

EDEXCEL A-LEVEL PSYCHOLOGY

PSYCHOLOGY



EXAM QUESTION PACK

UNIT 2 OLD SPECIFICATION PAPERS

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Write your name here

Surname

Other names

Pearson
Edexcel GCE

Centre Number

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Candidate Number

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Psychology

Advanced Subsidiary

Unit 2: Understanding the Individual

Monday 23 May 2016 – Afternoon

Time: 1 hour 40 minutes

Paper Reference

6PS02/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A

Answer ALL questions. You are advised to spend approximately 15 minutes on Section A.

In Section A put a cross in each correct box ☐ to indicate your answer.

If you change your mind, put a line through the box ☒ and then put a cross in another box ☐.

For questions 1–9 choose ONE answer from A, B, C, or D.

1 Negative reinforcement is when something

- ☐ A desired is given after a behaviour.
- ☐ B undesired is given after a behaviour.
- ☐ C desired is removed after a behaviour.
- ☐ D undesired is removed after a behaviour.

(Total for Question 1 = 1 mark)

2 A strength of Bandura, Ross and Ross's (1961) study is that

- ☐ A the children were familiar with a Bobo doll.
- ☐ B there was a wide range of ages in the sample.
- ☐ C only agreed behaviours were included in the results.
- ☐ D informed consent was obtained from the participants.

(Total for Question 2 = 1 mark)

3 According to the Biological Approach, brain lateralisation is a factor in gender development.

It has been found that on average

- ☐ A boys use the right side of their brain more than girls for spatial tasks.
- ☐ B boys use the left side of their brain more than girls for spatial tasks.
- ☐ C girls use the right side of their brain more than boys for spatial tasks.
- ☐ D girls use the left side of their brain more than boys for spatial tasks.

(Total for Question 3 = 1 mark)



4 According to the Biological Approach, male gender is determined due to receiving a/an

- ☐ A X chromosome from the father.
- ☐ B Y chromosome from the father.
- ☐ C X chromosome from the mother.
- ☐ D Y chromosome from the mother.

(Total for Question 4 = 1 mark)

5 Max is 20 years old. His friends describe him as being self-centred and very ambitious. He also has problems committing to a relationship.

According to Freud, these behaviours show that Max is fixated in the

- ☐ A oral stage.
- ☐ B anal stage.
- ☐ C phallic stage.
- ☐ D latent stage.

(Total for Question 5 = 1 mark)

6 One criticism of Freud's theory of psychosexual development is that it is

- ☐ A objective.
- ☐ B subjective.
- ☐ C valid.
- ☐ D reliable.

(Total for Question 6 = 1 mark)

7 A negative correlation is when

- ☐ A one variable increases and so does the other variable.
- ☐ B one variable decreases and so does the other variable.
- ☐ C one variable increases and the other variable decreases.
- ☐ D one variable decreases and the other variable stays the same.

(Total for Question 7 = 1 mark)

8 Simrut carried out a study and got the following scores:

5, 3, 9, 3, 7, 4, 8, 3, 4

Simrut's median score is

- ☐ A 3
- ☐ B 4
- ☐ C 5
- ☐ D 7

(Total for Question 8 = 1 mark)

9 Regis is a registered psychologist who carried out an experiment. In order to avoid demand characteristics, he did not tell his participants what the experiment was actually about until his debrief.

Regis had an issue with

- ☐ A informed consent.
- ☐ B the right to withdraw.
- ☐ C confidentiality.
- ☐ D competence.

(Total for Question 9 = 1 mark)

For question 10 choose TWO answers from A, B, C, and D.

10 Regis carried out a chi-squared (χ^2) statistical test on his data.

Two reasons why he carried out a chi-squared test are that it

- ☐ A uses nominal data.
- ☐ B uses ordinal data.
- ☐ C uses an independent measures design.
- ☐ D uses a repeated measures design.

(Total for Question 10 = 2 marks)

TOTAL FOR SECTION A = 11 MARKS



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SECTION B BEGINS ON THE NEXT PAGE.



SECTION B

Answer ALL questions. You are advised to spend approximately 45 minutes on Section B.

- 11** Tracy works for the local council. The council is thinking about reducing the number of people it employs to pick up litter from the street. Tracy has been asked to carry out a study to see if having the streets cleaned at less regular intervals will affect the amount of litter the public will drop. She studies a street to compare how much litter is dropped at two different times, once when it has just been cleaned and once after it has not been cleaned for a month.

- (a) Write a fully operationalised non-directional (two-tailed) hypothesis for Tracy's study.

(2)

- (b) The local council said that Tracy's study was not representative of the whole town.

Outline **one** way in which Tracy could make her study more representative of the whole town's population.

(2)

(Total for Question 11 = 4 marks)



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12 In the Psychodynamic Approach you have learned about Freud's (1909) study of Little Hans.

- (a) Explain what led Freud to conclude that Hans's fear of horses was really a fear of his father.

(3)

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(b) Evaluate Freud's (1909) study of Little Hans in terms of validity.

(4)

(Total for Question 12 = 7 marks)



13 In the Learning Approach you carried out an observational practical.

- (a) Outline the results of your observational practical from the Learning Approach. (3)

- (b) (i) State **one** issue with the reliability of your observational practical from the Learning Approach. (1)

- (ii) Outline how you could deal with the issue stated in 13(b)(i) to improve the reliability of your observational practical from the Learning Approach. (2)

(Total for Question 13 = 6 marks)

14 In the Learning Approach you will have studied Social Learning Theory. Social Learning Theory can be used to explain many different kinds of behaviour.

Use terms from Social Learning Theory to fill in the blanks in the paragraph below.

You **must not** use the same term more than once.

Faye observes her mother mending the car and imitates her mother's behaviour. This is because her mother is a

A characteristic of Faye's mother that means she is more likely to be imitated by her daughter is that she is

Faye sees her father reward her mother for fixing the car as he takes her out to dinner.

This is an example of

When Faye helps to fix the car she is given praise, which increases her so she is more likely to repeat the behaviour.

(Total for Question 14 = 4 marks)



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15 You will have studied a key issue in the Biological Approach.

(a) Describe the key issue you studied in the Biological Approach.

(3)

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(b) Explain the key issue using psychological terms, concepts, theories and/or research from the Biological Approach.

(5)



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(Total for Question 15 = 8 marks)



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(b) Evaluate Money's original (1975) study.

(8)

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(Total for Question 16 = 12 marks)

(TOTAL FOR SECTION B = 41 MARKS)



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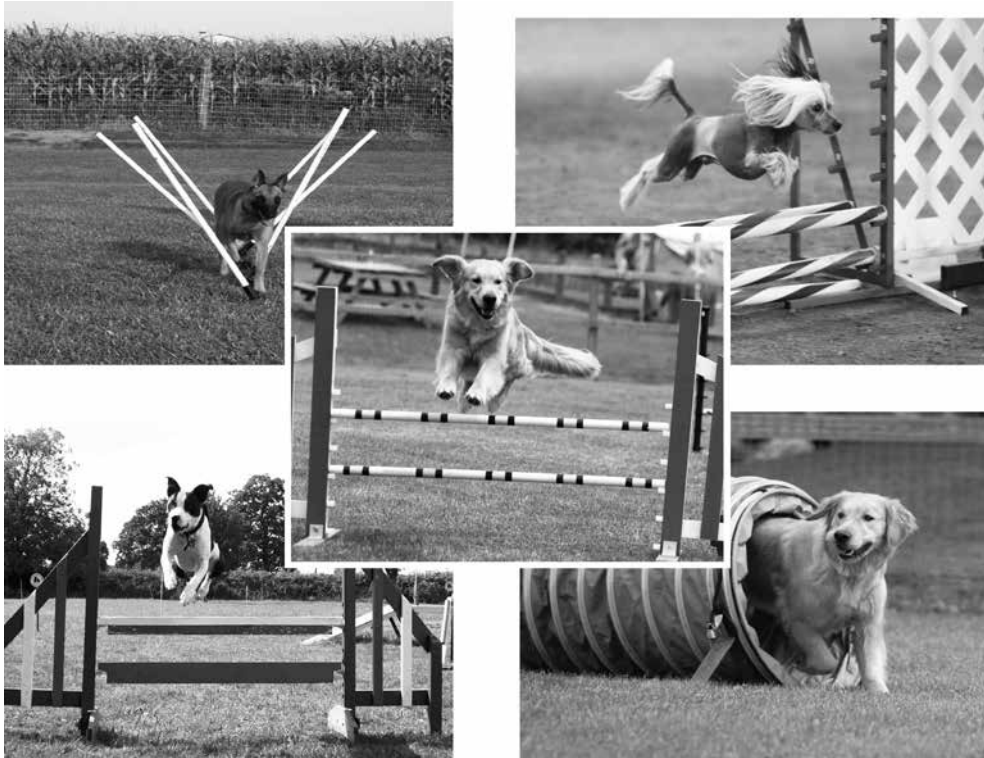
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SECTION C BEGINS ON THE NEXT PAGE.



SECTION C

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

17 The pictures below show dogs being trained on a dog agility course.



(Source: <http://imgkid.com/dog-agility-field.shtml>)

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Oliver wants to train his dog, Spike, to compete in agility trials and has set up an agility course in his garden.

Explain how Oliver could train Spike to compete on an agility course using operant conditioning.

Area for writing the answer, consisting of multiple horizontal lines.

(Total for Question 17 = 5 marks)



- 18** (a) Seif is an educational psychologist who is interested in researching whether students perform better if they have one examination at the end of a two-year course or if students perform better if they have several examinations throughout the two years of the course.

Seif has decided to carry out a longitudinal study to compare the two approaches to student examinations.

Describe how Seif may carry out his longitudinal study.

You may wish to include some of the following:

- Method
- Variables
- Apparatus
- Sampling
- Ethics.

(7)



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(b) Evaluate the longitudinal research method, as it is used in psychology.

(4)

(Total for for Question 18 = 11 marks)



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***19** Describe and evaluate the biological explanation of gender.

In your evaluation, you **must** include at least **one** comparison with another explanation of gender.

(12)

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(Total for Question 19 = 12 marks)

TOTAL SECTION C = 28 MARKS
TOTAL FOR PAPER = 80 MARKS



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Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCE
in Psychology (6PS02/01) Paper 1

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Summer 2016

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General Guidance on Marking– GCE Psychology

All candidates must receive the same treatment.

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

Examiners should therefore read carefully and consider every response: even unconventional answers may be worthy of credit.

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

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

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

Using the mark scheme

The mark scheme gives:

- an idea of the types of response expected
- how individual marks are to be awarded
- the total mark for each question
- examples of responses that should NOT receive credit (where applicable).

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

Quality of Written Communication

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

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

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

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

Unit 2: Understanding the Individual

Section A

Question Number	Question	
1	Negative reinforcement is when something	
	Answer	Mark
	a) desired is given after a behaviour. b) undesired is given after a behaviour. c) desired is removed after a behaviour. d) undesired is removed after a behaviour..	(1 AO1)

Question Number	Question	
2	A strength of Bandura, Ross and Ross's (1961) study is that	
	Answer	Mark
	a) the children were familiar with a Bobo doll. b) there was a wide range of ages in the sample. c) only agreed behaviours were included in the results. d) informed consent was gained from the participants.	(1 AO2)

Question Number	Question	
3	According to the Biological Approach brain lateralisation is a factor in gender development. It has been found that on average	
	Answer	Mark
	a) boys use the right side of their brain more than girls for spatial tasks. b) boys use the left side of their brain more than girls for spatial tasks. c) girls use the right side of their brain more than boys for spatial tasks. d) girls use the left side of their brain more than boys for spatial tasks.	(1 AO1)

Question Number	Question	
4	According to the Biological Approach the male gender is determined due to receiving a/an	
	Answer	Mark
	a) X chromosome from the father. b) Y chromosome from the father. c) X chromosome from the mother. d) Y chromosome from the mother.	(1 AO1)

Question Number	Question	
5	Max is 20 years old. His friends describe him as being self-centred, and very ambitious. He also has problems committing to a relationship. According to Freud these behaviours show that Max is fixated in the	
	Answer	Mark
	a) oral stage. b) anal stage. c) phallic stage. d) latent stage.	(1 AO1)

Question Number	Question	
6	One criticism of Freud's theory of psychosexual development is that it	
	Answer	Mark
	a) a) objective. b) subjective. c) valid. d) reliable.	(1 AO2)

Question Number	Question	
7	A negative correlation is when	
	Answer	Mark
	a) one variable increases and so does the other variable. b) one variable decreases and so does the other variable. c) one variable increases and the other variable decreases. d) one variable decreases and the other variable stays the same.	(1 AO3)

Question Number	Question	
8	Simrut carried out a study and got the following scores 5, 3, 9, 3, 7, 4, 8, 3, 4 Simrut's median score is	
	Answer	Mark
	a) 3 b) 4 c) 5 d) 7	(1 AO3)

Question Number	Question	
9	Regis is a registered psychologist who carried out an experiment. He did not tell his participants what the experiment was actually about until his debrief, in order to avoid demand characteristics. Regis had an issue with	
	Answer	Mark
	a) informed consent. b) right to withdraw. c) confidentiality. d) competence	(1 A03)

Question Number	Question	
10	Regis carried out a chi squared statistical test on his data. Two reasons he carried out a chi squared test are that it	
	Answer	Mark
	a) uses nominal data. b) uses ordinal data. c) uses an independent measures design. d) uses a repeated measures design.	(2 A03)

Section B

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

Question Number	Question	
11a	Tracy works for the local council. The council is thinking about cutting the number of people they employ to pick up litter from the street. Tracy has been asked to carry out an experiment to see if having the litter cleaned at less regular intervals will affect the amount of litter the public will drop. She compares a street to see how much litter is dropped at two different times, once when it has just been cleaned and once after it has not been cleaned for a month. Write a fully operationalised non-directional (two-tailed) hypothesis for Tracy's study	
	Answer	Mark
	No credit for a directional (one tailed) hypothesis. No credit for a null hypothesis. 1 mark for a partial non-directional hypothesis, 2 marks for an hypothesis where both the IV and the DV have been operationalised. • There will be a difference in the amount of litter dropped on the street on the two times it is studied/eq; (1mark) • More litter will be dropped on the street on one of the two times it is studied/eq; (1 mark) • There will be a significant difference in the amount of litter dropped on the street that has just been cleaned compared to the street that hasn't been cleaned for a month/eq; (2marks) • The street that has just been cleaned will have a different number of pieces of litter dropped on it compared to the street with no cleaning for a month/eq; (2 marks) Look for other reasonable marking points.	(2 A03)

Question Number	Question	
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11b	The council said that Tracy's study was not representative of the whole town. Outline one way Tracy could make her study more representative of the town's population.	
	Answer	Mark
	One mark per point/elaboration. If more than one way given then mark all and credit the best. • She could carry out the study on more than 1 street/eq; • This would mean that her sample size would increase so the results would be more representative/eq; • Tracy could use a random sampling method to make the results more representative/eq; • This would mean that every street had a chance of being in the study so there would be less bias when deciding which streets to use/eq; • Tracy should make sure she uses streets from a variety of areas across the town/eq; • This would ensure variables of the people who lived in the streets were more balanced so less likely to affect the results/eq; Look for other reasonable marking points.	(2 A03)

Question Number	Question	
12a	In the Psychodynamic Approach you have learned about Freud's study of Little Hans (1909). a) Explain what led Freud to conclude that Hans' fear of horses was really a fear of his father.	
	Answer	Mark
	One mark per point/elaboration. • Freud said the black bits around horses' mouth represented Hans' father's moustache/eq; • Hans was scared of horses with blinkers, the blinkers represented his father's glasses/eq; • Freud said seeing a horse collapse in the street reminded Hans of his death wish against his father/eq; • Hans once said 'daddy don't trot away from me' to his father/eq; • Hans was especially afraid of white horses and he once mentioned how white his father was/eq; Look for other reasonable marking points.	(3 A01)

Question Number	Question	
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12b	Evaluate Freud's study of Little Hans (1909) in terms of validity	
	Answer	Mark
	One mark per point/elaboration. No credit if it is not in terms of validity. • The data gathered was rich and detailed as it was a case study, so this increases validity/eq; • Freud used different methods, such as dream analysis, observations of Little Hans, so the data could be triangulated/eq; • As Hans' phobia was cured Freud would argue that the analysis was valid/eq; • Hans related his dreams to his father in his own house so it has ecological validity/eq; • It does not have population validity as it is a case study of one unique boy so the results may not apply to other children/eq; • Freud's interpretation of Hans' dreams are subjective, other analysts may interpret them in a different way/eq; • The reason Hans may have been scared of horses is because he saw one collapse in the street so it may not be because of unconscious desires/eq; • Hans' father may have been biased in the information he passed on to Freud, so the analysis may not be accurate affecting validity/eq; • It has task validity as Hans' was going about his normal life and would talk to his father about his phobia/dreams/eq; Look for other reasonable marking points.	(4 AO2)

Question Number	Question	
13a	In the Learning Approach you carried out an observational practical. Outline the results from your observational practical from the Learning Approach.	
	Answer	Mark
	No credit if the practical is not from the Learning Approach One mark for a weak answer. Two marks for an elaborated answer that includes some figures e.g. mean. Three marks for a detailed answer that includes the statistical test and whether the results were or were not significant. Possible practicals include: observing what toys children play with; what types of car different genders drive; observing which gender is the most polite; which gender wears a specific colour more. There are others if not sure check with team leader. 0 marks Either no answer or a muddled answer where the examiner cannot tell what results were found. No focus on the observation from the Learning Approach. Or no answer at all. 1 mark The examiner is given a brief idea of the results with a reference to what was found may not include any analysis of central tendency. E.g. more women drove smaller cars, such as Fiat 500's, compared to men. 2 marks The examiner knows what results were found, will make an explanation of what the central tendency shows, or use figures to explain their results. May say there was a significant difference (or not) but not explain how they know this. E.g. More women drove bigger cars compared to men, as 28/30 women drove big cars and only 16/30 men drove big cars. 3 marks The examiner knows exactly what results were found, will make a reference to whether there was a significant difference or not with some explanation about why they are saying this. May also include figures from central tendency to further explain their results. The results were significantly different and women did drive smaller cars than men as the observed value was bigger than the critical value. Look for other reasonable marking points.	(3 A03)

Question Number	Question	
13bi	State one issue with the reliability of your observational practical from the Learning Approach	
	Answer	Mark
	One mark per point/elaboration. No credit if it is not the practical observation from the Learning Approach. No credit if it is not a reliability issue. • We did not have good definitions about what type of play was aggressive affecting our reliability/eq; • We only observed cars at midday, so results may be different if it was during rush hour/eq; • Our extraneous variables weren't controlled so they may have affected our results/eq; • It was raining when we observed the children in the playground so this may have affected how they acted/eq; • We did not have good inter-rater reliability as when we compared results we did not have the same totals for healthy eating in males and females/eq; Look for other reasonable marking points.	(1 A03)

Question Number	Question	
13bii	Outline how you could deal with the issue stated in 13(b)(i) to improve the reliability of your observational practical from the Learning Approach.	
	Answer	Mark
	One mark per point/elaboration. TE. If the issue being improved does not match the issue in bi) then 0 marks. If the issue being improved does match the issue in bi) but is not from the Learning Approach then 0 mark. Definitions. • Before we carried out the observation we should have sat down and discussed how we were going to define aggressive behaviour/eq; • We could have carried out a pilot study to check we had inter rater reliability and had all observed the same behaviour/eq; (1st mark) If we found we did not have inter rater reliability we should have looked at our definitions again and seen where we differed/eq; (2nd mark) • We could have had pictures of big and small cars so everyone in our groups knew what they were looking for/eq; Extraneous variables. • We could have carried out a structured observation to control the setting/eq; (1st mark) this would mean that the setting would be the same for all participants increasing our reliability/eq; (2nd mark) • We could carry out the observation over several days/times so the weather/time of day did not affect our results/eq; • We could make sure we controlled variables such as noise, toys available so they were the same for everyone/eq; Look for other reasonable marking points.	(2 A03)

Question Number	Question	
14	In the Learning Approach you will have studied Social Learning Theory. Social Learning Theory can be used to explain many different kinds of behaviour. Use terms from Social Learning Theory to fill in the blanks in the paragraph below. You must not use the same term more than once.	
	Answer	Mark
	If same term is used correctly more than once no marks for the second reference. Faye observes her mother mending the car and imitates her mother's behaviour. This is because her mother is a _role model/female_ A characteristic of Faye's mother that means she is more likely to be imitated by her daughter is that she is that she is same gender/powerful/ warm/ has authority/similar. Faye sees her father reward her mother for fixing the car as he takes her out to dinner. This is an example of vicarious reinforcement/learning When Faye helps fix the car she is given praise which increases her motivation so she is more likely to repeat the behaviour again. Look for other reasonable marking points.	(4 A01)

Question Number	Question	
15a	You will have studied a key issue in the Biological Approach. a) Describe the key issue you studied in the Biological Approach	
	Answer	Mark
	One mark per point/elaboration. No credit if the issue is from another approach or if it is biological theory/studies with no identifiable issue. 1 mark for ID that is clearly expressed as an issue. Issues can include Is autism an extreme male brain condition? Are transgender operations ethical? Are mental disorders biological in nature? There are others. Please check with your team leader if you are not sure. E.g. Is autism an extreme male brain condition?/eq; - Autism affects a child's ability to interact and build relationships with others/eq; - Symptoms can include lower language abilities than others their age and problems with communicating/eq; - Almost $\frac{3}{4}$ of people with autism are male/eq; - It is thought that an autistic brain structure is an exaggeration of normal male brain structures/eq; E.g. Are transgender operations ethical?/eq; - A transgender operation involves changing the physical sex of a person, e.g. changing a male into a female physically/eq; - This can be done with adults because they feel they are in the wrong sex body/eq; - It can also be done on children if they appear to be of an indeterminate sex/eq; - However in the case of children there are ethical issues as it is the parents not the child who decides what sex they become/eq; - Some argue it isn't ethical to spend public money on what could be seen as a non essential operation/eq; E.g. Do anti depressants work?/eq; - Millions of pounds are spent by the NHS on anti depressants every year/eq; - They work by changing the neurotransmitters/increasing levels of serotonin in the brain/eq; - It is said that drugs are used because they are quicker/cheaper than other forms of therapy/eq; - However some argue that psychotherapy would be more effective/eq Look for other reasonable marking points.	(3 AO1)

Question Number	Question	
15b	Explain your key issue in 15a) using psychological terms, concepts, theories and/or research from the Biological Approach.	
	Answer	Mark
	One mark per point/elaboration. TE: If 15a is blank but 15b explains a clearly identifiable key issue from the biological approach then all marks can be given. If the key issue is not from the biological approach but is the one described in 15a) 0 marks. No credit if the issue is not the same as the issue in 15a. No ID mark. Max 1 mark for non-biological alternative theories. E.g. Is Autism a male brain condition? • Male brains are heavier than female brains, and people with autism have heavier brains/eq; • In early development male brains grow faster than female brains and the brains of people with autism grow even faster/eq; • Males are better at spatial tasks than females, and people with autism tend to be even better at them showing it could be due to brain function/eq; • People with autism are slower than males who don't have autism at developing language, with females developing language the fastest/eq; • However hormones could play a part as it could be due to exposure to male hormones which explains why some females also have autism/eq; • It may also be genetic as about 60% of MZ twins will have it if their twin already has it/eq. • There are other explanations such as the theory of mind which says people with autism cannot see another's perspective E.g. Are transgender operations ethical? • In the case of Money's study at first it seemed that a male could successfully become a female/eq; • However in David Reimer's later testimony it was clear it didn't work as he changed back to a male/eq; • The case of Daphne Went would suggest it does work as she is biologically male but happy as a female/eq; • If gender is partly due to brain lateralisation then such operations won't work as the child will still have the original sex brain/eq; • However social learning theorists would argue that with appropriate role models children can learn to be a specific sex/eq; • A study of 14 males who were raised as girls after surgery found that most of them still felt male showing it often doesn't work/eq; E.g. Do anti depressants work? • Studies have found they work in around 65% of cases compared to 30% improvement with a placebo/eq; • However in 30% of patients they have no effect/eq; • They do have side effects that include dry mouth/eq; • Prozac has been known to increase suicide/suicidal thoughts in some patients/eq; • Psychoanalysts would say that as the root cause of the problem has not been addressed then antidepressants just get rid of the symptoms/eq; • Antidepressants may not cure but the patient may need to take them in order to access other therapies/eq; Look for other reasonable marking points.	(5 AO1)

Question Number	Question	
16a	In the Biological Approach you will have learned about Money's (1975) study. a) Describe the procedure of Money's original (1975) study.	
	Answer	Mark
	One mark per point/elaboration No credit for the aims, results or conclusion. No credit for any procedural point that relates specifically to the follow up study including allegations about what happened. Max one mark for points about the accident • There was an accident during Bruce's circumcision and his penis was burnt off/eq; • After seeing Money on television the parents contacted him and agreed to bring Bruce up as a girl/eq; • Bruce was castrated and his name changed to Brenda/eq; • He was renamed Brenda, dressed in girls clothes and given girls' toys to play with/eq; • The parents emphasised the mother role doing housework and father role doing DIY/eq; • Brenda was castrated when she was two/eq; • At puberty/12 years old Brenda was given oestrogen to allow female development/eq; • Both Brenda and her twin brother Brian had yearly interviews with Dr Money where he emphasised the difference between male and female/eq; Look for other reasonable marking points.	(4 AO1)

Question Number	Question	
16b	Evaluate Money's original (1975) study.	
	Answer	Mark
	One mark per point/elaboration No credit for evaluation points of any study other than Money's. • The study was only carried out on one pair of male twins so the results may not be true of other children/eq; • The study lack validity as the follow up study found that Brenda had not been happy as a girl and had changed back to a male/David/eq; • Brenda's/Bruce's/David's case was different as s/he had been exposed to testosterone until he was two so the result may not be true for true intersex children/eq; • The study had ecological validity as Brenda lived her normal life at home and helped around the house as she would have had to do/eq; • It could be argued that the yearly interviews were not valid as children don't usually have interviews where the focus is on the different genders/eq; • There were no demand characteristics as neither Brenda nor Brian knew that Brenda had originally been male/eq; • They study was ethical as Money had the consent from Brenda's parents/eq • However it has been alleged that the study caused the twins mental harm so Money did not protect them from harm/eq; • Brian acted as a control to compare Brenda's development to so this increases the reliability/eq; • The results from this study were applied to real life cases of indeterminate sex where it was thought to be best to bring the children up as females/eq; • The case of Daphne Went supports Money's study as she was happy as a female even though she was biologically male/eq; • However several other studies have found that gender reassignments don't work so reducing the reliability of Money's study/eq; Look for other reasonable marking points.	(8 AO2)

Section C

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

Question Number	Question	
17	Oliver wants to train his dog, Spike, to compete in agility trials and has set up an agility course for his dog in his garden. Explain how Oliver could train Spike to compete on an agility course using operant conditioning.	
	Answer	Mark
	1 mark per point elaboration. Max 2 marks if no reference to Oliver/dog/Spike/agility course. • Oliver could use behaviour shaping and train his dog in stages, rewarding the dog as it completes each stage/eq; • He could start by teaching the dog how to weave between poles and then the dog has to weave and climb a plank before getting a reward/eq; • Eventually Spike would need to complete the whole course before he got a reward/eq; • Oliver could use positive reinforcement and give Spike a dog treat when it has completed an obstacle/eq; • Oliver could use punishment and blow a high pitch whistle every time Spike does not complete the course/eq; • Therefore Spike does the course to avoid the whistle, this is negative reinforcement/eq; • Oliver could use negative reinforcement so Spike completes the course to stop Oliver shouting at him/eq; Look for other reasonable marking points.	(5 AO2)

Question Number	Question	
18a	Seif is an educational psychologist who is interested in researching whether students perform better if they have an examination at the end of a two year course or if students perform better if they have examinations throughout the two years of the course. Seif has decided to carry out a longitudinal study to compare the two approaches to student examinations. Describe how Seif may carry out his longitudinal study. You may wish to include some of the following: : • Method • Variables • Apparatus • Sampling • Ethics.	
	Answer	Mark
	Mark according to the levels below. • Elements include time scale, method, variables, design, location, apparatus, sampling, controls, data collection, ethics. Levels. 0 marks. No rewardable material. Either no answer or a muddled answer where the examiner cannot determine how the study would be carried out, or the study is unethical. Level 1. 1-2 marks Basic and brief information about how the study could be carried out. Includes an attempt at one or more of the above. Level 2 3-5 marks Basic detail about how the study could be carried out. Includes at least one well explained element and another element attempted from above. Partial replication possible. Level 3 6-7 marks Good detail about how the study could be carried out. Includes some mention of the longitudinal time scale. Two elements from above are done at least well (may or may not include the longitudinal time scale) and one other attempted. Replication possible given time constraints of exam situation. When marking be aware of the time constraints. Some detail may be missing even from level 3	(7 A03)

Question Number	Question	
18b	Evaluate the longitudinal research method, as it is used in psychology.	
	Answer	Mark
	1 mark per point/elaboration. • Participant variables do not affect the results as the same participants are used throughout the study/eq; • They are useful when studying children to see how they develop over time/eq; • They often use several different research methods which can be cross checked with each other to get valid/reliable results/eq; • As it is over a long period of time participants may drop out so the sample may become biased/eq; • The researchers may become attached to the participants so affecting their objectivity/eq; • The results could be specific to that generation of participants and may not be true for older or younger generations/eq; (1st mark) e.g. longitudinal research into the effects of media violence will be different across different generations due to the different media/eq; (2nd mark) Look for other reasonable marking points.	(4 A03)

	Guidance	
	Use the levels below to allocate marks according to how detailed the answer is and how thorough the information. Giving marks for elaboration where appropriate is particularly important where questions such as this are suitable to stretch and challenge candidates, so that the full range of marks is available. Please read the whole response before crediting.	

	Question	
19	Describe and evaluate the biological explanation of gender. In your evaluation you must include at least one comparison with another explanation of gender.	
	Answer	Mark
	Refer to the levels at the end of the indicative content. Appropriate answers might include the following descriptive points but the list is not exhaustive. • Genetic sex is determined by the chromosomes in the egg and those in the sperm • The egg includes the X chromosome, the sperm contains either the X or the Y chromosome • If the sperm contains the X chromosome it will be a girl, if it's the y chromosome it will be a boy • The Y chromosome will cause the male foetus to develop testes at around 7 weeks • Testosterone makes males more aggressive/tough and oestrogen makes females more emotional • If the testes develop male sex hormones will be released when the foetus is 3 months leading to male sex organs • If no male hormones are released then the female sex organs develop • In puberty the hormone testosterone lead males to develop facial hair and causes sperm to be produced • In females oestrogen released at puberty causes breasts to grow and fatty tissue to be deposited on the hips • In a female other genes cause the foetus to develop ovaries • Hormones are released that stop the male foetus developing a uterus/fallopian tubes • Brain lateralisation is different between the genders with males being more lateralised than females. • Male speech and comprehension is controlled by the left hemisphere, whilst females tend to be across both hemispheres Appropriate evaluation may include the following points, but the list is not exhaustive. • The Batista family had boys who were thought to be girls until they reached puberty, and the boys had no problem becoming males, so supporting the biological approach • However, this may be because their community allowed them to become male as it had happened before • Dorner (1972/76) destroyed sex centres in the brains of newborn male rats, and they behaved like female rats • However, we may not be able to generalise the findings of this study to humans as our brains are different from rats	(6 AO1 6 AO2)

	• A meta analysis on human brains failed to show gender differences in the corpus callosum • David Reimer was not happy when he was brought up as a girl, and had surgery to turn back to a male supporting the approach • Female rats who were injected with testosterone behaved like male rats • Female babies are more sensitive to noise from birth, so there must be biological differences Comparison points • The learning approach would argue that gender development is due to your upbringing not your genes/hormones • Operant conditioning would argue that we are positively reinforced for gender appropriate behaviour whilst the biological approach does not look at reinforcement • SLT says we learn our behaviour from observing same sex role model whilst the biological says it is all down to our nature • The psychodynamic approach says we learn our gender appropriate behaviour by identifying with the same sex parent/eq; • Both the psychodynamic and biological explanations say it is due to nature, but the psychodynamic also says nurture plays a part Look for other appropriate/suitable material	
--	--	--

Level	Mark	Descriptor
		A01 Knowledge and understanding of science and how science works. A02 Evaluation of knowledge and understanding of science and how science works.
	0	No rewardable material
Level 1	1-3 marks	Candidates will produce brief answers, making simple statements showing some relevance to the question. • Description includes brief elements of genes, hormones or brain lateralisation • Little or no attempt at the evaluative or comparative demands of the question. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and /or spelling errors.
Level 2	4-6 marks	Description OR evaluation only OR limited attempt at each OR one is in less detail than the other. • Description will include basic elements of the biological explanation of gender. • Evaluation is basic and may not include a comparison Candidates will produce statements with some development in the form of mostly accurate and relevant factual material. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and /or spelling errors are likely to be present.
Level 3	7-9 marks	Candidate has attempted and answered both the injunctions in the question well. • Good description which focuses on the biological explanation of gender • And good evaluation with an attempt at the comparison. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and /or spelling errors are likely to be present.
Level 4	10-12 marks	Candidate has attempted and answered both the injunctions in the question very well. • Description will have breadth and depth and will be focused on the biological explanation of gender • Evaluation is thorough and broad and is focused on the biological explanation of gender. It may be all comparison, but will be more than one comparison point. • There is at least one explicit comparison between the biological explanation of gender and one other explanation. The skills needed to produce convincing extended writing are in place. Very few syntactical and /or spelling errors may be found. Very good organisation and planning. Given time constraints and limited number of marks, full marks must be given when the answer is reasonably detailed even if not all the information is present.

Write your name here

Surname

Other names

Pearson
Edexcel GCE

Centre Number

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Candidate Number

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Psychology

Advanced Subsidiary

Unit 2: Understanding the Individual

Monday 18 May 2015 – Afternoon

Time: 1 hour 40 minutes

Paper Reference

6PS02/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

SECTION A

Answer ALL questions. You are advised to spend approximately 15 minutes on Section A.

In Section A put a cross in each correct box ☐ to indicate your answer.

If you change your mind, put a line through the box ☒ and then put a cross in another box ☐.

For questions 1–4 choose ONE answer from A, B, C or D.

1 A synapse is

- ☐ A a chemical that allows neurons to communicate with each other.
- ☐ B the location where the chemical is received by the neuron.
- ☐ C a junction between neurons.
- ☐ D the nerve cell in the brain that pass information to each other.

(Total for Question 1 = 1 mark)

2 The research method Money (1975) used was a

- ☐ A correlation.
- ☐ B case study.
- ☐ C survey.
- ☐ D observation.

(Total for Question 2 = 1 mark)

3 A strength of Money's (1975) study is that it

- ☐ A gathered rich, detailed data.
- ☐ B can be generalised to others in similar circumstances.
- ☐ C reported accurately on the success of the study.
- ☐ D gained objective data.

(Total for Question 3 = 1 mark)

4 According to Freud, defence mechanisms

- ☐ A develop when we are fixated in a psychosexual stage of development.
- ☐ B are the rational part of the personality.
- ☐ C control memories that we can access if we want to.
- ☐ D protect the conscious from unwanted thoughts and desires.

(Total for Question 4 = 1 mark)



For question 5 choose ONE answer from A, B or C.

5 According to Freud, our gender development is due to

- ☐ **A** nature.
- ☐ **B** nurture.
- ☐ **C** nature and nurture.

(Total for Question 5 = 1 mark)

For questions 6 – 9 choose ONE answer from A, B, C or D.

6 According to the theory of classical conditioning, we learn through

- ☐ **A** consequences.
- ☐ **B** identification.
- ☐ **C** observation.
- ☐ **D** association.

(Total for Question 6 = 1 mark)

7 Which **one** of the following is an example of a positive reinforcement?

- ☐ **A** Tina avoids detention by doing her homework.
- ☐ **B** Tina gains a sticker for her good behaviour in class.
- ☐ **C** Tina is told off for shouting at the teacher.
- ☐ **D** Tina saw her friend being given a sweet for tidying the desk.

(Total for Question 7 = 1 mark)



P 4 4 9 3 2 A 0 3 2 4

- 8 Kimrun had to carry out an observation for her A level coursework. She decided to observe body language in same sex and mixed sex groups. She placed signs on the walls of the sixth-form common room saying when the observation was to take place. Kimrun sat in a corner of the common room and carried out an observation of everyday behaviour.

This type of observation is

- ☐ A structured.
- ☐ B naturalistic.
- ☐ C covert.
- ☐ D participant.

(Total for Question 8 = 1 mark)

- 9 Kimrun created definitions of the behaviour she was looking for before carrying out the observation. Kimrun then asked a friend to watch a television programme with her using these definitions. When Kimrun and her friend compared scores they found that they had some big differences.

The difference in scores is mainly an issue of

- ☐ A inter-rater reliability.
- ☐ B task validity.
- ☐ C generalisability.
- ☐ D objectivity.

(Total for Question 9 = 1 mark)

For question 10 choose TWO answers from A, B, C, D or E.

- 10 Neil carried out a correlation. To analyse his data Neil decided to carry out a Spearman's test. He carried out the Spearman's test because he was

- ☐ A looking for a difference.
- ☐ B looking for a relationship.
- ☐ C using an independent groups design.
- ☐ D using nominal data.
- ☐ E using ordinal data.

(Total for Question 10 = 2 marks)



For question 11 choose ONE answer from A, B, C or D.

11 A strength of the correlation as a research method is that

- ☐ A it allows us to determine cause and effect.
- ☐ B the independent variable is tightly controlled.
- ☐ C it provides detailed, qualitative data.
- ☐ D the results may lead to new areas of research.

(Total for Question 11 = 1 mark)

TOTAL FOR SECTION A = 12 MARKS



P 4 4 9 3 2 A 0 5 2 4

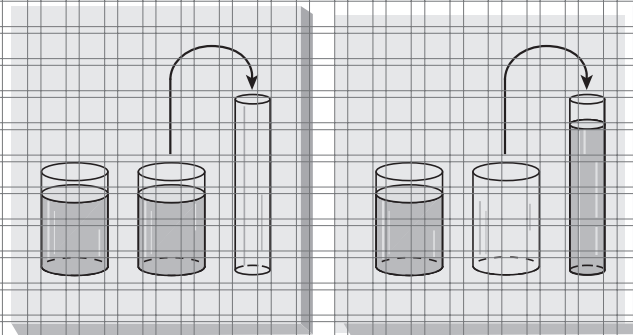
SECTION B

Answer ALL questions. You are advised to spend approximately 45 minutes on Section B.

- 12** Charles is carrying out an experiment on young children. He wants to see if there is a difference between 4 year olds and 8 year olds in their ability to understand that a tall, narrow glass of water can hold the same amount of water as a short, wide glass.

Charles had two short, wide glasses that held the same amount of water. The children watched him pour one of these glasses of water into a tall, narrow glass.

Charles then asked the children if the short, wide glass and the tall, narrow glass had the same amount of water in them.



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

(1)

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

(1)



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

(1)

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

(4)

Strength

Weakness



P 4 4 9 3 2 A 0 7 2 4

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

(4)

(Total for Question 12 = 11 marks)



13 In the Biological Approach you have learned about one of the following studies:

- Gottesmann and Shields (1966)
- Raine et al (1997)
- Bellis et al (2001).

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

(2)

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

(2)



P 4 4 9 3 2 A 0 9 2 4

(c) Evaluate the study that you outlined in 13(a).

(6)



Grid area for question 13.

(Total for Question 13 = 10 marks)



P 4 4 9 3 2 A 0 1 1 2 4

14 The following is a list of terms that are features of operant conditioning:

- Negative reinforcement
- Primary reinforcement
- Punishment
- Secondary reinforcement.

Complete the table below using the terms listed above.

You **must not** use the same term more than once.

(4)

Example	Term from operant conditioning
Rosie gains points on her loyalty card every time she buys some shopping from the local supermarket.	
Jim gets a fine for speeding in his car near a local infant school.	
Fiona's mother stops shouting at her once she has tidied up her bedroom.	
David's parents give him some sweets for helping his sister with her chores.	

(Total for Question 14 = 4 marks)



15 (a) Adele suffered a traumatic event as a child by being lost in a shopping centre.

Describe how Adele may have used **two** defence mechanisms to help her cope with this traumatic event.

(4)



P 4 4 9 3 2 A 0 1 3 2 4

- (b) Elliot, Adele's brother, is two years old. According to Freud's psychosexual theory of development he is in the anal stage.

Outline the behaviour Elliot is likely to display in the anal stage of development.

(3)

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

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

(3)

(Total for Question 15 = 10 marks)



16 Define the following terms from classical conditioning.

You **must** use an example to explain each term.

(8)

Unconditioned stimulus (UCS)

Unconditioned response (UCR)

Conditioned stimulus (CS)

Conditioned response (CR)

(Total for Question 16 = 8 marks)

TOTAL FOR SECTION B = 43 MARKS



P 4 4 9 3 2 A 0 1 5 2 4

SECTION C

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

- 17** Julia is studying psychology at university. As part of her course she has been asked to design and carry out an experiment that looks at the effects of alcohol on reaction times.

Describe a procedure that Julia might use when experimenting on the effects of alcohol on reaction times.

You might wish to consider the following:

- Experimental design
- Variables
- Apparatus
- Sampling
- Ethics.

You **must** justify at least **two** of the decisions made.

(8)



Graph paper grid for calculations and answers.

(Total for Question 17 = 8 marks)



P 4 4 9 3 2 A 0 1 7 2 4

18 (a) Identify the sex chromosomes that are present in males.

(1)

(b) Compare the biological and learning explanations of gender development.
The comparison can include similarities and/or differences.

(4)

(Total for Question 18 = 5 marks)



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

(12)



P 4 4 9 3 2 A 0 1 9 2 4

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Grid area for writing answers.

(Total for Question 19 = 12 marks)

TOTAL FOR SECTION C = 25 MARKS
TOTAL FOR PAPER = 80 MARKS



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Mark Scheme (Results)

June 2015

Pearson Edexcel GCE in Psychology
(6PS02/01)

Unit 2: Understanding the Individual

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Summer 2015

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General Guidance on Marking– GCE Psychology

All candidates must receive the same treatment.

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

Examiners should therefore read carefully and consider every response: even unconventional answers may be worthy of credit.

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

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

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

Using the mark scheme

The mark scheme gives:

- an idea of the types of response expected
- how individual marks are to be awarded
- the total mark for each question
- examples of responses that should NOT receive credit (where applicable).

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

Quality of Written Communication

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

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

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

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

Unit 2: Understanding the Individual

Section A

Question Number	Question	
1	1) A synapse is	
	Answer	Mark
	a) a chemical that allows neurons to communicate with each other. b) where the chemical is received by the neuron that receives a message from surrounding neurons. c) a junction between neurons d) the nerve cell in the brain which pass information to each other.	(1 A01)

Question Number	Question	
2	The research method Money (1975) used when studying Bruce/Brenda was a	
	Answer	Mark
	a) correlation. b) case study. c) survey. d) observation.	(1 A01)

Question Number	Question	
3	A strength of Money's (1975) study is that it	
	Answer	Mark
	a) gathered rich, detailed data. b) can be generalised to others in similar circumstances. c) accurately reported on the success of the study. d) gained objective data.	(1 A02)

Question Number	Question	

4	According to Freud, defence mechanisms	
	Answer	Mark
	a) develop when we are fixated in a psychosexual stage of development b) are the rational part of the personality. c) control memories that we can access if we want to. d) protect the conscious from unwanted thoughts and desires	(1 A01)

Question Number	Question	
5	According to Freud our gender development is due to	
	Answer	Mark
	a) nature. b) nurture. c) nature and nurture.	(1 A01)

Question Number	Question	
6	According to the theory of classical conditioning we learn through	
	Answer	Mark
	a) consequences. b) identification. c) observation. d) association.	(1 A01)

Question Number	Question	
7	Which of the following is an example of positive reinforcement?	
	Answer	Mark
	a) Tina avoids a detention by doing her homework. b) Tina gains a sticker for her good behaviour in class. c) Tina is told off for shouting at the teacher. d) Tina saw her friend being given a sweet for tidying the desk.	(1 A01)

Question Number	Question	
8	Kimrun has to carry out an observation for her A'level coursework. She has decided to observe body language in same sex and mixed sex groups. Kimrun carries out her	

	observation on her classmates in the sixth form common room. Before she carries out the observation she places signs on the walls of the common room saying when the observation will take place. This type of observation is	
	Answer	Mark
	a) structured. b) naturalistic. c) covert. d) participant.	(1 A03)

Question Number	Question	
9	Before carrying out the observation Kimrun created definitions of the behaviours she was looking for. Kimrun then asked a friend to watch a television programme with her to check the definitions were good enough. When Kimrun and her friend compared scores they found that they had some big differences. This is an issue of	
	Answer	Mark
	a) inter-rater reliability. b) task validity. c) generalisability. d) objectivity.	(1 A03)

Question Number	Question	
10	Neil carried out a correlation. To analyse his result he decided to carry out a Spearman's test. Neil carried out the Spearman's test because it was	
	Answer	Mark
	a) looking for a difference. b) looking for a relationship.	(2 A03)

	c) an independent groups design. d) nominal data. e) ordinal data.	
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Question Number	Question	
11	A strength of the correlation as a research method is	
	Answer	Mark
	a) it allows us to determine cause and effect. b) the independent variable is tightly controlled. c) they provide detailed, qualitative data. d) the results may lead to new areas of research.	(1 A03)

Section B

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

Question Number	Question	
12a	Charles is carrying out an experiment on young children. He wants to see if there is a difference between 4 year olds and 8 year olds and their ability to understand that a tall narrow glass of water can hold the same amount of water as a short wide glass. Charles had two short, wide glasses that held the same amount of water. The children saw him pour one of these glasses of water into a tall narrow glass. Charles then asked the children if the short, wide glass and the tall, narrow glass had the same amount of water in them. Identify the independent variable (IV) in this experiment.	
	Answer	Mark
	No marks for the DV.	

	The IV must be operationalized, and the ages stated, to get the mark. • Whether the children are 4 years old or 8 years old/eq; • The age of the child 4 or 8 years old/eq; • If they are 4 years or 8 years old/eq; Look for other reasonable marking points.	(1 A03)
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Question Number	Question	
12b	Identify the dependent variable (DV)	
	Answer	Mark
	No marks for the IV. The DV must be operationalized to get the mark. • Whether the participants said there was the same amount or different amounts/eq; • The children's answers yes there was the same amount of water or no there wasn't the same amount of water/eq; • Both glasses have the same or different amounts of liquid in them/eq; • The tall glass has more water or the same amount of water as the short glass/eq; Look for other reasonable marking points.	(1 A03)

Question Number	Question	
12ci	Identify the experimental design Charles used in his experiment.	
	Answer	Mark
	• Independent measures/eq; • Independent groups/eq; • Independent/eq; • Unrelated/eq; Look for other reasonable marking points.	(1 A03)

Question Number	Question	
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12cii	Outline one strength and one weakness of the experimental design you identified in 12c)	
	Answer	Mark
	One mark per point/elaboration. 2 marks for the strength and 2 marks for the weakness. If 12ci is correct but a different design is evaluated in 12cii then 0 marks. TE If 12ci is incorrect (e.g. repeated measures/matched pairs) and it is correctly evaluated here then full marks. If 12ci is blank and 12cii clearly evaluates independent groups then max 2. Strength. • It reduces the chances of demand characteristics (1st mark) as the ppts have less chance of guessing the aim of the study as they only do one condition (2nd mark)/eq; • The children only do the experiment once (1st mark) so they will not get better due to practice effects (2nd mark)/eq; • Results will not be affected by fatigue effects (1st mark) which means the validity of the results is increased (2nd mark)/eq; Weakness. • Participant variables may affect the results as there are different participants in each group (1st mark) so the results could be due to this and not the manipulation of the IV (2nd mark)/eq; • Twice the amount of ppts are needed compared to repeated measures (1st mark) which means the experiment could take longer to carry out (2nd mark)/eq; Look for other reasonable marking points.	(4 A03)

Question Number	Question	
12d	Describe ethical considerations Charles must take into account when carrying out his experiment with the children.	
	Answer	Mark

	One mark per point/elaboration. Max 2 if no reference to Charles and the ethics of experimenting on children at least once. Max 2 for generic ethical points. Max 1 for a list of three or more ethical principles. • Charles must make sure he has received informed consent from the children's parents/guardians/eq; • He must also ask the children for consent to carry out the study in child friendly/simple/understandable language/eq; • Charles must be aware that if the children seem distressed he must stop the study straight away, even if they don't ask to stop/eq; • If some of the children give the incorrect answer Charles must not make them feel as though they have failed/eq; • Confidentiality must be kept, the children's names should not be used and there should be no way for anyone to identify individuals/the school/eq; • If Charles is giving sweets/a treat to the children for participating then he needs to ask permission to do so from the parents/guardians/ he needs to give them to the parents to give to the children/eq; Look for other reasonable marking points.	(4 A03)
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Question Number	Question	
13a	In the Biological Approach you have learned about one of the following studies. Outline the aim/s of one of the studies named above.	
	Answer	Mark
	One mark per point/elaboration. No credit for an outline of Money's (1965) aim. No credit for an outline of the aims of a study that is not named in the question. No credit for the procedure, results or conclusions of a study. E.g. Bellis et al (2001) • Bellis et al (2001) aimed to see if there were sex differences in the maturation of the brain/eq; • They wanted to see if there was a difference in the grey and white brain matter or girls and boys/eq; • Bellis (2001) aimed to find out how the volume of different areas of the brain changed between childhood and adolescence, specifically to see if grey matter decreased and white matter increased with age/eq; (2marks.) E.g. Raine et al (1997) • The aim of Raine's (1997) study was to see if there were brain differences between violent offenders and normal people/eq; • Raine et al (1997) aimed to find out if the brain functions of violent criminals and non violent non offenders were different/eq; • The aim was to see if murderers had brain dysfunction in their prefrontal cortex and other areas of the brain associated with violent behaviour when compared to a control group of non murderers/eq; (2 marks) E.g. Gottesman and shields (1966) • Gottesman and Shields- (1966) wanted to find out if there was a genetic link to the development of schizophrenia/eq; • They aimed to use MZ and DZ twins to study the concordance rate of schizophrenia in the two types of twin/eq; • The aim of Gottesman and Shield's (1966) study was to replicate findings from previous twin studies to show that they were reliable and that there was a genetic link to the development of schizophrenia/eq; (2 marks.) Look for other reasonable marking points.	(2 AO1)

Question Number	Question	
13b	Outline the findings (results and/or conclusions) of the study whose aim you outlined in 13a)	
	Answer	Mark
	One mark per point/elaboration. No credit for the aim or procedure of a study. No credit if the findings are from a different study to that outlined in 13a) T.E Max 1 for an outline of Money's (1965) findings if Money is outlined in 13a). Max 1 for an outline of the findings of a study not one of the 3 named if it is the same as 13a). If 13a is blank and the findings are from one of the named studies then full marks available. If figures are used allow + - 5% E.g. Bellis et al (2001) • Bellis et al (2001) found that the grey matter in male brains reduced by 19.1% between 6 years and 17 years old/eq; • The grey matter in female brains reduced by 4.7% between 6 and 17 years of age/eq; • They found that the grey matter in male brains reduced more than the grey matter in female brains/eq; • Males had a larger increase in white matter (45.1%) compared to females (17.1%) between 6 and 17 years old/eq; • The corpus callosum increased by 58.5% in males compared to 27.4% in females/eq; • They concluded that there were differences between male and female brains/eq; • Bellis et al (2001) concluded that the brain does change as we get older with grey matter decreasing and white matter increasing in both sexes/eq; E.g. Raine et al (1997) the statements can be reversed for the control group for a mark but do not give 2 marks for opposing sentences. • Raine et al (1997) found that those not guilty by reasons of insanity/NGRI/murderers had less activity in the prefrontal areas/parietal cortex of the brain/eq; • There was no difference in the activity of the temporal areas of the brain between the NGRI and the control	(2 AO1)

	group. • There was less activity in the subcortical area of the brain in the NGRI group/eq; • Raine et al (1997) concluded that violent behaviour is controlled by areas of the brain/eq; • They also said that their study does not show that violent behaviour is only caused by abnormalities in the brain/eq; E.g. Gottesman and Shields (1966) • They found that there was a 42% concordance rate for MZ twins where both twins had been hospitalised and diagnosed with Schizophrenia/eq; • This compare with a 9% concordance rate where both dizygotic twins had been hospitalised and diagnosed with schizophrenia/eq; • There was a concordance rate of 42% for MZ twins compared to a concordance rate of 9% for DZ twins/eq; • There were only 21% of MZ twins who were rated as normal when the other twin had been diagnosed with schizophrenia/eq; • 55% of the DZ twins were classified as normal when one twin had schizophrenia/eq; • They concluded the closer the genetic relationship is to someone with schizophrenia the greater your chances of also getting schizophrenia/eq; • They concluded there is a genetic factor in the development of schizophrenia, but that the environment also plays a part/eq; Look for other reasonable marking points.	
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Question Number	Question	
13c	Evaluate the study from the Biological Approach whose aim you outlined in 13a)	
	Answer	Mark
	One mark per point/elaboration. No credit for an evaluation of a study not from the biological approach. No credit if the evaluation is from a different study to that outlined in 13a). T.E Max 2 for an evaluation of Money's (1965) findings if Money is outlined in 13a). Max 2 for generic evaluation points that could apply to other studies. Max 2 for an evaluation of a study not one of the 3 named if it is the same as 13a). If 13a is blank but 13b outlines findings from one of the studies listed study from the biological approach and 13c evaluates that study then full marks are available.	(6 A02)

If 13a and b are blank and the evaluation is from one of the listed studies from the Biological Approach then **full marks available**.

E.g. Bellis et al (2001)

- The raters were trained and did not know the sex or age of the participants so increasing the validity of the results as they are less likely to give in to demand characteristics/eq;
- The sampling method used was volunteer, which may be a weakness as volunteer samples are not representative of the target population, so affecting the generalisability/eq;
- The males and females were matched as much as possible e.g. race/IQ/socioeconomic status so minimising the effect of participant variables/eq;
- It is difficult to accurately measure grey and white matter in the brain so the results may not be reliable/valid/eq;
- The use of MRI scans to measure the brain structure/the computer soft wear to analyse the scans gives objective data so increasing reliability/eq;
- There were 118 participants which is a large sample so allowing the results to be generalised/eq;
- The study was ethical as Bellis gained informed consent from the parents of the participants/eq;
- it was a cross sectional study so different participants were used for each group, meaning it could be participant variables other than sex or age which affected the results/eq;

E.g. Raine et al (1997)

- The control group were matched to the NGRI in terms of age/sex/mental illness so reducing the effects of participant variables/eq;
- As the brain scans were done after the violent acts had been committed we cannot say for certain that the brain differences were there before the murders took place so reducing the validity of the results/eq; **(2 marks)**
- Task validity is reduced as the pre-scan task had no bearing on violent behaviour/was not a task that the ppts would carry out in every day life/eq;
- Generalisability is reduced as these criminals pleaded not guilty by reason of insanity, the same findings may not be true of criminals who just plead not guilty/eq;
- The sample size was 41 in each group/82 in total which is large enough to be representative of the target population/eq;
- PET scans were new technology when this study was carried out and so the results may not be wholly accurate/eq;
- Whilst PET scans give objective data the results still need to be analysed by a person which may be subjective to a degree/eq;

	• The level of violence in the NGRIs was not controlled , they could have murdered their victims by different means using different levels of violence/eq; • It could be deemed unethical as it could be argued injecting ppts is invasive especially as the prisoners may feel they have to do the study/eq; E.g Gottesman and Shields (1966) • Previous studies had found similar concordance rate between twins and schizophrenia so increasing the reliability of Gottesman and Shields findings/eq; • The study was a correlation rather than an experiment so we cannot say that schizophrenia is caused by our genes/eq; • It is hard to separate the environment from genes in twins as they share the same environment in the womb/are more likely to be treated as one unit if they are identical/eq; • A large sample size of 62 pairs of twins/124 ppts makes the results more generalisable/eq; • There were equal amounts of male and female participants so the sample was not gender biased making it more representative of the target population/eq; • Gottesman and Shields cross referenced data from hospital records, self-report interviews, personality testing so increasing the reliability of their findings/eq; • The validity of the diagnosis can be questioned as it was carried out in 1966 and the diagnostic manuals have been updated several times since then/eq; • As this was carried out before genetic testing we cannot be sure that the twins were accurately rated as MZ and DZ which reduces the validity of the results/eq; Look for other reasonable marking points.	
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Question Number	Question	
14	The following terms are features of operant conditioning. Use a term from operant conditioning that best identifies the behaviour described in the examples below. You must not use the same term more than once.	
	Answer	Mark

	Max 1 mark per example. If more than 1 answer per example mark the first answer given unless it is clearly crossed out. <table><tr><td>Example</td><td>Term from operant conditioning.</td></tr><tr><td>Rosie gains points on her loyalty card every time she buys some shopping from the local supermarket.</td><td>Secondary reinforcement.</td></tr><tr><td>Jim gets a fine and points on his licence for speeding near a local infant school.</td><td>Punishment.</td></tr><tr><td>Fiona's mother stops nagging her once she has tidied up her bedroom.</td><td>Negative reinforcement.</td></tr><tr><td>David's parents give him some sweets for helping his sister with her chores.</td><td>Primary reinforcement</td></tr></table> Accept a reasonable sentence.	Example	Term from operant conditioning.	Rosie gains points on her loyalty card every time she buys some shopping from the local supermarket.	Secondary reinforcement.	Jim gets a fine and points on his licence for speeding near a local infant school.	Punishment.	Fiona's mother stops nagging her once she has tidied up her bedroom.	Negative reinforcement.	David's parents give him some sweets for helping his sister with her chores.	Primary reinforcement	(4 AO1)
Example	Term from operant conditioning.											
Rosie gains points on her loyalty card every time she buys some shopping from the local supermarket.	Secondary reinforcement.											
Jim gets a fine and points on his licence for speeding near a local infant school.	Punishment.											
Fiona's mother stops nagging her once she has tidied up her bedroom.	Negative reinforcement.											
David's parents give him some sweets for helping his sister with her chores.	Primary reinforcement											

Question	Question	
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Number		
15a	Adele suffered a traumatic event as a child. She was lost in a shopping centre. Adele has used defence mechanisms to help her cope with the traumatic event. Describe how Adele used two defence mechanisms to help her cope with the event.	
	Answer	Mark
	One mark per point/elaboration. Max 2 if no reference to Adele/shopping centre. Max 2 if only one defence mechanism described. • Adele may have repressed the memory of the event and placed it in her unconscious/eq; • This means that she has forgotten it happened and cannot access the memory of being lost/eq; • By placing it in her unconscious she is protecting her personality/eq; • Adele may use denial, where she refuses to acknowledge the event happened/eq; • This may include refusing to acknowledge her fear when she was lost/eq; • Adele may use regression and go back to a childhood state/eq; • So now when she goes to a shopping center she may wish to be accompanied by another adult and insist on holding their hand/eq; • Adele may displace her thoughts about going into a shopping center onto someone else/eq; • So when she needs to go shopping in a large center she may be angry at her mother/husband/other person rather than express her fear/eq; • Adele may have rejected that she was lost and scared, and instead projected this onto others/eq; • E.g. she may feel her brother needs constant reassurance when going to the shopping centre/eq; Look for other reasonable marking points.	(4 AO2)

Question Number	Question	
15b	Adele has a brother, Elliot, who was two years old at the time when Adele got lost. According to Freud's psychosexual theory of development he is in the anal stage. Outline the behaviours Elliot will display in the anal stage of development.	
	Answer	Mark
	One mark per point/elaboration Max 1 if no reference to Elliot/Adele's brother. No credit for fixation. • Elliot will be starting to potty train and will gain pleasure from the anus/eq; • This may be through the expulsion or retention of faeces/eq; • He may gain pleasure through holding onto his faeces for as long as possible before going on the potty/eq; • Or he may gain pleasure from getting rid of his faeces as often as possible, not always on the potty/eq; • The ego develops in this stage so he is likely to be less demanding/eq; • He may be getting frustrated/angry because he has to try and please his parents/eq; Look for other reasonable marking points.	(3 A02)

Question Number	Question	
15c	Elliot became fixated in the anal stage. Outline what characteristics Elliot may show as an adult due to being fixated in the anal stage.	
	Answer	Mark
	One mark per point/elaboration. Examples can gain credit. Max 1 if no reference to Elliot/Adele's brother. Max 1 for a list of 3 or more characteristics. No credit for description of the anal stage. • If Elliot is fixated because he got pleasure from retention he may feel that everything has to be in its proper place and need everything to be in the right order/eq; • E.g. His clothes will be colour co-ordinated in his wardrobe/eq; • He will also be occupied with being punctual, and may often arrive early to ensure he is not late/eq; • If Elliot is an extreme case he may be diagnosed with obsessive compulsion/eq; • His desire to perform on the potty as a child may express itself as a desire to perform for others/e.g. giving presents to others/eq; • If Elliot is fixated on expulsion he may like to make a	(3 A02)

	mess and not worry about being tidy/eq; • He may also be disorganised and not know where to find things/not be able to organise his social calendar very well/eq; Look for other reasonable marking points.	
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Question Number	Question	
16	Define the following terms from classical conditioning. You must use an example for each term.	
	Answer	Mark
	1 mark per point elaboration. Max 1 per definition per term. Max 1 per example per term. The examples may be presented in the form of a diagram and as such are creditworthy. E.g. Unconditioned stimulus. • This is the original/biological/innate stimulus that causes a reflexive response/eq; • It is a stimulus that makes us respond in an unlearnt natural/innate way/eq; • E.g. food /eq; E.g. Unconditioned response. • This is a response to a specific stimulus that occurs naturally/eq; • We do not have to learn the response we are born with it/eq; • It is an innate/reflexive response to a UCS/eq; • E.g. our response of a leg jerk when presented with the stimulus of a tap on the knee/eq; E.g. Conditioned stimulus. • It is a stimulus that originally produced no reflexive response/eq; • It has been associated/presented with the UCS/eq; • It has been learnt through repetitive pairing/association/eq; • E.g. The bell in Pavlov's study /eq; E.g. Conditioned response. • The CR is a learnt response to a stimulus/eq; • It occurs when the CS is presented/eq; • The response is the same as the UCS but to a different stimulus/eq; • E.g. Little Albert's CR was fear/eq; Look for other reasonable marking points.	(8 AO1)

Section C

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

Question Number	Question	
17	Julia is studying psychology at university. As part of her course she has been asked to design and carry out an experiment that looks at the effects of alcohol on reaction times. Describe a procedure that Julia might use when experimenting on the effects of alcohol on reaction times. You must justify at least two of the decisions made. You might wish to consider the following: • Experimental design. • Variables. • Apparatus. • Sampling. • Ethics.	
	Answer	Mark
	Mark according to the levels below. No credit if it is not an experiment. Levels. 0 marks. No rewardable material or the study is unethical. If in doubt check with team leader. Either no answer or a muddled answer where the examiner cannot determine how the study would be carried out, or it is not an experiment.	(8 AO3)

	(Please read the whole answer to determine if it could be an experiment. Level 1. 1 – 2 marks Basic and brief information about how the study could be carried out. Includes an attempt at one or more of the above. Level 2 3-4 marks. Basic detail about how the study could be carried out. Includes at least one well explained element from above. No justification of decisions Level 3 5 -6marks The description of how the experiment would be carried out is clear and allows possible replication, given the time constraints. Most of the answer is focussed on the experiment and the scenario. An attempt at justification of at least one decision. Some detail may be missing. Level 4. 7-8 marks. The description of how the experiment would be carried out is clear and allows possible replication, given the time constraints. Most of the answer is focussed on the experiment and the scenario. There is good justification of at least 1 decision or limited justification of at least 2 decisions or good justification of two decisions. When marking be aware of the time constraints. Some detail may be missing even from level 3 and 4.	
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Question Number	Question	
18a	There are different explanations of gender development, including the biological explanation. Identify the sex chromosomes that are present in males.	
	Answer	Mark
	If the candidates writes three or more letters mark the first two only unless any have been clearly crossed out. If only one letter then 0 marks. • XY/eq; • YX/eq; • Males get an X from their mother and a Y from their father/eq;	(1 AO1)

Question Number	Question	
18b	Compare the biological and learning explanations of gender development.	
	Answer	Mark
	1 mark per point/elaboration Max 1 if one description followed by another description. • The biological explanation focuses on nature and the learning approach focuses on nurture/eq; • The learning approach says our environment determines our gender, e.g. we observe same sex role models whilst the biological approach says our genes determine our gender at conception/eq; (2 marks) • The biological approach says hormones play a part in our gender development. However operant conditioning says that we repeat gender appropriate behaviour because we are rewarded for it. E.g. the biological approach says that at puberty girls release oestrogen which leads to secondary sexual characteristics such as breasts, whilst the learning approach says that a boy being given praise for playing football so he plays it again/eq; (3 marks 1 for the comparison and 2 more for the elaboration of each point) • A similarity is that both have experimental support,	(4 AO2)

	Bandura, Ross and Ross (1961) for the learning explanation and brain lateralisation for the biological explanation/eq; • A similarity is that both have experimental support, Bandura, Ross and Ross (1961) who found the children copy same sex roles models more than opposite sex role models for the learning explanation and brain lateralisation for the biological explanation/eq; (2 marks) • Gender is determined at birth according to the biological explanation, but the learning approach says it is determined throughout childhood/eq; Look for other reasonable marking points.	
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	Guidance	
	Use the levels below to allocate marks according to how detailed the answer is and how thorough the information. Giving marks for elaboration where appropriate is particularly important where questions such as this are suitable to stretch and challenge candidates, so that the full range of marks is available. Please read the whole response before crediting.	

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

	Answer	Mark
	Refer to the levels at the end of the indicative content. Appropriate answers might include the following descriptive points but the list is not exhaustive. • The id is the first part of the personality. • It is present at birth and is the "I want" aspect of the personality. • The id is also known as the pleasure principle and want its demands satisfying immediately. • E.g. the id will demand that you eat some sweets if you are hungry even if they are someone else's. • The ego is the second part of the personality and develops in the anal stage. • This is known as the reality principle. • It has to balance the demands of the id with reality and later the demands of the superego. • E.g. the ego may allow the id to buy some sweets to satisfy hunger rather than take someone else's. • The superego is the last aspect of the personality to develop. • It develops at around the age of 5 after the Oedipus complex has been resolved. • The superego is known as the morality principle, it is our conscience. • The demands of the superego can be as unrealistic as the demands of the id. • E.g. The superego may want you to give more money to charity than you can afford. • If the ego manages the needs of the id and the superego then the adult personality is well balanced. • If the id or the superego are dominant then the person could have mental issues such as neuroses. Appropriate evaluation may include the following points, but the list is not exhaustive. • Freud only studied one child so it is hard to use those findings to create a theory of development. • The findings from the study of Little Hans show that his fear of horses was due to him going through the Oedipus complex. • However there are problems with the case of Little Hans as his father may have ignored material that didn't fit Freud's theory when reporting what he has said. • Freud used case studies which only involve one person so the results cannot be generalised to the whole population. • The use of case studies did enable Freud to gather rich detailed information from his patients to support his theory. • There are problems generalising from Freud's sample as they were his patients and went to see him because they had mental ill health. • The unconscious is hard to measure and test using	(6 AO1 6 AO2)

	experiments reducing the scientific status of the theory. • there is a lack of control over situational variables in Freud's studies so his methods could be deemed to be unscientific. • However Fisher and Greenberg have found that anal characteristics such as meanness and obstinacy do go together. • The method of dream analysis is subjective as different analysts may interpret the same dream in different ways. Look for other appropriate/suitable material	
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Level	Mark	Descriptor
		AO1 Knowledge and understanding of science and how science works. AO2 Evaluation of knowledge and understanding of science and how science works.
	0	No rewardable material
Level 1	1-3 marks	Candidates will produce brief answers, making simple statements showing some relevance to the question. • Description includes brief elements of the id, ego or superego. • Little or no attempt at the analytical/evaluation demands of the question. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and /or spelling errors.
Level 2	4-6 marks	Description OR evaluation only OR limited attempt at each OR one is in less detail than the other. • Description will include basic elements of the id, ego and superego OR will not include all 3 but those included are good. • Evaluation is basic and may not be focussed on the research methodology used by Freud. It may just be focussed on the issues of Little Hans. Candidates will produce statements with some development in the form of mostly accurate and relevant factual material. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and /or spelling errors are likely to be present.
Level 3	7-9 marks	Candidate has attempted and answered both the injunctions in the question well. • Good description which must include all three of the id, ego, superego, though one may not be done as well as the other two. • And good evaluation mainly focussed on the research methodology used by Freud, though there may be some irrelevancies. It will include more than an evaluation of Little Hans. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and /or spelling errors are likely to be present.
Level 4	10-12 marks	Candidate has attempted and answered both the injunctions in the question very well. • Description will have breadth and depth all three of the

	s	id, ego, superego and at least 2 done very well. and the other done well. • Evaluation is thorough and broad and is focussed on the research methodology used by Freud, though there may be some minor irrelevancies. It will include more than an evaluation of Little Hans. The skills needed to produce convincing extended writing are in place. Very few syntactical and /or spelling errors may be found. Very good organisation and planning. Given time constraints and limited number of marks, full marks must be given when the answer is reasonably detailed even if not all the information is present.
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Write your name here

Surname

Other names

Pearson
Edexcel GCE

Centre Number

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Candidate Number

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Psychology

Advanced Subsidiary

Unit 2: Understanding the Individual

Tuesday 20 May 2014 – Afternoon

Time: 1 hour 40 minutes

Paper Reference

6PS02/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

SECTION A

Answer ALL questions. You are advised to spend approximately 15 minutes on Section A.

In Section A put a cross in each correct box ☐ to indicate your answer.

If you change your mind, put a line through the box ☐ and then put a cross in another box ☐.

For questions 1–5 choose ONE answer from A, B, C or D.

- 1 Jessica had trained her hamster to stand up at the front of the cage on hearing the theme music to a popular television show. She did this by giving the hamster a treat when the theme music came on. Jessica stopped giving her hamster a treat when it heard the theme music, and the hamster stopped standing up at the front of the cage when the theme music was playing.

The hamster stopping its behaviour is an example of

- ☐ A positive reinforcement
- ☐ B spontaneous recovery
- ☐ C punishment
- ☐ D extinction

(Total for Question 1 = 1 mark)

- 2 Two weeks later Jessica's hamster heard the theme music on the television and started to stand up at the front of the cage. It had not had any more training.

This behaviour is an example of

- ☐ A positive reinforcement
- ☐ B spontaneous recovery
- ☐ C punishment
- ☐ D extinction

(Total for Question 2 = 1 mark)

- 3 Neurotransmitters are chemicals which allow neurons to communicate with one another.

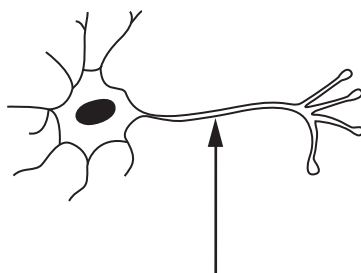
Neurotransmitters send messages across the

- ☐ A axon
- ☐ B receptor
- ☐ C synapse
- ☐ D dendrite

(Total for Question 3 = 1 mark)



4 Look at the diagram below.



Identify the structure the arrow is pointing to.

- ☐ A Axon
- ☐ B Receptor
- ☐ C Synapse
- ☐ D Dendrite

(Total for Question 4 = 1 mark)

5 Zack is eight years old. His group of friends are all male, and he is focusing on doing well at school and playing football.

Which psychosexual stage is Zack in according to Freud?

- ☐ A Oral
- ☐ B Anal
- ☐ C Phallic
- ☐ D Latency

(Total for Question 5 = 1 mark)

For question 6 choose ONE answer from A, B or C.

6 According to Freud, defence mechanisms are

- ☐ A conscious processes
- ☐ B preconscious processes
- ☐ C unconscious processes

(Total for Question 6 = 1 mark)

For questions 7–13 choose ONE answer from A, B, C or D.

7 One similarity between the psychodynamic explanation of gender and the learning explanation of gender is that they both focus on the influence of

- ☐ **A** parents
- ☐ **B** friends
- ☐ **C** siblings
- ☐ **D** celebrities

(Total for Question 7 = 1 mark)

8 Beryl has conducted a study for a local health authority looking at the development of play in infants aged one to two years old. As the local population includes many different ethnic groups, Beryl has made sure that she has included the same percentage of each ethnic group in her sample as there is in the target population.

Beryl's sampling method is

- ☐ **A** volunteer
- ☐ **B** opportunity
- ☐ **C** stratified
- ☐ **D** random

(Total for Question 8 = 1 mark)

9 The local health authority also decided it wanted Beryl to carry out a detailed study on the language development of ten pairs of twins. Beryl decided to study the twins when they were between six months and twelve years old.

The research method Beryl would use is

- ☐ **A** experimental
- ☐ **B** self report
- ☐ **C** cross-sectional
- ☐ **D** longitudinal

(Total for Question 9 = 1 mark)



- 10** Mrs Black was teaching Mr Scarlett's class of six year olds as he was away on a course. She decided to give them a maths test. When Mr Scarlett returned he said that the maths test did not show his pupils' mathematical ability as the test was designed for eight year old pupils.

This is an issue of

- ☐ **A** validity
- ☐ **B** reliability
- ☐ **C** generalisability
- ☐ **D** subjectivity

(Total for Question 10 = 1 mark)

- 11** Researchers often compare the concordance rates of monozygotic (MZ) and dizygotic (DZ) twins raised apart to see if a characteristic can be explained by nature or nurture.

If the concordance rate for a characteristic is higher for monozygotic twins than for dizygotic twins it means it is probably due to

- ☐ **A** the environment
- ☐ **B** genetics
- ☐ **C** both the environment and genetics
- ☐ **D** neither the environment nor genetics

(Total for Question 11 = 1 mark)

- 12** Researchers carried out a Mann Whitney U test on their data from a study. Their observed value was 13.

The table below shows the critical value of U for a one tailed test where U is the lower of the two values.

	Critical value at 0.05
N1 = 10 N2 = 10	27

The observed value of U is significant if it is equal to or less than the critical value.

Using the information in the table, the researchers would have concluded that there was

- ☐ **A** a significant difference
- ☐ **B** no significant difference
- ☐ **C** a significant correlation
- ☐ **D** no significant correlation

(Total for Question 12 = 1 mark)

- 13** $p \leq 0.05$ means the probability that the results are due to chance is

- ☐ **A** equal to or less than 0.05%
- ☐ **B** equal to or less than 0.5%
- ☐ **C** equal to or less than 5%
- ☐ **D** equal to or less than 50%

(Total for Question 13 = 1 mark)

TOTAL FOR SECTION A = 13 MARKS



SECTION B

Answer ALL questions. You are advised to spend approximately 45 minutes on Section B.

- 14** Jamila is conducting a practical investigation to look at gender differences in carrying out visuo-spatial tasks. She decides to give males and females a jigsaw puzzle and will time them to see who completes it the fastest. She uses a random sample of pupils from a local school to get her participants.

(a) Write a fully operationalised directional (one tailed) hypothesis for Jamila's study.

(2)

(b) Outline **one** strength and **one** weakness of the random sampling method.

You may refer to Jamila's use of this type of sampling in your answer.

(4)

Strength

Weakness

(Total for Question 14 = 6 marks)

15 Tim has gone into the kitchen to help his mother by washing up the dishes after dinner.

(a) Using concepts from social learning theory, explain how Tim might have learned to help his mother by washing up the dishes.

(6)



.....

.....

.....

.....

.....

.....



- Use operant conditioning principles to explain how Tim might have learned to help his mother by washing up the dishes.

16 Freud's theory can explain many different kinds of behaviour.

In the box below there are eight terms from Freud's theory.

Oral Stage	Ego	Unconscious
Superego	Id	Anal Stage
Conscious	Preconscious	

For each example in the table below, write the term that **best** identifies the behaviour described.

You **must not** use the same term more than once. Use only one term for each example.

Example	Term
Natalie does not remember much about her holiday though she can recall it if she thinks about it hard enough.	
Mike is one year old and likes to suck his dummy.	
Paul knows where he has to meet Helen before going to the cinema with her.	
Jason wants to have a double cheeseburger but he is supposed to be dieting, having thought about it he decides to have a healthy sandwich instead.	
Rosie has the urge to steal a necklace she wants but cannot afford.	

(Total for Question 16 = 5 marks)

17 In the Learning Approach you have learned about a study other than the one by Bandura, Ross and Ross (1961).

(a) Describe **one** study from the Learning Approach **other than** the one by Bandura, Ross and Ross (1961).

(6)

Chosen study



.....

.....

.....

.....

.....

.....

.....



(b) Evaluate the study from the Learning Approach you have described in (a).

(6)

[illegible]

(Total for Question 17 = 12 marks)



18 (a) Outline what is meant by the term 'nature' in psychology.

(2)

(b) Explain **one** difference between the nature and nurture explanations of behaviour.

(2)

(Total for Question 18 = 4 marks)

TOTAL FOR SECTION B = 37 MARKS



SECTION C

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

- 19** (a) Describe the biological explanation of gender development by filling in the blanks in the paragraph below.

(5)

Genes determine what sex we are born. If we have a

chromosome from our father we are male, if we have a

chromosome from our father we are female.

If sex hormones are not released the sex of the foetus will be

Hormones also play a part in gender development at puberty. Boys' bodies

produce more and girls' bodies produce more

.....



(b) Describe the role of brain lateralisation with regard to gender development.

(4)

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

(c) Evaluate the way in which the Biological Approach explains gender.

(6)



(Total for Question 19 = 15 marks)



20 In the Psychodynamic Approach you undertook a practical investigation to test for a correlation.

- (a) (i) Name the statistical test you carried out on your data from your Psychodynamic investigation.

(1)

- (ii) State **two** reasons for choosing the statistical test you named in (a) (i) for your Psychodynamic investigation.

(2)



You must make it clear in your answer what your investigation was about.

Handwriting practice area with 20 sets of dotted lines on a lined background.



(Total for Question 20 = 15 marks)

TOTAL FOR SECTION C = 30 MARKS
TOTAL FOR PAPER = 80 MARKS



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Mark Scheme (Results)

June 2014

GCE Psychology (6PS02/01)
Unit 2: Understanding the Individual

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

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Summer 2014

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General Guidance on Marking– GCE Psychology

All candidates must receive the same treatment.

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

Examiners should therefore read carefully and consider every response: even unconventional answers may be worthy of credit.

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

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

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

Using the mark scheme

The mark scheme gives:

- an idea of the types of response expected

- how individual marks are to be awarded

- the total mark for each question

- examples of responses that should NOT receive credit (where applicable).

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

Quality of Written Communication

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

- show clarity of expression

- construct and present coherent arguments

- demonstrate an effective use of grammar, punctuation and spelling.

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

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

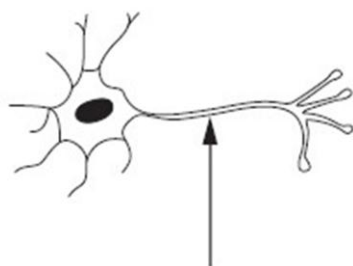
Unit 2: Understanding the Individual

Section A

Question Number	Question	
1	Jessica had trained her hamster to stand up at the front of the cage on hearing the theme music to a popular television show. Then she stopped giving her hamster a treat when it heard the music, and the hamster stopped standing up at the front of the cage when the music was playing. The hamster stopping its behaviour is an example of	
	Answer	Mark
	A positive reinforcement B spontaneous recovery C punishment D extinction	(1 AO1)

Question Number	Question	
2	Two weeks later Jessica"s hamster heard the theme music and started to stand up at the front of the cage. It had not had any more training. This is an example of	
	Answer	Mark
	A positive reinforcement B spontaneous recovery C punishment D extinction	(1 AO1)

Question Number	Question	
3	Neurotransmitters are chemicals which allow neurons to communicate with one another. Neurotransmitters send messages across the	
	Answer	Mark
	A axon B receptor C synapse D dendrite	(1 AO1)



Question Number	Question	
5	Zack is eight years old. His group of friends are all male, and he is focusing on doing well at school and playing football. Which psychosexual stage is Zack in according to Freud?	
	Answer	Mark
	A Oral B Anal C Phallic D Latency	(1 AO1)

Question Number	Question	
6	According to Freud, defence mechanisms are	
	Answer	Mark
	A conscious processes B preconscious processes C unconscious processes	(1 AO1)

Question Number	Question	
7	One similarity between the psychodynamic explanation of gender and the learning explanation of gender is that they both focus on the influence of	
	Answer	Mark
	A parents B friends C siblings D celebrities	(1 AO2)

Question Number	Question	
8	Beryl has conducted a study for a local health authority looking at the development of play in infants aged one to two years old. As the local population includes many different ethnic groups, Beryl has made sure that she has included the same percentage of each ethnic group in her sample as there is in the target population. Beryl's sampling method is	
	Answer	Mark
	A volunteer B opportunity C stratified D random	(1 A03)

Question Number	Question	
9	The local health authority also decided it wanted Beryl to carry out a detailed study on the language development of ten pairs of twins from when the twins were six months to six years old. The research method Beryl would use is	
	Answer	Mark
	A experimental B correlational C cross-sectional D longitudinal	(1 A03)

Question Number	Question	
10	Mrs Black was teaching Mr Scarlett's class of 6 year olds as he was away on a course. She decided to give them a maths test. When Mr Scarlett returned he said that the maths test did not show his pupils' mathematical ability as the test was designed for eight year old pupils. This is an issue of	
	Answer	Mark
	A validity B reliability C generalisability D subjectivity	(1 A03)

Question Number	Question	
11	Researchers often compare the concordance rates of monozygotic (MZ) and dizygotic (DZ) twins to see if a characteristic can be explained by nature or nurture. If the concordance rate for a characteristic is higher for monozygotic twins than for dizygotic twins (even when they were brought up separately) it means it is probably due to	
	Answer	Mark
	A the environment B genetics C both the environment and genetics D neither the environment nor genetics	(1 A03)

Question Number	Question			
12	Researchers carried out a Mann Whitney U test on their data from a study. Their observed value was 13. Table to show the critical value of U for a one-tailed test where U is the lower of the two values. <table><tr><td>N1 = 10 N2 = 10</td><td>Critical value at 0.05 27</td></tr></table> <i>The observed value of U is significant if it is equal to or less than the critical value.</i> Using the information in the table, the researchers would have concluded that there was	N1 = 10 N2 = 10	Critical value at 0.05 27	
N1 = 10 N2 = 10	Critical value at 0.05 27			
	Answer	Mark		
	A a significant difference B no significant difference C a significant correlation D no significant correlation	(1 A03)		

Question Number	Question	
13	$p \leq 0.05$ means the probability that the results are due to chance is	
	Answer	Mark
	A equal to or less than 0.05% B equal to or less than 0.5% C equal to or less than 5% D equal to or less than 50%	(1 A03)

Section B

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

Question Number	Question	
14a	Jamila is conducting a practical investigation to look at gender differences in carrying out visuo-spatial tasks. She decides to give males and females a jigsaw puzzle and will time them to see who completes it the fastest. She uses a random sample of pupils from a local school to get her participants. Write a fully operationalised directional (one tailed) hypothesis for Jamila's study.	
	Answer	Mark
	No credit for a non directional (two tailed) hypothesis. No credit for a null hypothesis. 1 mark for a partial directional hypothesis 2 marks for an hypothesis where both the IV and DV have been operationalised. • There will be a difference between males and females and how fast they complete a jigsaw with males taking less time/eq; (1 mark) • Females will take less time to do a jigsaw/eq; (1 mark) • Females will take more time than males to finish a jigsaw/eq; (1 mark) • Males will take fewer seconds/minutes to complete a jigsaw than females/eq; (2 marks) • Males will take fewer seconds completing a visuo-spatial task compared to females/eq; (2 marks) Look for other reasonable marking points.	(2 A03)

Question Number	Question	
14b	Outline one strength and one weakness of the random sampling method. You may refer to Jamila's use of this type of sampling in your answer.	
	Answer	Mark
	Max 2 marks for a strength. Max 2 marks for a weakness. If more than 1 strength/weakness, mark all and then credit the best. Strength. • The sample is representative of the population (1st mark) as everyone in the target population has an equal chance of being chosen (2nd mark)/eq; • Results can be generalised to the target population (1st mark) because the sample should be an accurate reflection of the whole population (2nd mark)/eq; • The results can be generalised to everyone/eq; (1 mark) • It gives an unbiased sample/eq; (1 mark) • As every person has an equal chance of being picked it avoids bias (1st mark) e.g. Jamila won't pick a sample of slightly older males (2nd mark)/eq; • It's better than opportunity sample as it is not just people who are available (1st mark) this means its more representative of the target population (2nd mark)/eq; Weakness. • It can take a long time to create the sample (1st mark) because you need to get a list of everyone in the target population (2nd mark) /eq; • You may not know everyone who is in the target population (1 mark) which means that it is not representative of everyone (2nd mark)/eq; • Some small minority groups may not be in your sample/eq;(1 mark) • You may not know everyone who is in the target population (1 mark) e.g. Jamila may not include home schooled children so results can't be generalised to them (2nd mark)/eq; Look for other reasonable marking points.	(4 A03)

Question Number	Question	
15a	Tim has gone into the kitchen to help his mother by washing up the dishes after dinner. Using concepts from social learning theory, explain how Tim might have learned to help his mother by washing up the dishes.	
	Answer	Mark
	Max 2 for generic comments. All other marking points must refer to the scenario explicitly eg Tim/washing up/he/parent. No marks for attention, retention, reproduction, motivation unless there is some explanation of them. • SLT says Tim observes a role model carry out a behaviour and he then repeats that behaviour/eq; • Tim is motivated to copy the behaviour due to vicarious reinforcement /eq; • Tim has seen his father help his mother and wash up the pots/eq; • Tim has noticed that his mother rewards his father for washing up by making him a cup of tea/eq; • Tim's father is a role model to Tim as they are the same sex/eq; • Tim is more likely to copy his mother as she has certain characteristics e.g. being likable/eq; • Tim has remembered the actions involved in washing up such as putting washing up liquid in the running water/eq; • He has then copied his father and has cleaned some cups/eq; • He is motivated to carry on washing up because he gets extra pocket money for doing the chore/eq; • His mother/father praises him for doing the job and this motivates him to do it again/eq; • He is intrinsically motivated to wash up because it makes him feel good/eq; Look for other reasonable marking points.	(6 AO2)

Question Number	Question	
15b	Operant conditioning can also offer an explanation for Tim learning to help his mother by washing up the dishes. Use operant conditioning principles to explain how Tim might have learned to help his mother by washing up the dishes.	
	Answer	Mark
	Max 2 for generic comments. All other marking points must refer to the scenario explicitly eg Tim/washing up/he/parent. • Tim's mother may reward him for washing up/eq; OR Tim's mother may positively reinforce him for washing up by letting him play on his games console/eq; 1 mark for either or both of them. • This means Tim will repeat the behaviour hoping to be rewarded again/eq; • Tim stops his mother nagging at him by doing the washing up/eq; (1st mark) this is an example of negative reinforcement because something undesirable/the nagging has been removed (2nd mark) /eq; • Tim is punished and has pocket money taken off him if he does not wash up/eq; • To avoid this punishment Tim does the washing up/eq; • Tim's behaviour may have been shaped, he would be rewarded in stages until he was finally rewarded for doing the washing up/eq; • E.g. Tim's mother would praise him for putting the dishes in the sink at first/eq; (1 mark only for egs of stages for shaping.) Look for other reasonable marking points.	(4 AO2)

Question Number	Question													
16	Freud's theory can explain many different kinds of behaviour. In the box below there are eight terms from Freud’s theory. <table><tr><td>Oral Stage</td><td>Ego</td><td>Unconscious</td></tr><tr><td>Superego</td><td>Id</td><td>Anal Stage</td></tr><tr><td>Conscious</td><td>Preconscious</td><td></td></tr></table> For each example in the table below, write the term that best identifies the behaviour described. You must not use the same term more than once. Use only one term for each example.	Oral Stage	Ego	Unconscious	Superego	Id	Anal Stage	Conscious	Preconscious					
Oral Stage	Ego	Unconscious												
Superego	Id	Anal Stage												
Conscious	Preconscious													
	Answer	Mark												
	Max 1 mark per example. If more than 1 answer per example mark the first answer given unless it is clearly crossed out. If a term is used correctly more than once do not give it a mark the second time it is used. <table><tr><th>Example</th><th>Term</th></tr><tr><td>Natalie does not remember much about her holiday though she can recall it if she thinks about it hard enough.</td><td>Preconscious</td></tr><tr><td>Mike is one year old and likes to suck his dummy.</td><td>Oral Stage/id/conscious</td></tr><tr><td>Paul knows where he has to meet Helen before going to the cinema with her.</td><td>Conscious/ego</td></tr><tr><td>Jason wants to have a double cheeseburger but he is supposed to be dieting so decides to have a healthy sandwich instead.</td><td>Ego/superego/conscious</td></tr><tr><td>Rosie has the urge to steal a necklace she wants but cannot afford.</td><td>Id/ego/conscious/unconscious</td></tr></table>	Example	Term	Natalie does not remember much about her holiday though she can recall it if she thinks about it hard enough.	Preconscious	Mike is one year old and likes to suck his dummy.	Oral Stage/id/conscious	Paul knows where he has to meet Helen before going to the cinema with her.	Conscious/ego	Jason wants to have a double cheeseburger but he is supposed to be dieting so decides to have a healthy sandwich instead.	Ego/superego/conscious	Rosie has the urge to steal a necklace she wants but cannot afford.	Id/ego/conscious/unconscious	(5 A01)
Example	Term													
Natalie does not remember much about her holiday though she can recall it if she thinks about it hard enough.	Preconscious													
Mike is one year old and likes to suck his dummy.	Oral Stage/id/conscious													
Paul knows where he has to meet Helen before going to the cinema with her.	Conscious/ego													
Jason wants to have a double cheeseburger but he is supposed to be dieting so decides to have a healthy sandwich instead.	Ego/superego/conscious													
Rosie has the urge to steal a necklace she wants but cannot afford.	Id/ego/conscious/unconscious													

Question Number	Question	
17a	In the Learning Approach you have learned about a study other than the one by Bandura, Ross and Ross (1961). Describe one study from the Learning Approach other than the one by Bandura, Ross and Ross (1961).	
	Answer	Mark
	Max 3 marks each for the aim, the procedure, the results and the conclusion. No credit for a description of Bandura, Ross & Ross (1961). No credit for a description of a study not from the learning approach. Examples below are indicative and other studies may gain credit. They do not have to be from this list. If you are not sure a study is from the learning approach ask your team leader. Watson & Rayner (1920)/Little Albert • They aimed to see if emotional responses could be conditioned using a small child/eq; • They wanted to see if they could make Little Albert afraid of a neutral stimulus/white rat/eq; • Little Albert was presented with a variety of objects such as a rabbit, fire, a white rat to see what he was afraid of/eq; • Initially the only thing that scared him was the banging of a hammer on a steel bar/ he was not at first afraid of rats/eq; • At 11 months old when Albert went near the rat they banged the hammer on metal behind him/eq; • They paired the rat with the noise 7 (+/- 1) times/eq; • To calm him down they gave him blocks to play with/eq; • Albert was also shown white furry objects such as a rabbit/Santa Claus mask/eq; • Eventually Albert would whimper when the rat was present without the noise/eq; • He would move away from the rat when it went towards him/eq; • Albert also showed fear towards other objects such as the dog/seal pelt/eq; • Watson and Rayner concluded that fear could be learnt/eq; Skinner (1948)/superstitious pigeons. • Skinner aimed to see if he could teach pigeons superstitious behaviour/eq; • He wanted to see if he could use operant conditioning to teach pigeons to be superstitious/eq; • He used 8 pigeons who were hungry/eq; • He placed them in separate cages for a few minutes every	(6 AO1)

	day/eq; • Whilst they were in the cages they would be presented with food at set times/e.g.every minute/eq; • This food was presented to the pigeons no matter what they did/was not a reward for any specific behaviour/eq; • Skinner found that 6 of the pigeons did seem to develop superstitious behaviour/eq; • One pigeon thrust its head into the corner of the cage just before the food appeared/eq; • Two pigeons would swing their head from side to side/like a pendulum before the food appeared/eq; • Skinner concluded that the pigeons had associated a behaviour with the appearance of the food/eq; • He thought the pigeons had learnt a superstitious behaviour/eq; Pickens & Thompson (1968)/ Cocaine reinforcing rats' behaviour. • Pickens & Thompson aimed to see if cocaine would act as a reinforcer for rats/eq; • They wanted to see if different reinforcement schedules would affect the rats' behaviour/eq; • Three rats were caged separately and given free access to food and water/eq; • They could also self administer a dose of cocaine on pressing a lever/eq; • Continuous reinforcement was when the rats got the cocaine every time the lever was pressed/eq; • There was also a fixed rate schedule where the rats had to press the lever 5 times up to 80 times before they got the drug/eq; • Different dosages of the cocaine were given to the rats/eq; • Pickens & Thompson found that the cocaine did act as a reinforcer when the rats were continuously reinforced/eq; • They found that as the dosage of cocaine increased the pressing of the lever decreased/eq; • The same amount of cocaine was self administered by the rats over the same time period regardless of dosage/eq; • They concluded that cocaine does act as a reinforcer for lever pressing in rats/eq; Look for other reasonable marking points.	
--	--	--

Question Number	Question	
17b	Evaluate the study from the Learning Approach you have described in (a).	
	Answer	Mark
	TE Full marks are available if part a is blank but the evaluation is of a clearly identifiable study from the learning approach, other than Bandura, Ross and Ross (1961). Max 2 if the study in a is Bandura, Ross and Ross (1961) and is correctly evaluated in b. Max 2 for generic comments that could apply to several studies. No credit if the evaluation does not match the study from part (a) or the study is not from the Learning Approach. Watson & Rayner (1920)/Little Albert. • The study was of one little boy so the results may not be the same for others/eq; • There are some questions about whether Little Albert was a normal boy/ some think he may have had developmental issues affecting generalisability/eq; • Watson & Rayner would argue that it is generalisable as they are looking at reflexes which we all have/eq; • They had to assume that Albert's crying meant he was afraid of the rat affecting validity/eq; • It was carried out in a children's hospital where Albert was living so the setting was not unusual to Albert/eq; or opposite argument. • It is not a usual task to present an aversive stimulus with another stimulus so they may not be measuring how we actually develop fear/eq; • There are ethical issues as Little Albert was deliberately upset and psychologically harmed when making his scared of rats/eq; • Little Albert's mother gave consent for the study to go ahead so this makes it ethical/eq; • There is now some debate about whether Little Albert was a normal child, if not it would make the results less valid/eq; • The study has been useful because it gives us an understanding of how to reduce phobias through systematic desensitisation/eq; • The study is reliable because they had a standardised procedure eg pairing the rat with the loud noise/eq; Skinner (1948)/superstitious pigeons. • There were only 8 pigeons so they may not be representative of all pigeons/eq;	(6 A02)

	• The pigeons were kept in a lab so results may not be true of wild birds/eq; • There are ethical issues some people may question whether it is right to do this to pigeons as we would not do it to humans, e.g. keep them hungry over a period of time/eq; • As pigeons are biologically/cognitively different from humans the results may not generalise to how humans become superstitious/eq; • Skinner could not know that the pigeons thought their behaviour would lead to food/eq; • The pigeons were kept hungry so this may not be valid behaviour for pigeons who aren't hungry/eq; • The pigeons were bred for experimentation so being in a cage/lab was a natural setting for them/eq; • The pigeon's behaviour may become extinct when no food is presented, however human superstitions are hard to extinguish/eq; • There were 2 independent observers who cross checked their results, so increasing inter observer reliability/eq; Pickens & Thompson (1968)/cocaine reinforcing rats behaviour. • 3 rats is too small a sample to say the results are representative/eq; • They only used albino rats so this further limits the sample and ability to generalise/eq; • Rats are biologically different to humans so the results may not generalise to humans/eq; • It could be seen as unethical as rats became addicted to cocaine/eq; • Because it was carried out in a laboratory other factors, such as no access to other drugs could be controlled/eq; • The dosage of cocaine was carefully controlled making the study more reliable/eq; • They carefully recorded the dosage and number of times a rat pressed the lever increasing the validity of their findings/eq; • It is not a valid measurement of how cocaine acts as a reinforcer for humans as humans don't have an unlimited supply of cocaine/eq; Look for other reasonable marking points.	
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Question Number	Question	
18a	Outline what is meant by the term "nature" in psychology.	
	Answer	Mark
	No credit for answers relating to nurture. One mark per point/elaboration Max 1 for a psychological example. • Our behaviour is caused by our biological make-up such as the genes we inherit from our parents/eq; • Genes are responsible for our characteristics/behaviour /eq; • We inherit our behaviour from our parents/eq; • E.g. if our parents are intelligent then we may inherit the genes for intelligence from them/eq; • E.g. What sex we are is determined by whether we have the Y chromosome/eq; • Nature is what we are born with eg how our hormones affect us/eq; Look for other reasonable marking points.	(2 AO1)

Question Number	Question	
18b	Explain one difference between the nature and nurture explanations of behaviour.	
	Answer	Mark
	• Nature says behaviour is due to genes, nurture says it is learnt (1 mark)/eq; • Nature says that behaviour is due to our biology/genes/hormones whilst nurture says our behaviour is due to the environment/eq; (1 mark) • According to the nature argument our gender is determined before we are born whilst the nurture argument says it is determined after we are born/eq; (1 mark) • According to the nature argument our gender is determined before we are born due to whether we have a Y chromosome or not whilst the nurture argument says we are born gender neutral and it is determined after we are born/eq; (2 marks) • Hormones determine our gender according to nature, nurture argues we learn our gender/eq; (1 mark) • Hormones such as testosterone or oestrogen determine our gender according to nature, nurture argues we learn our gender through observing and copying others/eq; (2 marks) Look for other reasonable marking points.	(2 AO2)

Section C

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

Question Number	Question	
19a	Describe the biological explanation of gender development by filling in the blanks in the paragraph below. You must not use the same answer more than once.	
	Answer	Mark
	Max 1 mark per gap. If more than 1 answer per gap mark the first answer given unless it is clearly crossed out. If a term is used correctly more than once do not give it a mark the second time it is used. Genes determine what sex we are born. If we have a/an _____Y_____chromosome from our father we are male, if we have a/an____X____chromosome from our father we are female. If hormones are not released the foetus will be female. Hormones play a part in gender development at puberty. Boys" bodies produce__testosterone_____and girls" bodies produce__progesterone/oestrogen_____.	(5 A01)

Question Number	Question	
19b	Describe the role of brain lateralisation with regard to gender development.	
	Answer	Mark
	No credit for the role of genes or hormones in gender development. Descriptions which only minimise the role of brain lateralisation are acceptable. Max 1 for comments not relating to gender/male/female • Brain lateralisation looks at how much each half of the brain is used for different activities/eq; • Females' brains are less lateralised than male brains OR male brains are more lateralised than female brains/eq; • Males use the right hemisphere more and females use both hemispheres equally/eq; • Males use the left side of the brain more than the right side for language/eq; • Males use the right side of the brain more than the left when doing visuo-spatial tasks/eq; • Females use both sides of the brain equally for language and visuo-spatial tasks/eq; • If the left hand side of a male brain is damaged they are more likely to have problems with language skills than females with the same damage/eq; • Females have a larger corpus callosum which does improve connectivity between the two hemispheres/eq; Look for other reasonable marking points.	(4 A01)

Question Number	Question	
19c	Evaluate the way in which the Biological Approach explains gender.	
	Answer	Mark
	Answers do not need to focus on brain lateralisation they can include evaluation of the role of genes and hormones. Max 1 per alternative theory up to a total max of 3 marks. Max 1 for evaluation points per study rather than Biological explanation. 0 marks for description. • Money (1975) claimed that gender was learnt as Brenda was happy as a girl though she was born male/eq; • The follow up to Money's study showed that David was not happy having been brought up as a girl showing the influence of biology/eq; • Daphne Went was genetically male but was happy as a female disagreeing with the Biological Approach/eq; • Dorner (1972) found that disrupting the release of male sex hormones in rats made them act in a feminine manner/eq; • However this study was carried out on rats so may not be true of humans as we are biologically different/eq; • Pfeiffer (1936) showed how transplanting testes onto female rats with no gonads made them act in a masculine way/eq; • The biological explanation ignores environmental factors such as the influence of our culture on our gender behaviour/eq; • An alternative explanation is the Psychodynamic Approach which says that gender development is due to identifying with the same sex parent/eq; • Members of the Batista family have been brought up as girls as they look feminine, but at puberty have no problems becoming male when their gonads develop/eq; • The theory is scientific as it is supported by (evidence from) laboratory experiments/scans/eq; • The Biological Approach has more scientific evidence compared to the Psychodynamic which is based on the unconscious mind/eq; • The Biological Approach focuses on nature and ignores nurture so it is reductionist/eq; Look for other reasonable marking points.	(6 AO2)

Question Number	Question	
20ai	In the Psychodynamic Approach you carried out a practical investigation to test for a correlation. Name the statistical test you carried out on your data from your investigation you conducted for the Psychodynamic Approach.	
	Answer	Mark
	No credit if the statistical test does not match the Psychodynamic Approach. No credit for Pearson's Spearman's test/Spearman's Rho/Spearman's/eq;	(1 A03)

Question Number	Question	
20aii	State two reasons for choosing the statistical test you named in (a)(i) for your Psychodynamic investigation.	
	Answer	Mark
	TE No credit if the reasons do not match the test stated in part i). No credit if the reasons correspond to the test stated in ai) but the test was not Spearman's or Pearson's TE if the reasons correspond to the test stated in part i) and the test stated in part i was Pearson's or Spearman's then or i) is blank or does not name a statistical test eg. Levels of Significance, but the answer in ii) is correct for Spearman's or Pearson's full marks. - It was to test for a correlation/relationship/association/eq; - It was not a test of difference - The data were ordinal/eq; (Spearman's only) - The data were ordinal or better/it wasn't nominal data/eq; (Spearman's only) - The data were interval/ratio/eq Look for other reasonable marking points.	(2 A03)

	Guidance	
	Use the levels below to allocate marks according to how detailed the answer is and how thorough the information. Giving marks for elaboration where appropriate is particularly important where questions such as this are suitable to stretch and challenge candidates, so that the full range of marks is available. Please read the whole response before crediting.	

Question Number	Question	
20b	Evaluate your practical investigation from the Psychodynamic Approach in terms of strengths and/or weaknesses. You must make it clear in your answer what your investigation was about.	
	Answer	Mark
	Refer to levels at the end of the indicative content. No credit for description of the practical. No credit for evaluation of a practical from another approach. Appropriate answers might include the following evaluative points but the list is not exhaustive. • My practical can't be generalised because we only had a sample of 20 participants. • The sample were all 17 years old from the same area so the results may not be true of everyone. • It was not reliable because some ppts had the television on whilst they were answering the questionnaire. • We asked how strict their parents were and they may have given a different answer due to an argument with their parents that morning. • Ppts may lie about how obstinate they are as they want to appear in a good light. • We all used the same questionnaire and carried it out in a quiet room so there were some controls. • Some ppts answered the questionnaires with their friends and talked about their answers possibly affecting their results/there may have been demand characteristics. • Ppts were friends/family who knew we were doing a piece of school work so they may have answered to help us find the results we wanted/there may have • We only looked at ppts folders to see how tidy they were, if we had looked at their bedroom we may have reached a different decision on tidiness. • Someone's idea of a parent being strict may be different from another person's so there is some subjectivity in the answers we received. • Because we used rating scales rather than qualitative data it was easier to analyse/more objective. • It was ethical as our rating scales had a full brief at the top including their right to withdraw/it was confidential. • This means the ppts knew what they were going to do and gave informed consent.	(12 A03)

Level	Mark	Descriptor
		A03 How science works.
	0	No rewardable material. Practical from the wrong approach
Level 1	1-3 marks	Candidates will produce brief answers, making simple statements showing some relevance to the question. • No evaluative comments that relate specifically to the Psychodynamic practical and what they did, they could relate to any study/practical. • Examiners are not clear what the practical was about OR it is all description with no relevant evaluation points. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and /or spelling errors.
Level 2	4-6 marks	Limited attempt at evaluation of the Psychodynamic practical, • Generic comments that could apply to any practical, but could also apply to the Psychodynamic practical. May be mainly description that is not relevant to the evaluation. • Examiners know what the practical was on. Candidates will produce statements with some development in the form of mostly accurate and relevant factual material. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and /or spelling errors are likely to be present.
Level 3	7-9 marks	Candidate has attempted and answered the injunction in the question well. • There may be some irrelevant description as well as description helping the evaluation and/or the examiner's understanding about what the practical was investigating. • Evaluation may be generic and true of the Psychodynamic practical but at least one point is specifically focused on evaluation of the practical that they did. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and /or spelling errors are likely to be present.
Level 4	10-12 marks	Candidate has attempted and answered the injunction in the question very well. • The answer is mainly focused on evaluation of the psychodynamic practical that they did, any description is to help the evaluation and/or the examiner's understanding about what the practical was investigating. • A range of evaluative comments that could apply to the Psychodynamic practical amongst others with at least three comments that are relevant to the Psychodynamic practical only. The skills needed to produce convincing extended writing are in place. Very few syntactical and /or spelling errors may be found. Very good organisation and planning. Given time constraints and limited number of marks, full marks must be given when the answer is reasonably detailed even if not all the information is present.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCE

Psychology

Advanced Subsidiary

Unit 2: Understanding the Individual

Wednesday 5 June 2013 – Afternoon

Time: 1 hour 40 minutes

Paper Reference

6PS02/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

SECTION A

Answer ALL questions. You are advised to spend approximately 15 minutes on Section A.

In Section A put a cross in each correct box ☐ to indicate your answer.

If you change your mind, put a line through the box ☐ and then put a cross in another box ☐.

For question 1 choose ONE answer from A, B or C.

- 1 Sarah has gone shopping with her 18-month-old niece Zoe. When they pass the sweets counter Zoe grabs a handful and starts eating them. Zoe does not understand why Sarah says she cannot eat them now.

Zoe's behaviour is an example of being controlled by the

- ☐ A id
- ☐ B ego
- ☐ C superego

(Total for Question 1 = 1 mark)

For questions 2–7 choose ONE answer from A, B, C or D.

- 2 The aim of Freud's study of Little Hans (1909) was to

- ☐ A create a phobia of rats
- ☐ B provide evidence for the oral stage of development
- ☐ C understand the reason Little Hans was afraid of horses
- ☐ D show his fear of having a bath was really Little Hans's fear of his mother leaving

(Total for Question 2 = 1 mark)

- 3 At about six weeks a foetus will start to develop its gender.

The foetus will be female when

- ☐ A oestrogen is released
- ☐ B no sex hormones are released
- ☐ C Mullerian inhibiting substance is released
- ☐ D androgens are released

(Total for Question 3 = 1 mark)



- 4 Mario saw his sister playing football and decided to kick a ball around the garden.

This is an example of

- ☐ A positive reinforcement
- ☐ B negative reinforcement
- ☐ C identification
- ☐ D imitation

(Total for Question 4 = 1 mark)

- 5 Mario played with one of his sister's dolls and thought he might be told off. To avoid being told off he played with his toy cars instead of the doll.

This is an example of

- ☐ A positive reinforcement
- ☐ B negative reinforcement
- ☐ C identification
- ☐ D imitation

(Total for Question 5 = 1 mark)

Questions 6–8 relate to the information in the box below.

Megan is a psychology student who has to carry out a practical investigation for her coursework. She has decided to study whether there is a difference in the cognitive ability between children of different ages. She will be studying two different classes at her local primary school over one day, one class of four year olds and one class of seven year olds.

6 Which of the following experimental designs will Megan use?

- ☐ **A** Matched pairs
- ☐ **B** Independent groups
- ☐ **C** Repeated measures
- ☐ **D** Correlation

(Total for Question 6 = 1 mark)

7 Megan is only going into the school on one day to carry out her experiment so she has to use the children who are in the school on that day.

Megan's sampling method is

- ☐ **A** random
- ☐ **B** volunteer
- ☐ **C** opportunity
- ☐ **D** stratified

(Total for Question 7 = 1 mark)

For question 8 choose ONE answer from A, B or C.

8 Megan collected ordinal data from her experiment.

Which statistical test should Megan use to analyse her data?

- ☐ **A** Mann Whitney U
- ☐ **B** Chi-squared (χ^2)
- ☐ **C** Spearman's rho

(Total for Question 8 = 1 mark)



For questions 9–12 choose ONE answer from A, B, C or D.

9 Which of the following statements is true of a MRI scan?

- ☐ **A** It uses a radioactive tracer, which is injected into the patient.
- ☐ **B** It measures gamma rays that have been formed by positrons colliding with electrons.
- ☐ **C** It measures radio waves emitted by the nuclei in hydrogen molecules.
- ☐ **D** It measures brain wave activity through the surface of the scalp.

(Total for Question 9 = 1 mark)

10 A strength specific to overt observations is that

- ☐ **A** participants know they are taking part in a study so are able to give consent
- ☐ **B** participants are more likely to act naturally than if they were in a covert observation
- ☐ **C** there is less chance of demand characteristics affecting the results
- ☐ **D** the observer is already part of the group so has greater insight into the behaviour being studied

(Total for Question 10 = 1 mark)

11 Which of the following is a non-directional (two tailed) hypothesis?

- ☐ **A** There is a difference in driving ability with men being better drivers than women.
- ☐ **B** Women are better at concentrating on more than one thing at a time than men.
- ☐ **C** Women spend more time doing the cooking and cleaning than men.
- ☐ **D** There is a difference in the number of men and women who participate in sports.

(Total for Question 11 = 1 mark)

12 Evidence for brain lateralisation comes from studies on stroke victims where one side of the brain has been affected.

These studies show that

- ☐ **A** when the right side of the brain is affected, females have more problems in verbal ability than males
- ☐ **B** when the left side of the brain is affected, females have more problems in verbal ability than males
- ☐ **C** when the right side of the brain is affected, males have more problems in verbal ability than females
- ☐ **D** when the left side of the brain is affected, males have more problems in verbal ability than females

(Total for Question 12 = 1 mark)

TOTAL FOR SECTION A = 12 MARKS



SECTION B

Answer ALL questions. You are advised to spend approximately 45 minutes on Section B.

- 13** Arnold is a psychology postgraduate student at the local university who is carrying out research on mice as part of his course. As he will use animals Arnold must consider both practical and ethical issues.

Describe practical **and** ethical considerations that Arnold must take into account when carrying out his research on animals.

(6)



(Total for Question 13 = 6 marks)

14 In the Learning Approach you will have learned about the study by Bandura, Ross and Ross (1961).

(a) Describe the results of this study by Bandura, Ross and Ross.

(4)

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(4)

10

15 (a) Describe the first stage of Freud's theory of psychosexual development.

(4)

[illegible]

(b) Outline Freud's concept of the ego, using an example of how it influences behaviour.

(2)

[illegible]

(Total for Question 15 = 6 marks)



16 Describe the use of adoption studies as a research method in the Biological Approach by filling in the blanks in the paragraph below. **Do not** use the same word more than once.

(4)

Adoption studies are used to assess if a characteristic is the result of

..... or of This is

done by comparing the children to their parent

and their parent.

(Total for Question 16 = 4 marks)

17 (a) Lucy has a fear of dogs.

Use classical conditioning to explain how Lucy might have developed her fear of dogs. You may use a diagram as part of your answer.

(5)

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- Evaluate the therapy/treatment from the Learning Approach that you have studied. Make it clear in your answer which therapy/treatment you are evaluating.

Name of therapy/treatment

Evaluation

This image shows a single sheet of white paper with horizontal dashed lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the paper.

(Total for Question 17 = 9 marks)

18 Sahira is five years old. Recently her mother has noticed that Sahira is acting in a more feminine way.

Use Freud's theory to explain how Sahira may have developed her gender behaviour.

(5)

(Total for Question 18 = 5 marks)

TOTAL FOR SECTION B = 38 MARKS



SECTION C

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

19 During your course you will have studied a key issue (an issue of relevance to today's society) that can be explained using the Psychodynamic Approach.

(a) Identify **one** key issue from the Psychodynamic Approach.

(1)

(b) Explain the key issue you identified in (a) using concepts, theories and/or research from the Psychodynamic Approach.

(5)



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(Total for Question 19 = 6 marks)



20 In the Biological Approach you will have carried out a practical investigation to test differences between groups using a research method such as an experiment. Your results will have included statistical analysis.

(a) Outline the aim/hypothesis of your practical investigation from the Biological Approach.

(2)

(b) Describe the results of your practical investigation from the Biological Approach.

(3)



(c) Evaluate your practical investigation from the Biological Approach.

(7)

Handwriting practice area with 20 horizontal dotted lines.



(Total for Question 20 = 12 marks)



(12)

Handwriting practice area with 20 sets of dotted lines on a lined background.



(Total for Question 21 = 12 marks)

TOTAL FOR SECTION C = 30 MARKS
TOTAL FOR PAPER = 80 MARKS



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Mark Scheme (Results)

Summer 2013

GCE Psychology (6PS02/01)

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Summer 2013

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General Guidance on Marking – GCE Psychology

All candidates must receive the same treatment.

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

Examiners should therefore read carefully and consider every response: even unconventional answers may be worthy of credit.

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

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

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

Using the mark scheme

The mark scheme gives:

- an idea of the types of response expected
- how individual marks are to be awarded
- the total mark for each question
- examples of responses that should NOT receive credit (where applicable).

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

Quality of Written Communication

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

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

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

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

Unit 2: Understanding the Individual

Section A

Question Number	Question	
1	Sarah has gone shopping with her 18-month-old niece Zoe. When they pass the sweets counter Zoe grabs a handful and starts eating them. Zoe does not understand why Sarah says she cannot eat them now. Zoe's behaviour is an example of being controlled by the	
	Answer	Mark
	A id B ego C superego	(1 AO1)

Question Number	Question	
2	The aim of Freud's study of Little Hans (1909) was to	
	Answer	Mark
	A create a phobia of rats B provide evidence for the oral stage of development C understand the reason Little Hans was afraid of horses D show his fear of having a bath was really Little Hans's fear of his mother leaving	(1 AO1)

Question Number	Question	
3	At about six weeks a foetus will start to develop its gender. The foetus will be female when	
	Answer	Mark
	A oestrogen is released B no sex hormones are released C Mullerian inhibiting substance is released D androgens are released	(1 AO1)

Question Number	Question	
4	Mario saw his sister playing football and decided to kick a ball around the garden. This is an example of	
	Answer	Mark
	A positive reinforcement B negative reinforcement C identification D imitation	(1 AO1)

Question Number	Question	
5	Mario played with one of his sister's dolls and thought he might be told off. To avoid being told off he played with his toy cars instead of the doll. This is an example of	
	Answer	Mark
	A positive reinforcement B negative reinforcement C identification D imitation	(1 AO1)

Question Number	Question	
6	Megan is a psychology student who has to carry out a practical investigation for her coursework. She has decided to study whether there is a difference in the cognitive ability between children of different ages. She will be studying two different classes at her local primary school over one day, one class of four year olds and one class of seven year olds. Which of the following experimental designs will Megan use?	
	Answer	Mark
	A Matched pairs B Independent groups C Repeated measures D Correlation	(1 AO3)

Question Number	Question	
7	Megan is only going into the school on one day to carry out her experiment so she has to use the children who are in the school on that day. Megan's sampling method is	
	Answer	Mark
	A random B volunteer C opportunity D stratified	(1 AO3)

Question Number	Question	
8	Megan collected ordinal data from her experiment. Which statistical test should Megan use to analyse her data?	
	Answer	Mark
	A Mann Whitney U B Chi squared (χ^2) C Spearman's rho	(1 AO3)

Question Number	Question	
9	Which of the following statements is true of a MRI scan?	
	Answer	Mark
	A It uses a radioactive tracer, which is injected into the patient. B It measures gamma rays that have been formed by positrons colliding with electrons. C It measures radio waves emitted by the nuclei in hydrogen molecules. D It measures brain wave activity through the surface of the scalp.	(1 AO3)

Question Number	Question	
10	A strength specific to overt observations is that	
	Answer	Mark
	A participants know they are taking part in a study so are able to give consent B participants are more likely to act naturally than if they were in a covert observation C there is less chance of demand characteristics affecting the results D the observer is already part of the group so has greater insight into the behaviour being studied	(1 AO3)

Question Number	Question	
11	Which of the following is a non-directional (two tailed) hypothesis?	
	Answer	Mark
	A There is a difference in driving ability with men being better drivers than women. B Women are better at concentrating on more than one thing at a time than men. C Women spend more time doing the cooking and cleaning than men. D There is a difference in the number of men and women who participate in sports.	(1 AO3)

Question Number	Question	
12	Evidence for brain lateralisation comes from studies on stroke victims where one side of the brain has been affected.	
	These studies show that	
	Answer	Mark
	A when the right side of the brain is affected, females have more problems in verbal ability than males B when the left side of the brain is affected, females have more problems in verbal ability than males C when the right side of the brain is affected, males have more problems in verbal ability than females D when the left side of the brain is affected, males have more problems in verbal ability than females	(1 AO1)

Section B

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

Question Number	Question	
13	Arnold is a psychology postgraduate student at the local university who is carrying out research on mice as part of his course. As he will use animals Arnold must consider both practical and ethical issues. Describe practical and ethical considerations that Arnold must take into account when carrying out his research on animals.	
	Answer	Mark
	Max 2 if no reference to Arnold or his research at least once in the answer or if the points don't relate to mice. Max 4 if only practical or ethical considerations are mentioned. No credit for points talking about gaining consent from the owners. No credit for points that mention can't cause pain. No credit for human ethical issues. • He must make sure that his university/he has a Home Office licence in order to carry out the study/eq; • The animals should be kept in appropriate cages which should be big enough for the number of mice he has/eq; • The mice should be given adequate food and water when not being studied/eq; • If the mice are going to suffer after the experiment he should have the facilities to humanely euthanase them/eq; • He should have made sure that there was no alternative way (e.g computers) to carry out the study without the use of mice/eq; • He must consider whether the results from mice can be generalised to humans due to our biological differences/eq; • Mice have a shorter gestation period than humans so we can see the effects over generations more easily/eq; • They are cheaper to handle as the costs of keeping mice are less than the costs of paying expenses for human participants/eq; • The animals should be kept in appropriate cages which should be big enough for the number of mice he has so their caging is ethical/eq; • If pain is used it should be kept to a minimum and be justified/eq; • Using Bateson's cube he must make sure the quality of research is high, animal suffering is low and certainty of benefit is high/eq; (2 marks) • Arnold should be sure there will be some benefit from the research and the animals don't suffer unnecessarily/eq; • However it is hard to be certain of the benefit of the research until after it has been carried out/eq; • Arnold should use the animals as it is better to harm them than it is to harm humans/eq;	(6 AO3)

	• Research may be in vain if the results from mice cannot be generalised to humans as the mice may suffer for no reason/eq; • Arnold must be competent to carry out the research otherwise he may cause suffering to the mice. • Arnold must use the minimum amount of animals needed to gain his results/eq; Look for other reasonable marking points.	
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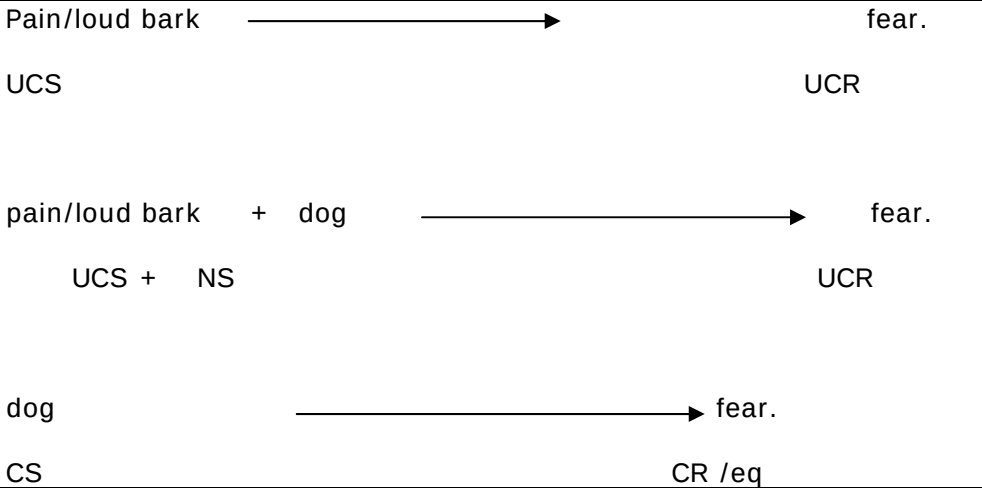
Question Number	Question	
14(a)	In the Learning Approach you will have learned about the study by Bandura, Ross and Ross (1961). Describe the results of this study by Bandura, Ross and Ross.	
	Answer	Mark
	No credit for the aim, procedure or conclusions of Bandura, Ross and Ross's study. Answers that are written as though they could be either the results or conclusion can gain credit as results. 0 marks for statements written as definite conclusions. Max 3 if no figures are used. Figures can be rounded up or down to the nearest whole number or points inbetween. • Watching the aggressive model lead to more boys copying the actions than girls/eq; • Girls were more likely to engage in verbal aggression and boys more likely to engage in physical aggression/eq; • On average girls copied 5.5 aggressive acts if the model was female and 7.2 aggressive acts if the model was male/eq; (2 marks) • Boys copied 25.8 aggressive acts when the model was male/eq; • Overall there were more non-imitative aggressive acts than copied aggressive acts if they saw an aggressive role model/eq; • On average 12.7 aggressive acts were imitated from the aggressive model/eq; • When the male aggressive model was observed an average of 16.5 aggressive acts were copied compared to 8.95 aggressive acts copied from the female aggressive role model/eq; (2 marks.) • He found children are more likely to hit the Bobo doll if the adult was the same sex as them/eq; • Watching the aggressive model led to more aggressive acts being copied compared to watching a non-aggressive model/eq; • Boys were more likely to imitate aggressive acts from the same sex role model than girls/eq; Look for other reasonable marking points.	(4 AO1)

Question Number	Question	
14(b)	Evaluate Bandura, Ross and Ross's (1961) study in terms of generalisability and validity.	
	Answer	Mark
	Max 3 marks for generalisability. Max 3 marks for validity. Max 2 marks for generic evaluations that could apply to other studies. Ignore evaluation that is not focused on generalisability or validity. Generalisability. • They used a large sample (of 72) so the results could be generalised to others/eq; • As it was only done on children aged three to five the results may not be true for older children/teenagers/adults/eq; • It was done on children in the university nursery so does not include children from other backgrounds/eq; • The sample contained both boys and girls so results apply to both genders/eq; Validity. • The nursery was a natural setting for the children so the study had ecological validity/eq; • It was carried out in a lab setting so this makes it artificial and lacking in ecological validity. (generic point) /eq; • The children had never seen a Bobo doll before so may have hit it because that is what they thought they should do with it/eq; • The children had never seen a Bobo doll before so may have hit it because that is what they thought they should do with it so the experimenters weren't measuring the effect of violent role models on children's aggression in normal circumstances/eq; (2 marks) • They deliberately made the children frustrated which may not happen after watching normal t.v. so the results may not be true of everyday life/eq; Look for other reasonable marking points.	(4 AO2)

Question Number	Question	
15(a)	Describe the first stage of Freud's theory of psychosexual development.	
	Answer	Mark
	No credit for any other stage apart from the oral stage. No credit for features of fixation. An explained example can get credit max 1. • The first stage is the oral stage and occurs from birth to around 1 year/18 months/2 years /eq; OR The first stage is the oral stage and the libido/pleasure is centred on the mouth/eq; • At this stage the centre of pleasure is the mouth and the infant will enjoy putting things in its mouth/eq; • E.g. a baby may explore its world by chewing or sucking new toys/eq; • The ego and superego have yet to develop/eq; • The baby is just id so demands all its needs are satisfied at once/eq; • The child shows its love for its mother through sucking and its hate of its mother through biting/eq; Look for other reasonable marking points.	(4 AO1)

Question Number	Question	
15(b)	Outline Freud's concept of the ego, using an example of how it influences behaviour.	
	Answer	Mark
	Max 1 mark if no example. Max 1 mark for an example. • The ego balances the id and the superego with reality/eq; • The ego manages the id and converts the Thanatos into aggressive behaviour/eq; • It is logical and works on the reality principle/eq; • E.g. it balances the reality of having to revise for exams with the id's demands to go out with friends/eq; • E.g. It says you can't afford to go to the cinema this week but you could go next week after you've been paid/eq; Look for other reasonable marking points.	(2 AO1)

Question Number	Question	
16	Describe the use of adoption studies as a research method in the Biological Approach by filling in the blanks in the paragraph below. Do not use the same word more than once.	
	Answer	Mark
	If the same term is used twice only give it a mark the first time it is used. Note in each sentence the two words must be the opposite sides of the nature nurture debate. Do not credit 'Guardian' as this can apply to either side of the argument Adoption studies are used to assess if a characteristic is the result of <u>nature / genetics / genes / biology:</u> <u>nurture / environment / upbringing</u> or of <u>nature / genetics / genes / biology:</u> <u>nurture / environment / upbringing.</u> This is done by comparing the children to their <u>Biological / natural / genetic / birth parent:</u> <u>adoptive / adopting / adopted / foster</u> parent and their <u>biological / natural / genetic / birth parent:</u> <u>adoptive / adopting / adopted / foster</u> parent.	(4 AO3)

Question Number	Question	
17(a)	Lucy has a fear of dogs. Use classical conditioning to explain how Lucy might have developed her fear of dogs. You may use a diagram as part of your answer.	
	Answer	Mark
	Max 2 marks if no reference to Lucy/her fear/dogs at least once in the answer. Max 4 marks for a fully labelled diagram. Max 2 for the diagram with just the terms used correctly (can get 1 if a term is incorrect) plus Max 2 for the diagram with just the examples used correctly (can get 1 if an example is incorrect) In the diagram, if terms are used incorrectly but examples are correct, 2 marks. - Pain/loud noise is the original stimulus that would cause the original response of fear/eq; - Dogs would be a neutral stimulus and have no effect at first/eq; - A dog may have bitten her causing pain/eq; - The dog is now associated with pain/fear/eq; - Dogs have become the conditioned stimulus and fear of dogs is now the conditioned response/eq; - The bite/pain/loud noise is the UCS, the dog is the NS/CS, fear is the UCR before conditioning/eq; - After conditioning/afterwards the dog is the CS and the CR is the fear/eq; - Lucy may have generalised the fear from the original dog/breed of dogs to all dogs/eq;  <pre> graph LR subgraph "Diagram 1: Unconditioned Response" A[Pain/loud bark] --> B[fear.] C[UCS] --- D[UCR] end subgraph "Diagram 2: Neutral Stimulus" E[pain/loud bark + dog] --> F[fear.] G["UCS + NS"] --- H[UCR] end subgraph "Diagram 3: Conditioned Response" I[dog] --> J[fear.] K[CS] --- L["CR /eq"] end </pre> Look for other reasonable marking points.	(5 AO2)

Question Number	Question	
17(b)	During your study of the Learning Approach you will have learned about a therapy/treatment based on classical conditioning or operant conditioning. Evaluate the therapy/treatment from the Learning Approach that you have studied. Make it clear in your answer which therapy/treatment you are evaluating.	
	Answer	Mark
	If more than one therapy is evaluated mark all and credit the best. 0 marks for description. E.g. Aversion therapy • It can be criticised on ethical grounds as the patients are deliberately being made ill/sick/hurt/eq; • However the patients give full informed consent so know what will happen to them/eq; • It doesn't last long term as the patient may learn that having alcohol doesn't make you sick/eq; • It has been shown to be more effective for addictions than other treatments/eq; • It doesn't change the reasons for the behaviour so the underlying problem may still be there/eq; E.g. Flooding. • It is a quicker treatment than systematic desensitisation as they go straight to the feared object/eq; • It costs less than systematic desensitisation because it only takes one session rather than several/eq; • It can cause a lot of distress to the patient when confronting their feared object/eq; • Wolpe (1958) found that flooding did cure a girl of her phobia of travelling in cars/eq; • If the patient stops the treatment half way through they will be more afraid of the object/eq; • It doesn't work as well on general phobias as it does on specific phobias/eq; E.g. Systematic desensitisation. • Because it goes up the hierarchy of fears it isn't as stressful as flooding/eq; • Capafons(1999) has shown that it can be used to get rid of fear of flying/eq; • It can only be used for phobias and not for other disorders such as schizophrenia./eq; • Psychoanalysts would say the reason for the fear hasn't been treated so the patient will still have issues/eq; • Because the patient has learnt to relax the treatment can be applied to other situations/objects/eq; • It is more time consuming than flooding as it goes in stages rather than getting straight to the most feared object/ as it takes several hourly sessions rather than one session of a few hours/eq;	(4 AO2)

	E.g. Token Economy. • It may not generalise to situations where there are no tokens as a reward for the desired behaviour/eq; • It can be criticised as people are having basic rights taken away from them in order to earn them with tokens/eq; • Ayllon (1968) found that it improved behaviour in long term patients in a psychiatric hospital/eq; • It has been shown to cut down re-offending rates in prisoners/eq; • However this has usually only been short term and doesn't have a long term effect on their behaviour/eq; Look for other reasonable marking points.	
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Question Number	Question	
18	Sahira is five years old. Recently her mother has noticed that Sahira is acting in a more feminine way. Use Freud's theory to explain how Sahira may have developed her gender behaviour.	
	Answer	Mark
	Max 3 marks if no reference to Sahira's name. Max 3 marks if no reference to her gender development at least once in the answer. • Sahira is in the phallic stage and going through the Oedipus/Electra complex/eq; • She has realised that she doesn't have a penis but that men do/eq; • She blames her mother for the lack of penis as neither of them have a penis/eq; • She unconsciously sexually desires her father/eq; • Sahira unconsciously desires her father's baby as compensation for lack of a penis/eq; • This creates unconscious resentment of her mother wishing her out of the way/dead/eq; • Her feelings for her mother and her father cause unconscious conflict that needs to be resolved/eq; • To resolve her conflict Sahira identifies with her mother/eq; • Identification includes taking on the same gender behaviour as her mother/eq; Look for other reasonable marking points.	(5 AO2)

Section C

Question Numbers	General Instructions
	Marking points are indicative, not comprehensive and other points should be credited. In each case consider 'or words to that effect'. Each bullet point is a marking point unless otherwise stated, and each point made by the candidate must be clearly and effectively communicated. Questions Q20(a), Q20(b) and Q21 are all marked using levels.

Question Number	Question	
19(a)	During your course you will have studied a key issue (an issue of relevance to today's society) that can be explained using the Psychodynamic Approach. Identify one key issue from the Psychodynamic Approach.	
	Answer	Mark
	One mark for identification of a key issue from the psychodynamic approach. No credit if it is not written as an issue, e.g. dream analysis is not an issue do we all need dream analysis? Is an issue. No credit if it is not an issue from the psychodynamic approach. Read part b to check the issue is suitable for the psychodynamic approach before deciding on the mark. • Should everyone have psychoanalysis?/eq; • The debate about the accuracy of recovered memories/eq; • Do dreams have meaning?/eq; • Why are horror films/vampires so popular? /eq; • Are bullies really victims? /eq; Look for other reasonable marking points.	(1 AO1)

Question Number	Question	
19(b)	Explain the key issue you identified in (a) using concepts, theories and/or research from the Psychodynamic Approach.	
	Answer	Mark
	No credit for describing the issue. <i>TE.</i> No credit if the issue does not match the issue identified in a) and it is not clearly an issue from the Psychodynamic Approach. Max 2 if the issue relates to the issue identified in a) and it is not from the Psychodynamic Approach. Max marks if a) is incorrect/scored 0 but the issue is clearly from the Psychodynamic Approach. Elaborated examples can gain credit max one overall. E.g. Should everyone have psychoanalysis? • Even those who do not have a mental disorder can benefit from insight into their early relationships with parents and how they may affect their present relationships/eq; • This can be shown by transference, where the patient displays the same emotions to the therapist that they had towards their parents/eq; • The patient will also use defence mechanisms in therapy and this will give some idea of how they cope with problems in everyday life/eq; • E.g. If someone uses denial a lot they will not accept there are problems at places such as work, when it might be better to accept the problem and so be able to solve it/eq; (2 marks) • Eysenck (1952) said that psychoanalysis is not effective, and that people who received no treatment improved more than those who had psychoanalysis/eq; • However, a more recent study has found that psychoanalysis was as effective or better than other therapies in 23 out of 24 studies/eq; • Clients may be influenced by the analyst and recover false memories when there is nothing wrong with them/eq; • If a client recovers a false memory it can negatively impact on their life and their relationships with other family members/eq; E.g. The debate about the accuracy of recovered memories. • Freud said that one of the main purposes of psychoanalysis is to bring repressed memories into the conscious no matter how difficult they are to cope with/eq; • However, the interpretation of dreams is subjective and so the analyst could come up with the wrong interpretation/ with different analysts coming up with different interpretations/eq; • The analyst has power over the patient which may make the patient more likely to agree with what the analyst has said so leading to false memories/eq;	(5 AO1)

	• The case of Beth Rutherford shows that there is such a thing as false memory as it was proved that she had never had an abortion, even though she remembered having one/eq; • However because it has been proved that some memories are false it does not mean that all memories recovered in analysis are untrue/eq; • It has been found that when something traumatic occurs it can be repressed and placed in our unconscious, so analysts often assume their patients are repressing some memories/eq; • Loftus and Pickrell (1995) found that 29% of ppts recalled events around being lost in a mall when they had never been lost in a mall/eq; • Loftus, Braun & Ellis (2002) found that they could implant the memory of meeting Bugs Bunny at a Disney resort when he is not a Disney character/eq; e.g. Do dreams have meaning? • Freud says our behaviour is determined by our unconscious thoughts and desires/eq; • One way the unconscious tries to become conscious is through dreams/eq; • However we can't cope with our unconscious desires so to protect ourselves the symbols are used in our dreams/eq; • The manifest content is what we remember about our dream and the latent content is what it actually means/eq; • E.g a dream about being chased - the latent content could be that the person doing the chasing represent a harmful part of yourself/eq; • Analysts are needed to interpret the symbols in dreams to uncover the patients unconscious wishes/desires/eq; • However people argue that dream analysis is subjective and different analysts may interpret the same dreams differently /eq; • Freud's study of Little Hans (1909) showed that his dreaming of a plumber actually meant he had resolved his Oedipus complex/eq; • However a study of people who went to bed thirsty found they did not dream of water so going against dreams as wish fulfilment/eq; • It has been found that if the area of the brain where the limbic system links to the cortex is damaged then people do not wish or dream suggesting they are linked/eq; • Hobson & McCarley (1977) say dreaming is caused by us trying to make sense of random firing of the brain as we sleep/eq; • However if this were true it does not explain why we have recurring dreams as these are not random/eq; • Others argue it is a way to make sense of our day and get rid of unwanted material(Reorganisational theory Crick & Mitchison 1983)/eq; Look for other reasonable marking points.	
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Question Number	Question	
20(a)	In the Biological Approach you will have carried out a practical investigation to test differences between groups using a research method such as an experiment. Your results will have included statistical analysis. Outline the aim/hypothesis of your practical investigation from the Biological Approach.	
	Answer	Mark
	No credit if the aim/hypothesis does not relate to an experiment from the Biological Approach. One mark for a weak answer. Two marks for an elaborated answer Possible practicals include: gender differences in verbal ability e.g. word searches, anagrams, crosswords; Gender differences in spatial awareness e.g. rotation of 3D shapes, where's Wally, jigsaws. Stroop effect. There are others if not sure check with team leader. 0 marks Either no answer or a muddled answer where the examiner cannot tell what the aim/hypothesis of the study was. No focus on the experiment from the Biological Approach. Or no answer at all. 1 mark The examiner is given a brief idea of the aim/hypothesis. The hypothesis may not be fully operationalised. e.g aim;our aim was to investigate whether gender would have an impact on spatial awareness e.g hypothesis ; the hypothesis was that boys will out perform girls on a computer parking game. 2 marks The examiner knows exactly what the aim/hypothesis was, the hypothesis was fully operationalised. e.g aim;our aim was to investigate whether being male or female would have an impact on spatial awareness e.g hypothesis ; the hypothesis was that boys have fewer crashes than girls on a computer parking game.	(2 AO3)

Question Number	Question	
20(b)	Describe the results of your practical investigation from the Biological Approach.	
	Answer	Mark
	TE No credit if the practical is not from the Biological Approach and does not relate to the aim/hypothesis in part (a) Max 1 marks If the practical is not from the Biological Approach but relates to the aim/hypothesis in part (a) If part (a) is blank and the results are from a clearly identifiable experiment from the biological approach full marks can be given. One mark for a weak answer. Two marks for an elaborated answer that includes some figures e.g. mean. Three marks for a detailed answer that includes the statistical test and whether the results were or were not significant. Possible practicals include: gender differences in verbal ability e.g. word searches, anagrams, crosswords; Gender differences in spatial awareness e.g. rotation of 3D shapes, where's Wally, jigsaws. Stroop effect. There are others if not sure check with team leader. 0 marks Either no answer or a muddled answer where the examiner cannot tell what results were found. No focus on the experiment from the Biological Approach. Or no answer at all. 1 mark The examiner is given a brief idea of the results with a reference to what was found may not include any analysis of central tendency. e.g boys did better than girls on learning the maze. 2 marks The examiner knows what results were found, will make an explanation of what the central tendency shows, or use figures to explain their results. May say there was a significant difference (or not) but not explain how they know this. e.g boys completed the parking game 30 seconds faster than the girls, who completed it in 4 minutes 3 marks. The examiner knows exactly what results were found, will make a reference to whether there was a significant difference or not with some explanation about why they are saying this. May also include figures from central tendency to further explain their results. e.g boys completed the parking game 30 seconds faster than the girls, who completed it in 4 minutes. We carried out a Mann Whitney and our observed value was smaller than the critical value so there was a significant difference between the boys and the girls.	(3 AO3)

Question Number	Question	
20(c)	Evaluate your practical investigation from the Biological Approach.	
	Answer	Mark
	Max 2 marks for ethical points <i>TE</i> No credit if the practical is not from the Biological Approach and does not relate to the aim/hypothesis or results in parts (a) and (b) No credit if (a) and (b) are blank and we can't tell if the practical is from the Biological Approach Max 3 marks If the practical is not from the Biological Approach but relates to the results or aim/hypothesis in parts (a) and (b) Max 3 marks for generic evaluation that does not relate to the actual practical Max marks available if (a) and (b) are blank but (c) is clearly from a biological practical that they would have carried out Possible marking points (go with the intention of the candidate) • We had inter-rater reliability as three of us timed the same participants/eq; • We did not have inter-rater reliability because one of us found different results/eq; • We all used the same word search/jigsaw which increased reliability/eq; • A pilot study was done to check procedures were practical/standardised/eq; • Our sample was taken from sixth formers and can be generalised to that target population/eq; • Our sample was limited so not representative and not generalisable/eq; (generic point) • We gathered all the data at one point in time and this might give biased data/eq; • We had a small sample of 10 which may cause problems in generalising/eq; • The setting was in a classroom which was a natural setting for our participants so it was ecologically valid/eq; (2 marks) • Students aged 17 don't usually do Where's Wally so the task is artificial/eq; • Despite asking for silence some participants talked to each other and this may have affected their results/eq; • Participants didn't know exactly what they were going to do, so they didn't give informed consent, but we did debrief them afterwards/eq; Look for other reasonable marking points.	(7 AO3)

Question Number	Question
*21	Describe and evaluate an explanation of gender development from the Learning Approach. In your evaluation you must include at least one comparison with another explanation of gender development.
	Answer
	Refer to levels at the end of the indicative content. No credit for description of the Biological or Psychodynamic Approach. Appropriate answers might include the following descriptive points but the list is not exhaustive. • Social learning says that boys imitate male role models and girls imitate female role models. • E.g. a boy sees his dad washing the car and so washes his toys cars. • We observe and pay attention to the behaviour of appropriate same sex models. • If we remember that behaviour we may copy it at a later time. • If we see the role model being rewarded/vicariously reinforced for their behaviour we are more likely to carry out that behaviour. • Operant conditioning says that if we are reinforced for a behaviour we are more likely to reproduce it. • A boy may be praised for building with Lego so he is more likely to play with Lego again. • If we are punished for a behaviour we are less likely to repeat that behaviour. • E.g. if a girl is told off for playing football then she won't play football again. Appropriate evaluation may include the following points, but the list is not exhaustive. • Bandura, Ross and Ross (1961) showed that boys are more likely to imitate physical aggression than girls. • Lytton & Romney (1991) found that parents do shape their children's activities to be gender appropriate. • However they also found there were more similarities in how both sexes were raised, so concluded that reinforcement does not explain gender behaviour. • Evan and Davies found that characters in books still tended to have stereotypical roles. • It has also been found that males on clipart are more portrayed as more active and females as more nurturing. • Money (1971) said his study proved that gender is learnt, as Brenda was happy as a female. • However, in the follow up study it was shown that gender was biological as Brenda reverted back to a male and claimed never to be happy as a female. • The learning approach does not take account of how hormones such as oestrogen/testosterone affect our gender development unlike the biological approach. • Both the psychodynamic approach and the learning approach say that parents are used as models for gender behaviour. Look for other reasonable material.

Level	Mark	Descriptor
		A01: Knowledge and understanding of science and how science works. A02: Evaluation of knowledge and understanding of science and how science works.
	0	No rewardable material
Level 1	1-3 marks	Candidates will produce brief answers, making simple statements showing some relevance to the question. - Limited description of the learning explanation of gender development OR limited evaluation of the learning explanation of gender development OR limited comparison of the learning explanation of gender development with either the biological or the psychodynamic explanation of gender development. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and /or spelling errors.
Level 2	4-6 marks	Description OR evaluation only OR limited attempt at each OR one is in less detail than the other EITHER good description of the learning explanation, may not link to gender and a limited attempt at evaluation or comparison. OR a good evaluation with a limited description of the learning approach to gender development. OR a good comparison with a limited description of the learning approach to gender development. Candidates will produce statements with some development in the form of mostly accurate and relevant factual material. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and /or spelling errors are likely to be present.
Level 3	7-9 marks	Candidate has attempted and answered both of the injunctions in the question well. - Good description of the learning explanation which is mostly related to gender development, the description can be of one theory with some depth or two theories with breadth. And a good evaluation which will include an attempt at one comparison point which may be implicit. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and /or spelling errors are likely to be present.
Level 4	10-12 marks	Candidate has attempted and answered both of the injunctions in the question very well. - Good description of the learning explanation which clearly explains and links to gender development throughout, the description can be one theory in depth or two theories in breadth. And a good evaluation of the learning explanation of gender development which must include at least one explicit comparison point with either the biological or the psychodynamic explanations of gender development. Evaluation may be all comparison. The skills needed to produce convincing extended writing are in place. Very few syntactical and /or spelling errors may be found. Very good organisation and planning. Given time constraints and limited number of marks, full marks must be given when the answer is reasonably detailed even if not all the information is present.

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