender operations. From the development of the foetus there is an X chromosome from the female ~~sex cell~~ gene. The development of a Y chromosome is dependent on the father. If a Y chromosome is present at birth then the SRY gene is triggered causing ~~Testes determine~~ the trigger of the Testes determining factor (TDF). However in Mark's case there is a possibility of ~~an extra~~ that the SRY gene was not triggered causing the underdevelopment of ~~his~~ his genitals. However, hormones such as testosterone are giving him other manly features due to the Y chromosome. However, it has been proven by Money (1975) a transgender operation is not successful when trying to manipulate the gender of an individual. Money ~~&~~ aimed to see if gender development was due to the environment and not genetics. However, after 14 years the child who underwent the operation from a boy to a girl announced ~~st~~ they had always felt uncomfortable in the body they were in. Therefore, Mark ~~would not~~ would not likely benefit from the transgender operation.



ResultsPlus Examiner Comments

This gets four marks.

One mark for X and Y and triggering TDF - this is pure description with no reference to Mark so remember the max 2 for no reference to Mark.

One mark for there being a problem for Mark if this does not trigger one mark for getting more manly features, one mark at the end for Money study.



ResultsPlus Examiner Tip

Description of a study gets just one mark as the findings are what are required.

Question 19 (c)

Most could score something here. A lot could describe OC and SLT very well but no reference to gender at all. Some decided to compare all the way through with no description. However, there were candidates that could tackle both injunctions well with gender-specific descriptions and explicit comparisons. Most candidates knew the psychodynamic explanation for gender better than the learning explanation, and a lot of candidates tended to offer a description of both without a comparison or very limited comparison at the end. Of those that did make good comparisons not all of them described the learning approach but just spent the whole essay comparing so limiting the level they could get into, as there was a lack of description. When describing the learning explanation those that did it through the use of relevant examples tended to do better. Some candidates used examples that did not focus on gender, such as anorexia, possibly confusing it with the key issue. A few candidates focussed on the biological explanation of gender, which was not creditworthy. Some candidates wrote a traditional describe and evaluate essay rather than a describe and compare essay which is what was asked for.

* (c) Describe the development of gender as explained by the Learning Approach and compare it to the Psychodynamic explanation of gender development.

Comparisons include considering similarities and/or differences.

(12)

The Learning Approach's theory of ~~the~~ operant conditioning and the social learning theory propose that gender is developed and learnt through the processes of observation, modelling, imitation, and reinforcement. ~~It proposes that~~ ~~Operant conditioning~~ It proposes that we are born a blank state and it's how we are brought up and the environment around us that determines our gender behaviour. ^{In} Operant Conditioning, we are ~~also~~ encouraged from birth to perform gender appropriate behaviour and are reinforced to engage in stereotypical activities such as housework for girls and fixing a car for boys. When a girl shows gender appropriate behaviour like playing with dolls it is positively ~~is~~ reinforced by parents to ensure it is repeated, ~~eg.~~ such as being praised. Gender-inappropriate behaviour, however, ~~is~~ may be punished, in particular in boys. (e.g. Dad might shout as boy for playing with girl toys and therefore he learns to not repeat this to avoid the punishment). The social learning theory proposes we engage with the same-sex parent and imitate their behaviour, e.g. ~~like~~ ~~the~~ girl watching ~~both~~ girl pays attention to Mum cleaning, retends this by remembering behaviour, reproduces it by performing behaviour, and lastly

is motivated to generate it again. (Bandura 1977⁴)
proposed that these requirements take place for observational learning to occur). Even if parents do not engage in stereotypical roles themselves, children are still exposed to the way media and literature portray men and women. A similarity between the Learning and Psychodynamic approach as a gender development explanation is that they both include the idea of nurture, ~~being~~ although the psychodynamic is also partly nature (Nurture is the parents contribution in ~~stages~~ ^{the psychosexual stages}, and nature is the order and content of the stages) whereas the learning purely focuses on nurture. Another similarity is that the ~~developmental~~ role of the parents during childhood has a huge affect on how the child develops their gender ^{because} ~~as~~ in the Psychodynamic approach, the boys go through the oedipus complex ~~and~~ where they love their mother and eventually resolve this by identifying father's social roles and the girls go through electra complex, and in the learning approach the parents act as a role model for the child to imitate and also reinforce ~~his~~ negatively and positively to encourage gender appropriate behaviour. Another similarity is that they both have evidence to support the ~~stark~~ theories, ^{such as} ~~although~~ Little Hans (psychodynamic) ¹⁹⁰⁹ ~~was~~ where Freud carried out a case study to find out why he was afraid of horses and during his analysis ~~found~~ he interpreted

the results and found many aspects of the
(identified)*
psychosexual stages such as when he resolved
to resolve the conflict with father by playing
using dolls to 'possess mother' and therefore
was able to move into latency period.



ResultsPlus

Examiner Comments

This got 12 marks.

The first page has good description of operant conditioning clearly linked to gender through the use of examples, as well as a clearly linked description of SLT with the use of an example. The description is level 4.

There are clear comparison points on the second and third pages that are well explained, with the relevant parts of the psychodynamic explanation in more detail as the learning explanation has already been described, but the candidate clearly compares and says which part of the learning explanation is similar to the psychodynamic. Comparison is level 4.

Quality of written communication is good, there is a good use of terms, and the answer is focussed on the question, e.g. there is no detailed description of the psychodynamic approach followed by a comparison, the candidate has described the learning explanation then compared, they have done as asked.

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