

# The psychodynamic approach

# 3

## Scheme of work for week 1

### Session 1: key terms

Session suggestions	Suggested resources	Homework
<ul style="list-style-type: none"> <li>• A video of Freud's work if possible, or some articles about psychoanalysis to show the therapy</li> <li>• A list of terms — including the key terms — for students to look up and define in groups, feeding back to the class (WS3.1)</li> <li>• A general PowerPoint on Freud to set the scene (PP3.1)</li> </ul>	<ul style="list-style-type: none"> <li>• A list of terms for group work — give three or four terms each and then feed back (WS3.1). Make a glossary list for the whole class from this exercise</li> <li>• General PowerPoint (PP3.1)</li> </ul>	

### Session 2: defining the psychodynamic approach, role of the unconscious and early years. Defence mechanisms (repression and denial)

Session suggestions	Suggested resources	Homework
<ul style="list-style-type: none"> <li>• Worksheet on definition of the approach (WS3.2)</li> <li>• Worksheet on defence mechanisms (WS3.3)</li> <li>• Log onto Freud museum website (<a href="http://www.freud.co.uk">www.freud.co.uk</a>) and explore role of unconscious and importance of first 5 years</li> </ul>	<ul style="list-style-type: none"> <li>• Definitions worksheet (WS3.2)</li> <li>• Defence mechanisms worksheet (WS3.3)</li> <li>• Access to internet</li> </ul>	<ul style="list-style-type: none"> <li>• Homework question on WS3.2</li> <li>• Extension question on WS3.2</li> <li>• Homework question on defence mechanisms worksheet (WS3.3)</li> <li>• Extension question on WS3.3</li> </ul>

### Session 3: id, ego and superego, personality key terms

Session suggestions	Suggested resources	Homework
<ul style="list-style-type: none"> <li>• Draw diagram of conscious, preconscious and unconscious. Include id, ego, superego on the diagram</li> <li>• Use nine real-life examples and match to id, ego and superego (WS3.4)</li> <li>• Link defence mechanisms to ego by giving list of five defence mechanisms and showing how each enables the ego to maintain balance. Write a sentence on each (WS3.5)</li> </ul>	<ul style="list-style-type: none"> <li>• Real life examples — id/ego/superego (WS3.4)</li> <li>• Sheet giving list of five defence mechanisms for group task (WS3.5)</li> </ul>	

**Approach:** Psychodynamic

**Session:** 1, key terms

**Date:**

**Pages:** 163–65, 185–95

**Objectives:** To introduce the idea of the psychodynamic approach and have an overview of terms and ideas

## Work to be carried out

Define the following terms. In small groups take some terms each, look them up, give feedback to the class and pool results of the task to make a glossary list for the approach.

### ***Terms in groups***

- (1) id, ego, superego
- (2) conscious, preconscious, unconscious
- (3) oral, anal, phallic, latency, genital, psychosexual stages
- (4) defence mechanisms, repression, denial
- (5) thanatos, eros and libido
- (6) dream analysis, manifest content, latent content
- (7) free association, slips of the tongue, psychoanalysis

**Date for completion:**

**Approach:** Psychodynamic

**Session:** 2, definitions

**Date:**

**Pages:** 163–65, 185–95

**Objectives:** To have clear knowledge and understanding of the basic assumptions of the psychodynamic approach

## Work to be carried out

Consider the psychosexual stages and how they show the importance of the unconscious and of the early years.

- (1) Briefly list the five psychosexual stages and write two lines outlining each (students can work in groups).
- (2) Briefly explain the terms 'unconscious', 'id', 'ego' and 'superego'.
- (3) Write down a sentence or two explaining how the psychosexual stages involve unconscious mechanisms (e.g. in the oral stage the infant is not consciously demanding satisfaction on the pleasure principle).
- (4) Relate the first three stages to the id, ego and superego and explain what each stage means (e.g. how does the id link to the oral stage? It is the demanding part of the personality with no moral consideration — the pleasure principle).

### Homework question

Outline two assumptions of Freud's approach and in each case give an example from the approach.

(6 marks)

### Extension question

Discuss what is meant by a theory belonging to the psychodynamic approach. Include the expected features of the theory. In your answer, draw on examples from the approach to illustrate your argument(s).

(12 marks)

**Date for completion:**

**Approach:** Psychodynamic

**Session:** 2, content — defence mechanisms

**Date:**

**Pages:** 189–90

**Objectives:** To define defence mechanisms and explain their purpose, and to understand the meaning of denial and repression

## Work to be carried out

Explain the need for defence mechanisms according to Freud, especially repression and denial.

- (1) Find three examples of repression — research on the internet. Look up traumatic incidents and find three instances where the victim of such an event says he or she cannot remember what happened immediately before or after the incident.
- (2) Write down 'official' definitions of denial and repression as defence mechanisms, and include one example of each definition.
- (3) From what do ego defence mechanisms defend the individual?

### Homework question

Describe two defence mechanisms. In your answer, use an example for each defence mechanism.

(6 marks)

### Extension question

Discuss the role of defence mechanisms in Freud's theory. Include examples of two defence mechanisms in your answer.

(12 marks)

**Date for completion:**

**Approach:** Psychodynamic

**Session:** 2, definitions

**Date:**

**Pages:** 163–65, 185–95

**Objectives:** To test understanding of the assumptions of the psychodynamic approach

### Homework question

Outline two assumptions of Freud's approach and in each case give an example from the approach.

(6 marks)

#### Comments on the question

The 6 marks here can be allocated in different ways — giving 3 marks for each assumption is one possibility — but two main assumptions must be given for full marks to be possible. Six marks are awarded only if, for each assumption, an example from the approach is given.

#### Homework answer

The psychodynamic approach focuses very clearly on the unconscious and how we are guided strongly by our unconscious wishes and desires. ✓ For example, the approach gives as a therapy psychoanalysis, which uses methods to 'trick' the unconscious into revealing its wishes and desires ✓ by slips of the tongue, for example, where we make mistakes and they are analysed. ✓ The id is one part of the personality according to Freud and it works on the pleasure principle — all this is unconscious as we don't know what we are working towards or what is getting in the way of desires. ✓ We are largely driven by unconscious forces. Another assumption is the importance of the first 5 years because in this time children have taken on their gender role and have also developed their personality, which comprises the id, ego and superego. ✓ Any fixations have occurred by the age of 5 or 6 years and will hold the individual back if not released. ✓ An example of the importance of the first 5 years is the Oedipus complex where a boy 'becomes' his father to avoid feelings of guilt in feeling love for his mother. ✓

#### Comments on the answer

The idea of the unconscious being important is illustrated, using the example of psychoanalysis. The importance of the early years is given together with the example of the Oedipus complex and the learning of gender. There are enough other points for the full 6 marks to be given.

### Extension question

Discuss what is meant by a theory belonging to the psychodynamic approach. Include the expected features of the theory. In your answer, draw on examples from the approach to illustrate your argument(s).

(12 marks)

#### Comments on the question

To discuss how a theory belongs to the approach will involve looking at a definition of the approach, which can usefully be done by including key assumptions. In the psychodynamic approach, expect to look at the role of the unconscious and at the importance of the first 5 years for personality development and later relationships. This question asks for examples from the approach, so is similar to the 6-mark question just answered, but this is asking for additional material in order to get 12 marks.

#### Extension question answer

The psychodynamic approach is characterised by the focus on the unconscious, by the first 5 years giving personality, ✓ and by using special methods such as dream analysis and slips of the tongue to find out what hidden wishes and desires are. ✓ Freud began this focus by claiming that the personality included the id, the ego and the superego. The id is what a baby is under the control of at first and the id is the demanding part of the

personality, under the rule of the pleasure principle. ✓ The superego develops at around 5 years old and is the morality part of the personality, guided by the morality principle. ✓ The superego involves the conscience, given by parents and society, and the ego ideal, which is what someone feels they should be like. The ego balances the demands of the id and superego — or balances the id's contradicting demands, so is the reality principle. As the id consists of unconscious desires and wishes, Freud's ideas are within the psychodynamic approach. ✓ And as the id, ego and superego all develop within the first 5 years, this too is part of the psychodynamic approach. ✓ Freud developed the idea of psychosexual stages, all unconscious, and the most important three being within the first 5 years, again emphasising that Freud developed the psychodynamic approach. ✓ The oral stage is the first stage and the id develops in this stage, again showing the focus on the unconscious. ✓

**Comments on the answer**

This answer does not make enough points to get the full 12 marks, although it would be close to that total if this were an exam question rather than an extension question. The two main assumptions are given, showing what the psychodynamic approach is about, and then Freud's theory is linked to the two assumptions to demonstrate it is part of the approach. More could have been said about the psychosexual stages. Alternatively the methodology could be emphasised more, as that too shows when something is psychodynamic, and the therapy (psychoanalysis) could have been explained.

**Approach:** Psychodynamic  
**Session:** 2, content — defence mechanisms  
**Date:**  
**Pages:** 189–90  
**Objectives:** To test understanding of defence mechanisms

### Homework question

Describe two defence mechanisms. In your answer use an example for each defence mechanism.

(6 marks)

#### Comments on the question

In your course you need to know about repression and one other defence mechanism, so you need to describe the two you have covered and give an example of each. Allow 2 marks for each description and 1 mark for each example.

#### Homework answer

One defence mechanism is repression. This is where information is forgotten or at least not remembered because the ego can in this way avoid a problem. ✓ Information is repressed into the unconscious because if it is not conscious it cannot cause problems. ✓ An example would be forgetting a parent's birthday or forgetting something unpleasant like a doctor's appointment. ✓ Another defence mechanism is denial. This is where information is not accepted at all and people are said to be in denial when they do not accept something that everyone knows has happened ✓ — such as a husband not accepting that his wife has left him. ✓

#### Comments on the answer

Repression is given in enough detail for the full 3 marks but more is needed about denial. The answer could mention the unconscious and how denial would act like repression — information is buried in the unconscious and not allowed to impinge on conscious thought.

### Extension question

Discuss the role of defence mechanisms in Freud's theory. Include examples of two defence mechanisms in your answer.

(12 marks)

#### Comments on the question

This answer can use the information from the previous one about the two defence mechanisms, then look at the role of defence mechanisms in general.

#### Extension question answer

One defence mechanism is repression. This is where information is forgotten or at least not remembered because the ego can in this way avoid a problem. ✓ Information is repressed into the unconscious because if it is not conscious it cannot cause problems. ✓ An example would be forgetting a parent's birthday or forgetting something unpleasant like a doctor's appointment. Another defence mechanism is denial. This is where information is not accepted at all and people are said to be in denial when they do not accept something that everyone knows has happened ✓ — such as a husband not accepting that his wife has left him.

Both repression and denial mean that information is not acknowledged and is left in the unconscious. ✓ The role of the ego is to maintain a balance between the id and the superego — or to maintain a balance between competing id demands. ✓ One way of achieving the balance is to block out information from the id or the superego so that it does not disrupt that balance. ✓ Repression and denial both block information out. Other defence mechanisms such as displacement and projection do not block out the information but push feelings

onto someone or something other than what the feelings are really about. ✓ This too means that unacceptable thoughts or feelings are pushed away (onto something or someone else) and in this way the ego manages to maintain its fragile balance. ✓

### **Comments on the answer**

There are eight ticks, which mean this is a good answer. The examples, which achieved marks in the previous answer, do not get marks here because the question is different, although including the examples is useful as it shows clear understanding.

**Approach:** Psychodynamic

**Session:** 3, id, ego, superego — theory of personality

**Date:**

**Pages:** 185–95

**Objectives:** To show clear understanding of the three parts of the personality according to Freud

## Work to be carried out

For each of the following ‘real-life’ situations, discuss whether it matches the desires of the id being in control, the balanced ego being in control, or an overcontrolling superego being in charge.

- (1) Ben wanted to go out with his friends and shouted at his father when his father said he could not go.
- (2) Jane told her friend she could not go to the film because her parents would not approve.
- (3) Ben promised that if he was allowed to go out with his friends up to 10 p.m. he would then come straight home.
- (4) Sarah could not stop eating because she was so fed up with being nice all the time and had to have something to comfort herself with.
- (5) Jack was so miserable and had no fun — but he just could not break away from his upbringing — his father had instilled in him such a strong sense of right and wrong that he was unable to let his hair down at all.
- (6) Anne knew she should feel guilty about seeing Joe behind Alan’s back but she could not stop herself — she loved being with Joe and would not give him up.
- (7) Tom was happy because he could listen to his loud music and drink as much as he liked on Fridays as long as he worked hard in the week and helped his mother at weekends.
- (8) Marie enjoyed helping out at the Centre even though it meant she could not meet up with her friends. She felt good doing the right thing (although a part of her felt she was missing out).
- (9) Kath defended her hobby of mud wrestling — she enjoyed it and she was going to continue with it whatever everyone else said.

**Date for completion:**

**Approach:** Psychodynamic

**Session:** 3, five defence mechanisms

**Date:**

**Pages:** 185–95

**Objectives:** To show understanding of repression and one other defence mechanism and link to unconscious and personality balance

## Work to be carried out

Look up the following five defence mechanisms and then write a sentence explaining how the ego would use each defence mechanism to maintain a balance between the id and the superego (or between two conflicting id demands).

- projection
- repression
- denial
- displacement
- regression

**Date for completion:**

# The psychodynamic approach

# 3

## Scheme of work for week 2

### Session 4: psychosexual stages and link to id, ego and superego

Session suggestions	Suggested resources	Homework
<ul style="list-style-type: none"> <li>Brief presentation of five psychosexual stages (PP3.2)</li> <li>In small groups take one stage each and describe it, explain adult characteristics if fixated at the stage, and link the first three stages where appropriate to id, ego and superego. Give feedback in the form of a presentation to class</li> <li>Produce a poster to show all five stages, the three parts of the personality and as much detail as possible</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint of the five psychosexual stages (PP3.2) and/or refer back to general PowerPoint on Freud that was used at the start (PP3.1) — and use the information on the stages</li> </ul>	<ul style="list-style-type: none"> <li>Homework on the three parts of the personality (HW3.3)</li> </ul>

### Session 5: Oedipus complex and Little Hans

Session suggestions	Suggested resources	Homework
<ul style="list-style-type: none"> <li>Use the study template 3.1 for case studies to summarise Little Hans</li> <li>Use the worksheet on the Oedipus complex and gender (WS3.6)</li> <li>Use the PowerPoint on evaluation to evaluate Little Hans (PP1.1). Work in small groups, each group taking one evaluation of the nine, and give feedback</li> </ul>	<ul style="list-style-type: none"> <li>Study template 3.1 for case studies</li> <li>General PowerPoint on evaluation (PP1.1)</li> <li>Worksheet on the Oedipus complex and gender (WS3.6)</li> </ul>	<ul style="list-style-type: none"> <li>Homework on the Oedipus complex and gender development (HW3.4)</li> </ul>

### Session 6: case studies and methodology

Session suggestions	Suggested resources	Homework
<ul style="list-style-type: none"> <li>PowerPoint on case studies (PP3.3)</li> <li>Do a summary of HM or another non-psychoanalytic case study (template 3.2)</li> <li>Use the summary sheets on Little Hans (template 3.1) and HM (template 3.2) to compare the two types of case study and make notes (give three differences and three similarities; these can apply to case studies in general)</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint on case studies (PP3.3)</li> <li>Study template 3.2 for case studies</li> </ul>	<ul style="list-style-type: none"> <li>Homework on comparing the two types of case study (HW3.5)</li> <li>Extension question on comparison of case studies and experiments as research methods (HW3.5)</li> </ul>

**Approach:** Psychodynamic

**Session:** 4, content — personality

**Date:**

**Pages:** 186–89

**Objectives:** To test understanding of id, ego and superego and Freud's model of personality

### Homework question

Describe and evaluate Freud's explanation of personality.

(8 marks)

#### Comments on the question

The question asks for description and evaluation so assume 4 marks for each (this is not necessarily how it will be marked but it is a good guide). If, for example, the marking allows 6 marks for description or evaluation, there would be 2 left for the other aspect.

#### Homework answer

Freud thought that the personality had three parts, all connected with his idea that the unconscious is very important in our decision making and personality. He thought that some of our thoughts are conscious, but that this is like the tip of an iceberg — most thoughts are unconscious and inaccessible. ✓ There is also the preconscious where there are accessible thoughts but at one moment in time they are not being accessed. This idea of three parts of consciousness is carried on in his three parts of the personality. The id is the unconscious demanding part of the personality and such thoughts do not get into the preconscious or conscious. ✓ The id operates on the pleasure principle — wanting pleasure and satisfaction. ✓ The superego, another part of the personality, develops around 5 years old in the phallic stage and is the conscience. ✓ Parents and society give children a conscience as they find out what social rules and norms are. There is also the ego ideal, which is what a child picks up as being what he or she ought to be like. ✓ The superego operates on the morality principle. And the ego is the third part of the personality, developing before the superego, and operating on the reality principle. ✓ The ego is how a person maintains a balance between the demanding pleasure-seeking id and the moral conscience provided by the superego. ✓

Freud's theory has been widely criticised for not being testable and therefore not being scientific. The id, ego and superego are not things that exist and that can be measured so there can be no objective proof of Freud's theory. ✓ Furthermore he used case studies as evidence, such as Little Hans, and he had to interpret the evidence so the study could have been subjective. ✓ Freud used hardly any children to test his theory apart from himself as a child and Little Hans, who was mainly described by his parents, so his theory about children is based on questionable evidence. ✓ Case studies are about individuals such as Little Hans and Dora, and it is difficult to claim general laws about behaviour and personality from information that has come from so few people, so there is a problem with generalisation as well. ✓

#### Comments on the answer

There is plenty of detail describing the theory so, however they are allocated, marks would be gained for that part of the question. Four evaluation points are then made, earning 4 marks, so the answer would get full marks. Note that each marking point has to be given fully. There is no mark for saying the theory is not testable, although that is the point being made, because this has to be explained by saying the concepts cannot be measured objectively. Similarly, in the description of the theory there are no marks for saying that the personality has three parts, because a fuller explanation is needed. Each time you make a point (such as 'there are three parts...') expand it to get the mark (for example '...and these are the id, ego and superego').

## Summary of a study 'in detail', case study

**Approach:** Psychodynamic

**Session:** 5

Each approach asks for two studies 'in detail' from a list. For each study complete a summary ready for your revision. For case studies the description and analysis are a little different because the procedure is the case description. There are lots of 'C's here — case description, case analysis, conclusions, comments and so on.

Feature of the study	Summary
Title	
Aim(s)	
Case description	
Case analysis	
Conclusion(s)	
Advantages	
Disadvantages	
*Other comments	

\*Other comments can include comparison with other studies, or comments about a theory that is supported by the study. It is useful to note where the study can be useful as an example in other areas of the course.

**Approach:** Psychodynamic

**Session:** 5, Oedipus complex and gender

**Date:**

**Pages:** 191–95

**Objectives:** To understand the Oedipus complex and how Freud thought about gender development

## Work to be carried out

In pairs or small groups read about the Oedipus complex and the Electra complex and make brief notes. Carry out task 1, below, defining the terms. Tasks 2–5 could then be shared amongst the group and each group could feed back on their task.

(1) Define the terms:

- phallic stage
- Oedipus complex
- Electra complex
- castration fear
- penis envy
- fixation

(2) Look up the myth about Oedipus killing his father and marrying his mother. Find out why Freud linked his ideas to this story.

(3) Look up a commentary on Shakespeare's play *Hamlet* and consider Hamlet's inability to kill his father — 'to be or not to be...'. Make notes on how this could provide an example of the Oedipus complex.

(4) Make a few notes on why a girl might not take on her gender role as strongly as a boy. (Could this be because penis envy is not as strong as castration fear?)

(5) Draw up a poster using all this information and perhaps illustrate this with pictures and drawings.

## Homework questions

(1) Describe what is meant by the Oedipus complex.

(5 marks)

(2) Evaluate Freud's theory as an explanation for gender development.

(6 marks)

**Date for completion:**

**Approach:** Psychodynamic

**Session:** 5, content — Oedipus complex and gender development

**Date:**

**Pages:** 191–95

**Objectives:** To understand the Oedipus complex and how gender develops according to Freud

### Homework questions

- (1) Describe what is meant by the Oedipus complex. (5 marks)
- (2) Evaluate Freud's theory as an explanation for gender development. (6 marks)

#### Comments on the questions

The two questions both focus on the Oedipus complex, as it is through this that Freud thought gender developed — with the Electra Complex applying to girls. The first question asks for a description and the second for an evaluation.

#### **Homework answer: question 1, 'Describe what is meant by the Oedipus complex'**

Freud thought that gender development occurred in the phallic stage with the resolution of, for boys, the Oedipus complex (the Electra complex is similar for girls). Oedipus killed his father and married his mother in Greek mythology though not knowing it, and Freud's Oedipus complex is similar in that he holds that a boy in the phallic stages has feelings for his mother. ✓ Because the focus in the phallic stage is on the genitals such feelings are sexual. The boy is unaware of all this as the feelings are unconscious. ✓ The father then becomes a threat because he is a rival and the boy comes to fear his father, which becomes castration fear. ✓ This fear and rivalry needs to be resolved — as these are desires from the id and the ego must resolve the conflicting feeling (love and fear). ✓ So the boy becomes the father and takes on his role, including his gender behaviour. By becoming the father the boy can 'have' his mother and still not have to fear his father. ✓

#### Comments on the answer

There is enough here for 5 marks. The introductory comments may not seem to gain marks because there are no ticks, but they help to set the scene and show understanding and mean that later marks can come more quickly. Marking is not just about ticks here but about the overall content.

#### **Homework answer: question 2, 'Evaluate Freud's theory as an explanation for gender development'**

Freud's theory has been widely criticised for not being testable and therefore not being scientific. The id, ego and superego, and castration fear, are not things that exist and that can be measured so there can be no objective proof of Freud's theory. ✓ Furthermore, he used case studies as evidence, such as Little Hans, and he had to interpret the evidence so could have been subjective. A lot of his ideas about the Oedipus complex are evidenced by Little Hans. ✓ Freud used hardly any children to test his theory apart from himself as a child and Little Hans, who was mainly described by his parents, so his theory about children is based on questionable evidence. ✓ Case studies are about individuals such as Little Hans and Dora, and it is difficult to claim general laws about behaviour and personality from information that has come from so few people, so there is a problem with generalisation as well. ✓ Another theory for gender development is a biological one that considers the effects of genes and hormones, which can more easily be tested using animals and looking at those with genetic differences, so the biological theory is thought of as more scientific. ✓

#### Comments on the answer

This answer repeats almost exactly the answer to the evaluation question on Freud's theory of personality. This has been done deliberately to show you that you can use general evaluation points about Freud's ideas to evaluate all his concepts. There have been a few amendments to make sure that this answer focuses on gender development and another theory of gender development has been used to evaluate as well. Explaining an alternative theory can gain a mark but don't cover any more alternative theories as you will gain no further marks for doing so — your answer will seem to be about the alternative theories, not Freud's.

## Summary of a study 'in detail', case study

**Approach:** Psychodynamic

**Session:** 6

Each approach asks for two studies 'in detail' from a list. For each study complete a summary ready for your revision. For case studies the description and analysis are a little different because the procedure is the case description. There are lots of 'C's here — case description, case analysis, conclusions, comments and so on.

Feature of the study	Summary
Title	
Aim(s)	
Case description	
Case analysis	
Conclusion(s)	
Advantages	
Disadvantages	
*Other comments	

\*Other comments can include comparison with other studies, or comments about a theory that is supported by the study. It is useful to note where the study can be useful as an example in other areas of the course.

**Approach:** Psychodynamic

**Session:** 6

**Date:**

**Pages:** 165–74

**Objectives:** To compare general case studies with Freud's style of case study

### Homework question

Explain two similarities and two differences between general case studies and Freud's style of case study.

(8 marks)

#### Comments on the question

This question asks for two similarities and two differences — so 2 marks will be available for each.

#### Homework answer

Freud's case studies and general case studies both involve gathering in-depth, detailed and rich data from either one person or a small group. ✓✓ They are similar also in that they use more than one method. For example, Freud used dream analysis and free association, and general case studies can include interviews and observation. ✓✓ They are different in that Freud used different methods for his case studies — dream analysis, symbol analysis and free association are very different from observations, interviews and questionnaires. ✓✓ They are also different in that Freud's case studies were about helping an individual to overcome one or more neuroses, so they were therapeutic, whereas general case studies are usually more of a research method. ✓✓

#### Comments on the answer

Double marks are given here, 1 mark for identifying a difference or similarity and 1 mark for elaborating. The points about using more than one method (a similarity) and using different methods (a difference) are two different points but only just get the double mark because different examples (just) are given.

### Extension question

Discuss the value in psychology of using case studies compared with using experiments.

(12 marks)

#### Comments on the question

This question relies on discussing both case studies and experiments, with the emphasis on saying how case studies are better. However, 'the value of' could be taken in a negative sense too — that experiments are better — so both sides of the argument would be useful. A good way of looking at this is to give validity, reliability, objectivity, subjectivity and generalisability.

#### Extension question answer

Case studies are useful because they tend to gather valid data — they involve using different methods to look in detail at one person or a small group and that detail tends to mean that the research method measures what it claims to measure — something about that person's life and behaviour. Experiments are not valid because they isolate features to study and this can remove the relevance to real life and behaviour. So case studies are more valid than experiments.

Case studies are not reliable — or cannot be tested for reliability — because they are hard to replicate. They are an in-depth look at one person, often at one moment in time, by particular researchers, so doing them again is not practical. Experiments, however, are replicable because of their controls and of isolating features to measure, so they are often reliable. Case studies are not as reliable as experiments.

Case studies involve one person or a small group and the findings tend to apply only to that one person or small group. So case studies are hard to generalise from because they are unique. Experiments use careful sampling to make sure that the people involved represent the target population (the people the findings are said to be true of) and so the findings should be generalisable. Case studies are not as generalisable as experiments.

## Comments on the answer

This answer focuses on validity, reliability and generalisability, and draws conclusions about whether case studies or experiments are better in these areas of research. This is discussing the value of the two research methods, as asked. This question has to be all about evaluating, and this answer is about evaluation, so all the information is creditable. Each point is clearly made (for example, showing why it is said that case studies are more valid) and comparisons are clear.

# The psychodynamic approach

# 3

## Scheme of work for week 3

### Session 7: Freud's work — credibility and ethics

Session suggestions	Suggested resources	Homework
<ul style="list-style-type: none"> <li>● PowerPoint on Freud's credibility and ethics (PP3.1)</li> <li>● A debate on the credibility or otherwise of Freud's theories would be useful depending on the class size</li> <li>● Role play of psychoanalysis would also be useful, followed by a criticism of its ethics and credibility</li> <li>● Make a list of points for and against Freud's credibility — include Masson's specific criticisms</li> <li>● Check BPS ethical guidelines of privacy and confidentiality</li> </ul>	<ul style="list-style-type: none"> <li>● PowerPoint on evaluation of Freud. Look at the slides that evaluate (PP3.1)</li> </ul>	<ul style="list-style-type: none"> <li>● Homework on Freud and exploring mental health issues (HW3.6)</li> </ul>

### Session 8: gender development — and Cramer (1997) linked to adolescence and defence mechanisms

Session suggestions	Suggested resources	Homework
<ul style="list-style-type: none"> <li>● Use study template 3.3 to summarise Cramer (1997) as the second study in detail</li> <li>● In the comments section of the template, link Cramer to the defence mechanisms she tested and make notes about the method she used to measure defence mechanisms.</li> <li>● Practise questions on studies in detail using Little Hans (a case study summary on template 3.1) and Cramer (1997)</li> </ul>	<ul style="list-style-type: none"> <li>● Study template 3.3</li> <li>● Use answers to the homework questions to summarise all four studies (or the two being focused upon)</li> </ul>	<ul style="list-style-type: none"> <li>● Homework on comparing the studies in detail (HW3.7)</li> <li>● Extension question on comparing Little Hans and one other (HW3.7)</li> </ul>

**Session 9: review key terms, definition of the approach, unconscious, Freud’s views on gender. Short test. Key issue**

Session suggestions	Suggested resources	Homework
<ul style="list-style-type: none"> <li>● Use general PowerPoint again to review (PP3.1). Perhaps first give quiz 3.1 or a crossword to check understanding, or give the worksheet on key terms again to review (WS3.7)</li> <li>● Use the key issue template 3.4 to summarise one key issue (Freud’s explanation for dreaming?)</li> <li>● If time permits, repeat with the other key issues from the textbook or, in groups, take one of the four key issues each and feed back using a presentation (or a poster)</li> <li>● Work on the sample questions and answers on key issues (AS3.1)</li> </ul>	<ul style="list-style-type: none"> <li>● General PowerPoint on Freud (PP3.1)</li> <li>● Quiz 3.1, crossword or other game</li> <li>● Key issue template</li> <li>● Poster or presentation materials</li> <li>● Worksheet on key terms again to review (WS3.1)</li> <li>● Homework question and answer sheet on the novel situation (HW3.8)</li> <li>● Sample questions and answers on key issues (AS3.1)</li> </ul>	<ul style="list-style-type: none"> <li>● Homework on key issues (HW3.8)</li> <li>● Extension question (HW3.8)</li> </ul>

**Approach:** Psychodynamic

**Session:** 7, Freud and exploring mental health issues

**Date:**

**Pages:** 185–95

**Objectives:** To link Freud's ideas to explaining mental health and mental ill health, and to show how his ideas focus on practical applications

### Extension question

Discuss how Freud explained mental health problems and explain how Freud thought they could be resolved.

(12 marks)

#### Comments on the question

This question focuses on how Freud would say mental health problems are caused as well as how they could be treated or resolved. The key issue on the success of psychoanalysis would be useful here, and the same material would be suitable to answer either a question on Freud and mental health or a key issue about how successful psychoanalysis is, for example.

#### Extension question answer

Freud thought that the unconscious was a powerful force in everyone and that unconscious motives, wishes and desires figured in motivation and personality. If the ego kept a careful balance between either competing urges of the id or dispute between the id and the superego, then the result would be mental health. However, if there was an imbalance and the id's competing demands were not kept under control, or the id or superego was more in control, then mental health problems were likely to arise. These could be neuroses such as phobias, or hysterical symptoms. If unconscious urges caused mental health problems, releasing such urges would 'cure' the problems. So Freud developed the idea of psychoanalysis, where the analyst tries to uncover unconscious desires through methods such as dream analysis or free association. Through symbol analysis, for example, it might be possible to see what unconscious urges are causing problems. Once these are revealed to the analyst and through psychoanalysis, they are no longer unconscious so they are no longer a problem.

#### Comments on the answer

This answer explains clearly how mental health problems might occur and how psychoanalysis works. A little more detail, such as explaining the Oedipus complex, or giving an example such as Little Hans, would be useful in illustrating the points.

## Summary of a study 'in detail'

**Approach:** Psychodynamic

**Session:** 8

Each approach asks for two studies 'in detail' from a list. For each study complete a summary ready for your revision (TAPRCAD).

Feature of the study	Summary
Title	
Aim(s)	
Procedure(s)	
Result(s)	
Conclusion(s)	
Advantages	
Disadvantage(s)	
*Other comments	

\*Other comments can include comparison with other studies, or comments about a theory that is supported by the study. It is useful to note where the study can be useful as an example in other areas of the course.

**Approach:** Psychodynamic

**Session:** 8, studies in detail

**Date:**

**Pages:** 196–211, 174–77

**Objectives:** To plan and prepare for questions on Little Hans and one other study in detail

### Homework questions

- (1) Describe the findings (results and/or conclusions) of the Little Hans study. (5 marks)
- (2) Outline the aim of two studies within the psychodynamic approach. (4 marks)
- (3) Evaluate two studies within the psychodynamic approach. In your answer compare the two studies at least once. (8 marks)

#### Comments on the questions

- (1) This question asks for the results and/or conclusions of Little Hans. This means you can gain 5 marks by giving results or conclusions, or a combination of both. There are no marks for the case description, aims or evaluation of the study.
- (2) This question asks for the aim of two studies — so 2 marks will be available for each.
- (3) This question asks for an evaluation of two studies for 4 marks each, but within the answer there must be one point at least that compares the two studies, or comparison points can be included in an evaluation.

#### **Homework answer: question 1, 'Describe the findings (results and/or conclusions) of the Little Hans study'**

Little Hans is one of Freud's case studies and is evidence for the Oedipus complex and one of the conclusions overall is that the case study shows that a boy will fear his father. ✓ Evidence for this is that Little Hans appeared to fear horses with things on the mouth and blinkers — which could be a moustache and glasses and so Freud interpreted the fear as being of Little Hans's father. ✓ Another conclusion is that Little Hans wanted his mother in a special way, and this came from an analysis of Little Hans wanting his father to go away — as if wanting him out of the way. ✓ This possession of the mother was also shown in that Little Hans wanted his sister drowned in the bath apparently — and this was analysed as wanting his mother for himself. ✓ There were other results and analyses that backed these ideas about the Oedipus complex including a dream about a giraffe that seemed to represent the father and mother in bed together with Little Hans looking on. ✓

#### Comments on the answer

There are five pieces of information that earn the 5 marks for this answer and there is reasonable detail, although there could have been more. The answer starts from the conclusions of the study and then gives the reasoning behind the conclusions that incorporate the results — which is a successful way of giving results and conclusions of a case study as both involve analysis.

#### **Homework answer: question 2, 'Outline the aim of two studies within the psychodynamic approach'**

Note: this question is answered here in respect of all four studies in your course, with 2 marks available for each answer.

#### Answer 1

The aim of the Little Hans study was to try to cure the phobia of a young boy who was the son of friends of Freud ✓ and also to use the opportunity to keep notes and information about the development of a young boy so that Freud could look for evidence for his ideas — and come up with new ideas. ✓

**Answer 2**

The aim of the Dibs study was to help Dibs to overcome whatever was keeping him silent and not joining in so that he could develop 'normally'. ✓ The aim was to find out if he needed special help with regards to schooling or whether he was in fact very able but for some other reason not joining in with activities. ✓

**Answer 3**

The aim of Cramer (1997) was to see if young adults of around 23 years old followed a pattern that she had found in an earlier study — that showed that those who had come through a period of crisis in adolescence used defence mechanisms less (and had higher self-esteem) than those who had not overcome a crisis. ✓ Those who took on the beliefs of others without a crisis would not have such a low anxiety and high self-esteem as those who came through the crisis by themselves ✓ and those with the highest anxiety and lowest self-esteem were the ones in crisis and not having settled on beliefs and values. ✓

**Answer 4**

The aim of Bachrach et al. was to see if psychoanalysis is effective or not and to look at the findings of other studies to summarise the effectiveness of the therapy. ✓ They wanted to see whether people identified as being able to be helped were in fact helped, and to look at factors that led to the analysis being effective. ✓

**Comments on the answers**

The aims given for all four studies are enough in each case for the 2 marks. Make sure there are two points made or that one aim is fully explained. It is probably safer to prepare two aims.

**Homework answer: question 3, 'Evaluate two studies within the psychodynamic approach. In your answer compare the two studies at least once'**

Note: this question is answered here in respect of all four studies in your course, with 4 marks available for each answer.

**Answer 1**

The Little Hans study can be evaluated by criticising the way the data were collected as they were largely provided by the parents, who were followers of Freud's and who might have interpreted what they were saying to Freud. ✓ However, Freud understood this and tried to only use material that came directly from Little Hans even if Little Hans's words were relayed by his parents. ✓ Another criticism of the Little Hans study is that it is about one individual and yet the findings are said to apply to all children, in the form of the Oedipus complex. ✓ Case studies are criticised for not being generalisable precisely because they are about specific individuals who might in some way be different from the general population — indeed Little Hans was supposed to be suffering from a phobia which it could be argued made him abnormal. ✓ Dibs was another case study of a small boy but there was focus on conflict (though not sexual, unlike the analysis of Little Hans). ✓

**Answer 2**

The Dibs case study can be criticised in the same way that Little Hans was criticised because it too was about one particular individual so it is hard to generalise from the findings to all children. ✓ Like Little Hans too it could be argued that Dibs is abnormal as he did not join in or talk when at school and indeed it was suggested that he had learning difficulties. ✓ The Dibs study can also be criticised in that it was about therapy not a case study for research purposes. Axline treated Dibs as a client, indeed he was one, and did not offer an analysis of his situation — any analysis of the case study is done by others not by Axline herself. ✓ This was not so much a research study as a patient's case history, and so drawing conclusions about theory from it is hard — though it did show that play therapy is successful. ✓

**Answer 3**

Cramer's study findings could be said to be reliable because they reinforce her 1995 findings that those in crisis use defence mechanisms more. ✓ However, she had to measure the use of defence mechanisms as well as whether the participants were in crisis or not and the concepts were not easily operationalised ✓ — for example,

she measured using the analysis of pictures, which is not a scientific measure as it involves interpretation by the researcher of what the participant said about the pictures. ✓ Another problem with Cramer's study is that it was not valid as it depended on categories of stages of going through a crisis — the four categories were in crisis, before a crisis, taking on the beliefs of others so achieving them without a crisis, and having gone through the crisis. These four categories are likely to be a bit general because there were participants who crossed some boundaries and yet were still put into one of the categories. ✓ Cramer can be compared with Dibs and Little Hans though in the data they all collect as the two case studies collect qualitative data whereas Cramer was able to gather more quantitative data by her careful operationalisation of the concepts — though in the interpretation of pictures there had to be analysis of stories, which is qualitative like the two case studies. ✓

#### Answer 4

Bachrach et al. examined at least six studies that collected quantitative data and also looked at other studies. So there was a problem in that all the studies are not likely to have been measuring the same thing. ✓ For example, they may have judged those likely to benefit from analysis differently and also there were different student analysts involved. ✓ Bachrach et al. had to compare findings of studies that might not have been measuring the same thing. A good point, however, is that the researcher recognised this problem. Another good point is that a meta analysis as theirs was can be tested for reliability because if similar results are found using similar methods it is assumed that findings are reliable. ✓ For example, there was a general finding that the longer in analysis the more the benefit, which tends to suggest that this conclusion is reliable. ✓ Bachrach et al., when compared with the other three studies, is the only one to use a meta analysis. ✓

#### Comments on the answers

All four studies are sufficiently evaluated to get the required 4 marks and a few comparison points are offered to make sure the question is properly answered. The answers are only just enough, though, and more points would be useful.

### Extension question

(a) Describe two studies within the psychodynamic approach, one of which must be Little Hans.

(b) Then compare the two studies in terms of their methodology and conclusions. (8 + 6 marks)

#### Comments on the questions

The two descriptions are worth 8 marks (4 marks each) and the comparison (which must be about methodology and conclusions) is worth 3 marks for each study.

#### **Extension question answer part (a): 'Describe two studies within the psychodynamic approach, one of which must be Little Hans'**

Note: this question is answered here in respect of all four studies in your course.

#### Answer 1

Little Hans was a case study carried out by Freud to look at his development in relation to Freud's ideas about the psychosexual stages ✓ (*aim*) and also to cure a phobia of horses that Hans had developed ✓ (*aim*). Freud gathered data from Hans's parents, including what Hans said to them and also what Hans told them to tell Freud ✓ (*case description*). Hans knew Freud was keeping information about him. Freud found that Little Hans had a phobia of horses because this was really a fear of his own father and the horse represented the father ✓ (*case analysis*). And Hans had strong feelings for his mother, sexual ones, as shown by his wanting his father to go away as well as his sister drowned ✓ (*case analysis*).

#### Answer 2

Dibs was a case study of one small boy who did not join in at school, would not be taught and was violent towards others ✓ (*case description*). A teacher did not think Dibs was lacking in intelligence but Dibs was disruptive and would have to leave the school. Axline was called in to try to help Dibs and she used a therapy that allowed Dibs to be himself and play as he liked ✓ (*case description*). Dibs talked to Axline — it was clear very

quickly that he was very intelligent and could read really well for his age, as well as use difficult concepts. Axline discovered that Dibs's mother had thought he might have learning difficulties so she spent a lot of time in the early years testing him ✓ (*case analysis*). Axline thought that perhaps this excessive testing and anxiety — and also from the father — had led to Dibs reacting by withdrawing ✓ (*case analysis*).

### Answer 3

Cramer (1997) looked at whether those in crisis when young adults would be more likely to use defence mechanisms and have lower self-esteem ✓ (*aim*). She measured their self-esteem as well as whether they had adopted a belief system or were in crisis ✓ (*procedure*). She used four types of 'in crisis' — these included foreclosed, where a belief system had been adopted but not by going through a crisis, but by taking on the system of parents, and achieved, which meant the system was adopted through a crisis ✓ (*procedure*). She found that the more someone was still in crisis (accepting a belief system) the lower their self-esteem and the more the use of defence mechanisms ✓ (*result*).

### Answer 4

Bachrach et al. carried out a meta analysis to see if psychoanalysis was effective and under what circumstances ✓ (*aim*). They looked at six studies that gathered quantitative data and some interviews that gathered qualitative data ✓ (*procedure*). They looked at many different patients and analysts, though all were student analysts and the clients rarely had severe problems (or they would not have been seen by student analysts) ✓ (*procedure*).

Bachrach et al. found that the longer someone was in analysis the more likely it was to be successful and they found that overall it was successful ✓ (*result*) though the system for deciding who it worked with was not that good and not that reliable ✓ (*result*).

### Comments on the answers

The description of the studies is sufficiently detailed for each answer to get the 4 marks or more.

### **Extension question answer part (b): 'Then compare the two studies in terms of their methodology and conclusions'**

Note: this question is answered here in respect of all the studies in your course.

### Answer 1

Little Hans and Dibs are both case studies and gather qualitative data. ✓ Also both are done to help the child and not just as research studies. ✓ Both are about small boys and both involve studying both parents to find answers. ✓ Both studies focus on the role of the mother and the father and the importance of relationships in the early years. ✓ However, where Freud analysed Little Hans and used the study as evidence for the Oedipus complex, the important role of dreaming and other concepts, Axline did not analyse Dibs, ✓ she tried to simply present the case study as factual. The conclusions are similar in some ways but only Freud tries to explain the conclusions, Axline does not. ✓

### Answer 2

Little Hans is a case study but Bachrach et al. carry out a meta analysis. ✓ Also Bachrach et al. use quantitative data to measure the effectiveness of psychoanalysis but Little Hans yields only qualitative data. ✓ Little Hans only looks at one individual whereas Bachrach et al. study (indirectly) hundreds and many analysts as well, whereas in the Little Hans study Freud was the only analyst. ✓ Freud used Little Hans as evidence for the Oedipus complex and other concepts such as the importance of dreams, whereas Bachrach et al. were looking for evidence that Freud was right, in a way, so their conclusions were different ✓ — Freud assumed he was right and looked for evidence. Bachrach et al. could use the other studies (in their meta analysis) to show reliability whereas Freud could not show that Little Hans was reliable because the study could not be replicated. ✓

### Answer 3

Little Hans is a case study looking at one individual whereas Cramer studies a sample of young adults and uses tests to find out about their self-esteem linked to how far they have developed beliefs, so they use different research methods. ✓ Freud analyses Little Hans to help with a phobia and also to learn more about a child's

psychosexual stages but Cramer does not use analysis — her study is about research only. ✓ Cramer's study builds on a previous one 2 years earlier, which helps to show its reliability, as the findings are similar, whereas the Little Hans study is a one-off. ✓ However, Freud did carry out other case studies with similar findings about the importance of the early years and the power of the unconscious, so perhaps his studies were reliable as well. ✓ The problem there is that Freud's case studies were all unique so although his basic methodology was similar, the case studies could be said not to be comparable, so not able to be tested for reliability, unlike Cramer's. ✓ It is often said that case studies are more valid because they take place in a real setting and allow the individual to reveal real data, however, in the case of Little Hans data came largely from Little Hans's parents so there may be a lack of validity. Cramer had to measure defence mechanisms by asking participants about stories, so perhaps her study in that way is similar to the Little Hans study — it might lack validity. ✓

#### Comments on the answers

All three studies are compared here with Little Hans to help your understanding. The ticks represent a comparison point although in fact where a point is made thoroughly there is scope for another mark — a question like this is likely to be marked on quality not quantity of ticks. For example, the final point about validity when comparing Cramer and Little Hans is given in very good detail. There are many 'comparison' words used and they are underlined to show how to compare explicitly, which is what you are required to do.

## Quiz

**Approach:** Psychodynamic  
**Session:** 9, key terms and content

### Questions

- (1) Fill in the gaps: (4 marks)
- (a) conscious ..... unconscious
- (b) id ..... superego
- (c) oral ..... phallic ..... genital
- (2) Name two of Freud's case studies. (2 marks)
- (3) Give the names of the researchers who carried out:
- (a) a meta analysis to look at the effectiveness of psychoanalysis (1 mark)
- (b) a study to see if lower self-esteem meant more use of defence mechanisms. (1 mark)
- (4) Name two defence mechanisms. (2 marks)
- (5) What term represents fear of father in the Oedipus complex? (1 mark)
- (6) What is the equivalent term for girls to the Oedipus complex? (1 mark)
- (7) Name two parts of the superego. (2 marks)

### Answers

- (1) (a) preconscious  
(b) ego  
(c) anal and latency
- (2) Dora, Little Hans, Ratman, and others. Allow Anna O.
- (3) Bachrach et al. (1991) and Cramer (1997).
- (4) Repression, denial, projection, displacement, regression, and others.
- (5) Castration fear.
- (6) Electra complex.
- (7) Ego ideal and conscience.

## Summary of a key issue

**Approach:** Psychodynamic

**Session:** 9

Each approach asks for one key issue and an ability to relate concepts from the approach to explain the issue. For each key issue (five in all — although more could be covered) complete a summary ready for your revision. Note that you may be presented with an issue in the examination and be asked to apply concepts (theories, studies, key terms and so on) from an approach to explain it. Complete the boxes as far as they are relevant.

Describing the key issue itself	Concepts (theories, studies, key terms etc.) from the approach and how they help to explain the issue
The actual issue — put as a question	A theory and how it explains the issue
A description of the issue, giving both sides if relevant	A theory and how it explains the issue
	A study and how it explains the issue
	A study and how it explains the issue

Repeat the question/issue that needs explaining	A key concept or idea and how it explains the issue
	A key concept or idea and how it explains the issue
	An evaluation point about one of the studies or theories used
	An evaluation point about one of the studies or theories used
Other comments	Another explanation for the issue and how it explains the issue — from another approach

Note: look for other key issues within the approach so you are ready for any such issue that may be given to you in the examination. Use one of these summary sheets for each key issue.

**Approach:** Psychodynamic

**Session:** 9, key terms

**Date:**

**Pages:** 185–95

**Objectives:** To review the idea of the psychodynamic approach and have an overview of terms and ideas

## Work to be carried out

Define the following terms. In small groups take some terms each, look them up, give feedback to the class and pool results of the task to make a glossary list for the approach.

### Terms in groups

- (1) id, ego, superego
- (2) conscious, preconscious, unconscious
- (3) oral, anal, phallic, latency, genital, psychosexual stages
- (4) defence mechanisms, repression, denial
- (5) thanatos, eros and libido
- (6) dream analysis, manifest content, latent content
- (7) free association, slips of the tongue, psychoanalysis

**Date for completion:**

**Approach:** Psychodynamic

**Session:** 9, key issues

**Date:**

**Pages:** 212–15

**Objectives:** To prepare to answer a key issues question, including a novel situation question

### Homework questions

- (1) (a) Describe one key issue that can be explained by concepts and ideas from the psychodynamic approach. (4 marks)
- (b) Use concepts, ideas, theories, or studies to explain the key issue from the point of view of the psychodynamic approach. (8 marks)
- (2) In each of two families, there is a young boy. They are discussing with their families what they want to be when they grow up. One boy wants to be an engineer, like his father. The other wants to be a gardener, like his father. The families agree that the first boy would be a wonderful engineer as he has an enquiring mind and enjoys making things. They also agree that the second boy will make a wonderful gardener as he helps his father in their garden and knows the Latin names of plants.
- Use concepts, ideas, theories or studies to explain from the psychodynamic approach why the boys have chosen these two different career paths. (8 marks)

### Comments on the questions

Question 1 (a) asks for a description of the issue for 4 marks. It is not about the approach so avoid theory in this part of the question.

Question 1 (b) asks for an explanation of the key issue using the theories and ideas from the approach. There are 8 marks so you need some depth.

Question 2 gives a description of the issue and you are asked to explain it using theories and ideas from the approach, as with second question 1 (b). In each approach there are usually some key theories, concepts, ideas, terms, studies and so on that can be used to explain most key issues. Practise using these and rely on them if a novel situation is presented to you in the examination.

### **Homework answer: question 1 (a), 'Describe one key issue that can be explained by concepts and ideas from the psychodynamic approach'**

One issue of interest is whether dreams have meaning or not. Most people know that Freud claimed that dreams have meaning, in fact this idea has been extended and has generated many books and website sources that list the meaning of symbols in dreams. ✓ On the other hand, there are biological explanations for dreaming and indeed there are many people who claim they do not dream at all. ✓ And many people if asked will say that their dream the previous night was clearly triggered from events in the day, rather than the dream having deep significance for them. ✓ The question is whether dreams do have meaning or whether there is another explanation for dreaming. ✓

### Comments on the answer

This is enough for the 4 marks as the depth is not required in this part of the answer and neither are terms or explanations. The task here is to describe why this is an issue and what the issue is. Here the idea of meaningful dreams is expanded a little (there could have been an example, such as tall symbols representing a penis). Then a biological explanation is suggested, it is pointed out that some people think they don't dream at all, and finally the idea of dreams coming from the day's events is suggested — all possibly alternative explanations but not phrased in a theoretical way. The answer to this question must be given in terms that would be discussed by 'someone in the street' — a lay person.

**Homework answer: question 1 (b), 'Use concepts, ideas, theories, or studies to explain the key issue from the point of view of the psychodynamic approach'**

Freud explained that dreams have meanings, in fact he claimed that dreams were 'the royal road to the unconscious'. ✓ He felt that the unconscious held many repressed desires and wishes and that energy was used in keeping these wishes hidden whereas it was healthier to release them. ✓ It was, however, impossible to access the unconscious (which is the unaccessible part of the mind) and special research methods had to be devised to find what was hidden. One of these was dream analysis, to use dreaming to unearth hidden wishes. ✓ According to Freud dreams have a manifest content, which is what the dreamer thinks the dream is about, and a latent content, which is what the symbols that are the manifest content hide. ✓ It is the job of the analyst to uncover the hidden meanings in dreams. ✓ One example is in Little Hans where he dreams about giraffes in his parents' bedroom and Freud interprets this as him watching his parents in bed — part of going through the Oedipus complex. ✓ The biological approach suggests different explanations for dreams, such as activation synthesis which is where the body is paralysed during dreaming and yet there is still activity in the brain, and this activity is given meaning by the brain, which is the remembered dream. ✓ Freud's ideas have been criticised as being untestable, as the unconscious is not something that can be measured objectively, so his theory about dreaming has also been criticised. ✓

**Comments on the answer**

This answer is thorough and it gives a formula that you could follow. First, the explanation for the issue from the approach is given in detail and should achieve most of the marks — with 3 marks remaining perhaps. Then an example from the approach is given (in this case Little Hans). This should get one more mark. Then an alternative explanation is given, possibly from another approach. This should get one more mark. Finally, a criticism or evaluation point is given, which can be a criticism or strength of the approach, the explanation, or the study that gives the evidence. This should get one more mark. This illustrates one way of getting the marks.

**Homework answer: question 2, 'Use concepts, ideas, theories or studies to explain from the psychodynamic approach why the boys have chosen these career paths' (for question in full, see page 146)**

Both boys want to follow the careers of their fathers and this is evidence for the Oedipus complex. ✓ When boys are about 4 or 5 years old they are in the phallic stage, the psychosexual stage where the focus is on the genitals. In this stage they have developed feelings for their mothers and these feelings tend to be rather sexual because of the erogenous zone for this age. ✓ They, therefore, have a rival for their affections, who is their father, who they see as in a relationship with their mother. They have guilt because of their fear of their father as a rival. ✓ They also develop castration fear, which is the driving force for them to resolve their feelings. Freud thought that these strong feelings of fear and guilt were resolved when the boy identified with his father. ✓ By 'becoming' his father the boy can possess his mother and not suffer feelings of guilt and fear because he takes on the role of the father and takes on his father's beliefs and attitudes. In this way the boy becomes a male as well, and learns his gender behaviour. ✓ All this can explain why boys follow the career paths of their fathers. One boy had a father who was an engineer and he wanted to be an engineer, and the other boy wanted to follow his father and become a gardener. ✓ Both careers are male oriented to an extent and could have arisen because of social learning theory where children are said to imitate role models. ✓ However, the psychodynamic approach holds that the identification with the male parent for boys is much stronger and more powerful than that. The passage, however, shows that the families have encouraged the boys in their respective interests, which suggests operant conditioning could have led to the wish to follow the fathers — the boys had been rewarded for their interests. ✓ Also there is the suggestion that there is a biological explanation — the boys were good at the same skills. ✓

**Comments on the answer**

In this answer, where a passage has been offered in the question, it is acceptable to include more information about alternative explanations because they are referred to in the passage for that purpose. For example, this passage mentions the skills and aptitudes of the boys, leading to a possible biological explanation. Usually, only look for 1 mark for an alternative explanation. This answer also clearly outlines the Oedipus complex and

how it can be resolved by identification, which is the psychodynamic explanation for the boys' interests. Some evaluation of the psychodynamic approach could have been included, such as mentioning the lack of evidence it involves.

### Extension question

Find some newspapers or magazines from a single week and choose one story that seems to fit with the psychodynamic approach. Issues about gender development, sexual orientation, the roles of dreams, or any neurosis such as phobias would be suitable. If the week you choose does not provide any suitable material look these issues up on the internet.

Summarise one story that is suitable and then apply concepts from the approach to explain how the story and the approach fit together. (12 marks)

#### Comments on the question

The idea here is to find examples of issues that could be presented to you in the examination so that you can practise answering unseen material. In this answer, there should be reference to young children and their experiences with their parents, or to dreaming, or to the unconscious, or to psychoanalysis or to mental-health problems such as neuroses (phobias or anxiety, for example). These are the sorts of issues that the psychodynamic approach deals with.

When you have found a suitable story, summarise it briefly, to gain perhaps 2 or 3 marks, and then apply the suggested formula to answer the issue. Use as many concepts from the approach as you can, give evidence from a study within the approach, give one alternative explanation and then perhaps an evaluation of the approach.

#### Extension question answer

An answer is not given here because it would be very similar to the one given in response to question 2. Use the following concepts in an answer as they apply to your chosen passage:

- the Oedipus complex and learning gender
- dream analysis and the role of symbols
- psychoanalysis and helping with regard to mental-health issues
- personality issues interpreted using the id, ego and superego
- early-years problems relating to the five psychosexual stages

Then remember to offer an alternative explanation, such as a biological one, or use learning theory. Finally, add some evaluation of the approach, such as the apparent lack of scientific evidence or the apparent subjectivity of analysis.

## Samples of key issue answers with comments

### 1. Psychoanalysis and whether is it good for abnormal and normal clients

#### (a) Sample question

Describe a key issue from the psychodynamic approach.

#### Sample answer with comments

The issue is about how good psychoanalysis is and whether it works. And if it does work is it good for abnormal clients or for normal ones as well?

- *This is useful as it states the issue.*

This issue arises from the amount of psychoanalysis and related therapies there are and how many people are 'in analysis'. These are not just those who have mental-health problems, at least not as defined by society. What would be called 'normal' people undertake analysis including celebrities.

- *This expands on the issue and explains more fully what 'abnormal' is, acknowledging that the question of 'normality' is debatable, which shows understanding of the issue.*

Are they having analysis because they are abnormal or mentally unwell or are they having analysis to improve their lives, just as they might go to the gym? And is psychoanalysis effective for those who do not have a neurosis or do not have mental-health problems? After all it was developed to cure mental-health problems.

- *There is more elaboration here. It is explained how psychoanalysis could be used for neuroses or to improve life. There is the question of whether it is successful for 'normal' problems if it was developed to help those who are mentally ill. It is hard to say much more without using concepts from the approach. This section sets up the issue for the explanation.*

#### (b) Sample question

Using concepts and ideas from the psychodynamic approach, explain the issue.

#### Sample answer with comments

Freud developed psychoanalysis to help those with neuroses. His patients were those with problems such as hysteria, where there seemed to be no physical cause for problems so Freud thought that there might be a neural cause. At the time he thought of real nerves as being the issue though this has come to mean mental issues rather than physical ones.

- *This is also useful knowledge though does not yet link to the issue. It is useful to give some background in this way but it should soon be linked to the issue.*

He focused on what would be called 'abnormal' such as phobias, which prevented normal functioning so the individual needed to do something about it. Effectiveness is usually looked at from the viewpoint of those with problems and how far the therapy helps them to get rid of the problems.

- *By now the answer has linked to the issue, as 'abnormal' is the focus of these points.*

Bachrach et al. (1991) carried out a meta-analysis and found that the therapy is effective for those who suit it, up to around 60% or more. However, only 50% of those it is effective for actually develop the insight Freud thought was needed for the cure to be found, so perhaps something else about the analysis, other than Freud's view that it was cathartic, caused the improvements found. The patients in all the studies that Bachrach et al. (1991) included in their study were patients with mental-health problems, though not severe ones.

- *The information about the study is detailed and useful but only here does it link to the issue. If it had not been so linked, no marks may have been given but the link is clear so the detail is useful. Notice the findings (results and conclusions) of the studies, not the aims or procedure, are useful.*

Even so, they were not 'normal' and it is not known whether psychoanalysis would be effective for 'normal' patients.

- *Here the issue is directly returned to, which is useful.*

There is, however, the issue of insight. Freud thought that the patient would need to have insight to realise what they were repressing or keeping in their unconscious and so to release those thoughts into the conscious and be cured. He did not think hypnosis was useful because the patients would not then be part of the interpretation so would not have the insight that was needed.

- *Again some useful knowledge is shown here and it is clear where this is heading, but the link will need to be made for marks to be gained.*

It could be said that 'normal' people are more likely to have insight and so psychoanalysis would be effective for them even more than for 'abnormal' people.

- *And the link is now very clearly made, which is good.*

Indeed the participants in the studies looked at by Bachrach et al. (1991) were only a little abnormal — this was partly because the analysts were student analysts so the researchers did not want to use those with serious impairments. Also psychoanalysis does not work with psychoses as there is then no insight. So overall it would be expected that the more 'normal' a person is, the better the insight, so the more effective the psychoanalysis.

- *This point focuses precisely on the issue and there is evidence and argument, which is useful.*

That is if it is cathartic as Freud suggested. Those 50% who did not have insight but improved with analysis do seem to suggest that it is more the relationship with the analyst or some other factor that effects the cure.

- *This is an additional argument to show engagement with the issue at a good level.*

In evaluation of Freud's ideas it is suggested that the theory is not scientific because the concepts are not measurable, such as interpretation of symbols. Therefore, if the theory has no scientific basis the therapy might in any case be criticised as not being effective for either normal or abnormal clients.

- *It is useful when considering issues to add some evaluation to balance the explanation, so this point is relevant.*

## 2. False memory

### Sample question

Describe a key issue from the psychodynamic approach.

#### Sample answer with comments

False memory is a memory that has been recovered during psychoanalysis and is found to be a false one. This is a relatively new concept that has arisen because of some high-profile cases where people undergoing analysis have 'recovered' memories, usually about their parents, and often about sexual abuse, that have turned out to be false memories.

- *This is a very clear outline of the issue. It is hard to cover this issue without discussing repression and analysis but those are concepts that are best left for the explanation that follows.*

The debate is whether the memories are false or not. One side of the debate holds that they are recovered memories from childhood that were so traumatic they only resurfaced during analysis.

- *This is a clear outline of one side, and it is good to see both sides are going to be described.*

The other side of the debate holds that they are false memories and not true at all. The argument is that they arise from the analysis as the analyst interprets issues such as dreams and the client accepts their interpretation as the truth.

- *This is the other side. There is some mention of concepts such as dream analysis but this issue is so closely linked to the approach that describing it is hard without some mention of the way analysis is carried out.*

This is clearly an important issue. Families have claimed to have been traumatised by such 'recovered' memories, which are extremely harmful if they are not true. On the other hand, if they are true they are extremely harmful to those who have suffered.

- *This emphasis on the importance of the issue for people is useful, as its effect on people is what makes the subject an issue.*

### 3. Repressed memories

#### Sample question

Using concepts and ideas from the psychodynamic approach, explain the issue.

#### Sample answer with comments

It is well known that people undergoing analysis can uncover repressed memories. These are recovered memories that they do not know about but which in analysis are revealed and once revealed into the conscious mind the memories no longer hold someone back.

- *This links well to how unconscious urges can mean energy is used up that is released once those urges are conscious. These are clearly concepts and ideas from the approach and link to the issue of recovered memories too.*

The issue here, however, is that some people have claimed that those recovered memories are not 'real' and are a product of the analysis. It is not likely that the analyst deliberately puts memories to someone as their own and makes them accept them, so much as that during analysis interpretations are suggested and the client can then accept these interpretations or not.

- *This looks at the concepts of psychoanalysis and the need for the analyst to interpret, and it is also focused clearly on false memory.*

The case of Beth Rutherford shows this well. In the first two sessions there was no problem but as she went back for further analysis there was necessarily more investigating by the analyst including asking about abuse. This made the client look up things about abuse and subsequently dream about abuse. It was then suggested that this abuse had been real and this was accepted by the analysand.

- *This looks at the concept of how suggestions by an analyst are likely to be accepted by the analysand during psycho-analysis.*

There were even memories of an abortion and the father of the baby was her own father. After some time and investigating it was found that she was a virgin, and her father had had a vasectomy when she was 4. However, the false memories had caused great distress for her and her family.

- *The case of Beth Rutherford is part of the evidence within this debate, which is within the approach, so it is relevant evidence.*

The analysis of dreams had contributed to the false memories being developed as had the focus on the first 5 years, both of which are strong concepts within the approach.

- *Two of the key assumptions of the approach — the importance of dreams and the importance of the first 5 years — are mentioned here.*

Also the idea of abuse is something that an analyst might think of — although this should not be brought up by the analyst. Masson's claim that the power of the therapist can be dangerous as it can take power from the client is shown here as the analyst's ideas became Beth Rutherford's own ideas.

- *Masson's ideas are also acceptable as ideas within the approach even though they evaluate Freud's ideas rather than explain them. Good use of named comment here.*

The debate looks closely at repression, which is a defence mechanism and is found when something traumatic has occurred (like abuse). Repression is a well-known factor because so often when something bad happens the person cannot recall it. So there is a tendency to think that recovered memories are likely during analysis because we do use defence mechanisms. This is probably why the abuse that was suggested and 'remembered' was believed.

- *The concepts of defence mechanisms and repression are focused on here to help to show why the 'memories' of abuse were so readily accepted.*

There are those who do not accept Freud's theory at all, for example, because it studies concepts that are not measurable or because he focused on a biased sample of Viennese women in his work. These criticisms of his theory as being unscientific would mean that the idea of recovered memories is not valid and so the idea of releasing repressed memories is not a useful one and all such memories would be false.

- *It is useful to evaluate the theory as part of the explanation of the issue, and here the issue is directly referred to as well, which makes the evaluation relevant.*

## 4. How early-childhood experiences guide later sexual orientation

### (a) Sample question

Describe a key issue from the psychodynamic approach.

#### Sample answer with comments

Different societies have different approaches to gender behaviour. For example, Margaret Mead has outlined three different systems where one group has males displaying female gender behaviour and vice versa, another group have both males and females being rather harsh and another group has different behaviour again.

- *This is setting the scene for how different societies have different behaviours and it suggests that there is an issue here, which is of interest. This needs to be linked to sexual orientation but that can follow.*

Her conclusions have been questioned. However, there are other studies that also show differences. It seems that at least some gender behaviour might come from customs and norms rather than biology.

- *This is not yet apparently directly focused on the issue, but is a conclusion and starts looking at causes for gender behaviour. It needs to be linked to sexual orientation now.*

However, sexual orientation tends to be thought of as biological with researchers like Le Vay claiming that there are brain differences between males and females, and also homosexual behaviour seems to come from brain differences.

- *Here is a suggestion that there are different causes for sexual orientation as well as gender behaviour, which is more focused on the issue.*

Another explanation for sexual orientation, besides norms and brain differences is that early childhood experiences might lead to different later sexual orientation.

- *This now gets to the actual issue itself and makes the rest above more relevant, which is fine.*

The issue of sexual orientation, focusing on homosexuality, which was labelled as a mental illness earlier in the twentieth century, is one that is of interest.

- *It is useful to bring in the knowledge about sexual orientation being abnormal in earlier times.*

The question is whether sexual orientation is given by biological differences including brain differences, differences in norms and values in a society or differences explained by early childhood experiences.

*This summarises the issue, which is useful.*

### (b) Sample question

Using concepts and ideas from the psychodynamic approach explain the issue.

#### Sample answer with comments

According to the psychodynamic approach the first 5 years are very important and near the end of this period a child starts acting like its same-sex parent. The child also resolves issues that are important and which guide later behaviour. One such issue is sexual orientation.

- *This is useful as it goes straight to the issue and brings in knowledge straightaway.*

The first two stages of psychosexual development, the oral and anal stages, deal with development of the id, which is the demanding part of the personality and includes unconscious urges and wishes, and the ego, which is the rational part of the personality.

- *This is knowledge too and needs to lead then to the issue itself.*

The third stage of psychosexual development, the phallic stage, is where the superego develops, which is the conscience and ego ideal. In the phallic stage boys go through and hopefully resolve the Oedipus complex and girls have a corresponding Electra complex.

- *This is knowledge that will be needed although is not yet linked to the issue.*

The Oedipus complex is the idea that boys in the phallic stage have feelings for their mother, which because the stage has the pleasure focus on the genitals, become sexual feelings. So the boy sees his father as a rival for his mother's affections, and this develops into hatred. The boy develops castration fear because he fears his father

and thinks the father might punish him. To resolve the feelings of fear and hatred for the father, the boy identifies with his father and 'becomes' him, taking on his values and behaviour. In this way the boy displays male behaviour and this is how gender development is explained in the approach.

- *This is clearly about gender behaviour, which is relevant, but if the answer did not in the end link to sexual orientation this material would not be useful. However, it is made relevant later and it is necessary for this detail to be explained as it is the main explanation.*

The girl identifies with her mother for much the same reasons though she has penis envy not castration fear. If the stage is resolved by the identification with the same-sex parent then the child moves into the latency period and then in the fifth stage, the genital stage, they start to form friendships with those of the opposite sex and relationships develop.

- *This is directly relevant to sexual orientation and makes the rest relevant too, so is very useful.*

Thus the resolution of the Oedipus complex leads to opposite sex sexual orientation. It can be seen that sexual orientation in this way comes from early childhood experiences.

- *And again there is direct relevance to the issue here.*

Freud would also suggest that if there is no resolution in the phallic stage, the sexual orientation can be affected and homosexuality is a consequence of this lack of resolution.

- *More direct comment is given about sexual orientation, which is useful.*

However, it has been shown that single parenting or other types of parenting where there is no mother and father at that age for the Oedipus and Electra complexes to work, does not mean that all those children have a different sexual orientation, so this throws doubt on the explanation.

- *Evaluation here is useful too, showing evidence against the explanation.*

Malinowski studied the Trobriand Islanders — he was an anthropologist. He found a society where the uncle took on what we see as the father's role (disciplining and guiding) where the father was more of a playmate. However, this different social set-up did not mean that the children when older had a sexual orientation that was not an opposite sex one. This is evidence against the claim that early childhood experiences give later sexual orientation.

- *Named evidence is useful and this shows knowledge that can evaluate the explanation.*

There might be biological differences that do that, or another explanation rather than the resolution of the Oedipus complex.

- *A contrasting explanation is useful. It is not expanded here, however, because the material was used in the description of the issue.*

## 5. Whether dreams have meaning

### (a) Sample question

Describe a key issue from the psychodynamic approach.

#### Sample answer with comments

There are many websites and other sources such as books that are dedicated to explaining the meaning of dreams. For example, colours in dreams are said to have specific meaning, and objects too.

- *This opens with the idea that people often think dreams have meaning. It is better to avoid mention of Freud's views because they are needed for the explanation that follows.*

Some people say they don't dream, although if dreaming can be measured by rapid-eye movements, which it is said it can, then the evidence is that everybody dreams but perhaps some people do not remember their dreams.

- *This gives some knowledge about dreaming that is of interest, but the actual issue would need to be addressed at some stage in this description for information like this to be relevant. It is useful assuming more will be said.*

Most people will claim that at least some of their dreams are disturbing and most people have dreams about people they know and events that they recognise. It is usual to say that at least some dreams, possibly the disturbing ones, mean something to the dreamer.

- *This idea of importance of dreams is made relevant later and is useful here to set the scene.*

Alternatively, there are theories of dreaming and sleep such as the restorational theory, that claim that dreams and sleep serve a biological function and, therefore, dreams have no meaning. The restorational theory suggests that dreams and sleep restore the brain to its natural state by getting rid of thoughts from the day before, for example.

- *This is the other side of the debate — that dreams have no meaning but another purpose — and evidence is given here about that, which is useful, rather than simply claiming dreams do not have meaning.*

There is interest in whether dreams have meaning because if they do, and if the dreamer understands the dream, it is thought it might help him or her to sort out any problems and in decision making.

- *This shows why this is a key issue and a debate that is of interest, so this is a useful ending.*

### **(b) Sample question**

Using concepts and ideas from the psychodynamic approach explain the issue.

#### **Sample answer with comments**

Freud used dream analysis and symbol analysis as a method to examine the case studies he encountered, and to try to uncover unconscious urges. He thought dreams could reveal these urges and once revealed to the patient then any energy held back to deal with these repressed wishes would be released and the person freed from any issues involved. For Freud, then, dreams have meaning and it is very important to find out what that meaning is.

- *This opening material is focused on the issue and gives knowledge with understanding, which is what is needed.*

There is the manifest content, which is what the dreamer says the dream is about. It is the story about the dream itself with no interpretation. Then there is the latent content, which is the underlying meaning of the dream. So it could be said that dreams have two meanings, the obvious meaning that the dreamer remembers and the underlying meaning that is hidden by symbols.

- *This again is a useful comment because the knowledge is clear and detailed and the focus on the issue is also direct. The comment about there being two meanings is useful for the debate.*

The latent content is found by decoding the symbols in the manifest content. The approach does not say that certain symbols have specific meaning, such as the house being the soul of the person. Each dream is very individual in its meaning because each person has different thoughts hidden in the unconscious.

- *There is more detail again here and the answer gives more information, such as Freud's view that dreams have meaning specific to the individual, which contrasts with the common view that certain symbols have universal meaning. This adds depth to the argument.*

There is another side to the debate, however, and that is that dreams are just about the day's events. Or perhaps they are biological in that they are neurotransmitters left over from the day and interpreted by a still active brain during sleep. There are other explanations too.

- *It is useful for a debate to give both sides, although the side that the approach favours should have most attention. This detail, however, shows clear understanding of the issue, which is helpful.*

The psychodynamic approach is clear that dreams have meaning and that it is important to uncover that meaning to cure the patient of any neuroses or mental-health problems.

- *Reiterating the material to be sure the issue is focused on is sensible in an examination answer.*

However, it is not proved that this is the case. There are other explanations. A problem is that dreams are not testable in an objective and scientific way. They are not measurable and they are not accessible. Any interpretation by an analyst is open to subjectivity. Even if it is true that dreams have hidden meanings, it is not perhaps possible to prove it.

- *Evaluation of the approach is good in an answer such as this as it helps to provide a balanced answer and also shows understanding of the approach and issue.*

# The psychodynamic approach

# 3

## Scheme of work for week 4

### Session 10: correlations and practical based on the anal stage

Session suggestions	Suggested resources	Homework
<ul style="list-style-type: none"><li>● PowerPoint on correlations (PP3.4)</li><li>● Use the data given to practise a Spearman's test if you wish — or wait for the data from the practical</li><li>● Develop the two rating scales for students' own practicals and make preparations to collect the data, including looking at ethical considerations</li><li>● Work in small groups to plan and devise the practical</li></ul>	<ul style="list-style-type: none"><li>● PowerPoint on correlations (PP3.4)</li><li>● Materials for producing two questionnaires to gather self-report data</li></ul>	<ul style="list-style-type: none"><li>● Homework on correlations (HW3.9)</li></ul>

### Session 11: correlations and practical based on the anal stage

Session suggestions	Suggested resources	Homework
<ul style="list-style-type: none"><li>● Continue with the practical and draw conclusions. Keep the data ready for inferential testing (next session)</li><li>● Complete template 3.5 for the practical ready for revision</li><li>● Evaluate own practical (use PowerPoint on evaluation if required PP1.1)</li></ul>	<ul style="list-style-type: none"><li>● Template 3.5 for practical</li><li>● Evaluation PowerPoint if required (PP1.1)</li></ul>	<ul style="list-style-type: none"><li>● Homework on practicals (HW3.10)</li><li>● Extension question (HW3.10)</li></ul>

### Session 12: inferential testing and methodology

Session suggestions	Suggested resources	Homework
<ul style="list-style-type: none"><li>● Use own data to carry out a Spearman test</li><li>● Use critical value tables to look up the result if required — explain levels of significance and so on — or leave this for the biological and learning approaches</li><li>● Having looked further at the results, write up the procedure, sampling, apparatus and results of the study</li></ul>	<ul style="list-style-type: none"><li>● Details of how to perform a Spearman test (from the textbook or elsewhere) and critical value tables if required</li></ul>	<ul style="list-style-type: none"><li>● Finish writing up the procedure, sampling, apparatus and results of the practical</li></ul>

**Approach:** Psychodynamic

**Session:** 10, correlations

**Date:**

**Pages:** 177–82

**Objectives:** To revise correlational designs and to practise answering a question about them, looking at methodology and the practical

### Homework question

Outline the features of a correlation design.

(4 marks)

#### Comments on the question

This question is just asking for an explanation of what a correlation is.

#### Homework answer

A correlation design involves two scores for one participant being compared. ✓ A number of participants each produce two scores and a test is carried out to see whether the two scores are related. For example, if one participant has a middle score in one set and a middle score in the other, and another participant has two bottom scores (and so on), there is likely to be a relationship between the scores. ✓ If every participant has two scores in the same position, this is a perfect correlation (1). Zero correlation means there is no relationship between the two scores. ✓ If the scores are related in that as one rises the other rises, this is a positive correlation. If the scores are related in that as one rises the other falls, this is a negative correlation. ✓

#### Comments on the answer

There is enough here for the full 4 marks. The answer shows what a correlation is in general and then explains in more detail. Positive and negative correlations are explained.

## Summary of a practical

**Approach:** Psychodynamic

**Session:** 11

For each practical (there is one for each of the five approaches) keep notes ready for revision.

Feature of the practical	Summary
Title and brief background	
Aim(s)	
Procedure(s)	
Problems with procedure(s) (such as controls, ethics, sampling, gathering data)	
Results	
Conclusions	
Evaluation (GRAVE: scientific, objective, subjective, credible)	
*Other comments	

\*Other comments can include comparison with other psychological studies, or comments about a theory that is supported by the practical. They can also be about problems faced and solved.

**Approach:** Psychodynamic

**Session:** 11, practicals

**Date:**

**Pages:** 177–82, 216–25

**Objectives:** To check understanding of practicals

### Homework questions

- (1) You will have carried out a study using a correlation design and self-report data. Describe how you gathered the self-report data. (4 marks)
- (2) Outline the aim of a study you carried out yourself as part of your course using self-report data and a correlation design. (2 marks)
- (3) When you carried out a correlation design, outline two controls that you used to make sure the data were either reliable or valid. (4 marks)

#### Comments on the questions

Question 1 requires you to describe the actual gathering of the data. You will need a fair amount of detail for the 4 marks. Question 2 asks for the aim of the study, for 2 marks. This does not need a lot of detail, simply say why the study was carried out (and give a researcher's reason, not your personal reason — that it is required for the course!). Question 3 requires you to talk about two controls that were used. Give enough detail for 2 marks for each control.

#### **Homework answer: question 1, 'You will have carried out a study using a correlation design and self-report data. Describe how you gathered the self-report data'**

The self-report data were gathered by means of two questionnaires, one on each side of an A4 sheet so that it was clear that the same person answered both. ✓ The questionnaires asked the participants to rate themselves in terms of their tidiness and also to rate themselves in terms of how strict their upbringing was. ✓ There was also a straightforward question about tidiness and strictness of parenting and a question that gathered some qualitative data as well, to reinforce the ratings and to test for reliability. ✓ Then I worked in a small group of four people and we each took three questionnaires home and asked three friends who were not taking psychology to complete them. ✓ That meant we had 12 lots of data to work with and analyse.

#### Comments on the answer

This is a detailed answer taking the reader from the process of setting up the questions through to how the data were actually gathered. An example of a question could have added depth to the answer. Also the answer could have said which three friends were asked and how they were accessed — and how they completed the questionnaire (for instance alone or with help).

#### **Homework answer: question 2, 'Outline the aim of a study you carried out yourself as part of your course using self-report data and a correlation design'**

The aim of my study was to see if the messier a person was as a young or older adult the more strict his or her parents had been with regard to his or her upbringing. ✓ I wanted to see if strictness in parenting went with untidiness as a characteristic, to an extent testing the idea of the anal stage in psychodynamic theory. ✓

#### Comments on the answer

This is thorough and gives the specific aim, which in a way is the hypothesis, and also gives the wider aim, which is to test the anal stage and possibly fixation in that stage. The aim is more about the wider theory to be tested, but the precise aim in the form of a partial hypothesis (before operationalisation) is acceptable too.

**Homework answer: question 3, 'When you carried out a correlation design, outline two controls that you used to make sure the data were either reliable or valid'**

One control was to use the same standardised instructions for all participants by writing the instructions on top of each sheet for the participants to read. ✓ This meant that they all had the same instructions so one participant would not be more swayed by what he or she knew about the study than another because nobody knew more than anyone else and they should all feel the same about doing the study. ✓ If the participants felt the same, then the study could be repeated and similar results should be found, which would make the findings reliable. And to an extent if the instructions calmed the participants with regard to ethics then this might lead to more validity. Another control was to keep the questions the same for everyone in exactly the same format and identical questionnaires. ✓ For example, each participant having the questionnaire about their own tidiness on one side of the sheet and doing it first (the instructions being above it) and the survey about their parenting on the other side of the sheet and doing it next. Each participant carried out the same task. ✓ If everything was the same the responses should be more reliable as there would be nothing to bias one set of results.

**Comments on the answer**

This is thorough and gives two clear controls, with reasons why they were chosen, and also explains how they were implemented. The question does not ask why they were used, but it helps the outline if the control is explained. The first control is the use of standardised instructions. The second control is that participants all had exactly the same experience with regard to the materials. Another control could have been given — that all participants wrote their answers on their own and in private. Another could be the situation the participants were in when they completed the questionnaires. The answer suggests that you should focus on reliability and validity so there are comments in the answer to explain how the control might affect reliability and validity.

**Extension question**

**Explain the aim(s), procedure and findings (results and/or conclusions) of the practical you carried out within the psychodynamic approach. Give two criticisms of your study.** (12 marks)

**Comment on the question**

Here the aim, procedure, results and conclusions are asked for (although you could give either results or conclusions rather than both if you wished). Then there must be two criticisms of the study. Here it is assumed that 6 marks are available for the explanation and description of the practical and 6 marks for the evaluation points (3 marks each). However, this answer would be marked more for quality than point by point.

**Extension question answer**

The aim of my study was to see if the messier a person was as a young or older adult the more strict their parents had been with regard to their upbringing. ✓ I wanted to see if strictness in parenting went with untidiness as a characteristic, to an extent testing the idea of the anal stage in psychodynamic theory. ✓

The self-report data were gathered by means of two questionnaires, one on each side of an A4 sheet so that it was clear that the same person answered both. ✓ The questionnaires asked the participant to rate themselves in terms of their tidiness and also to rate themselves in terms of how strict their upbringing was. ✓ There was also a straightforward question about tidiness and strictness of parenting and a question that gathered some qualitative data as well, to reinforce the ratings and to test for reliability. ✓ Then I worked in a small group of four people and we each took three questionnaires home and asked three friends who were not taking psychology to complete them. ✓ That meant we had 12 lots of data to work with and analyse.

I found that there was a correlation and the more strict someone said their upbringing was the more untidy they were likely to be. ✓

A problem with the study was that it used only self-report data ✓ so it is not known whether the upbringing really was strict or whether the person saw it as strict — or whether it was strict at all. ✓ This is a problem with validity. Another criticism of the study is that there are particular statements used that are interpreted as meaning someone had strict upbringing ✓ whereas 'strict' can be defined by different people in different ways — again this is a problem with validity. ✓

**Comments on the answer**

This answer is taken from the previous ones to show you how you can use the same material in answer to different questions. The aim is clear. Some of the procedure is given but it would only get 2 marks in any case, and would benefit from more detail, such as quoting the statements themselves. There is one result comment, which is all that is needed to answer the question, and there are two criticisms, although they are not given in a lot of depth. 1 mark is given for identifying the criticism and 1 for saying more about it. This part of the answer needs more depth. This answer would just about get the full marks but could be improved with more detail. It is helped by the use of terminology.

# The psychodynamic approach

# 3

## Scheme of work for week 5

### Session 13: longitudinal and cross-sectional designs

Session suggestions	Suggested resources	Homework
<ul style="list-style-type: none"> <li>Use an example of a longitudinal study (perhaps use 7UP and its most recent version) and one cross-sectional study (perhaps use the three mountain task as it also relates to upbringing)</li> <li>Use study template 3.6 to briefly summarise the two studies</li> <li>Worksheet on the features of longitudinal and cross-sectional studies and their strengths and weaknesses (WS3.8)</li> <li>Produce a poster about the two designs.</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet on longitudinal and cross-sectional studies (WS3.8)</li> <li>Study template 3.6</li> <li>Examples of studies, e.g. 7UP+ and three mountain task</li> <li>Materials for a poster</li> </ul>	<ul style="list-style-type: none"> <li>Start preparing for an end-of-approach test</li> <li>Homework on cross-sectional and longitudinal studies (HW3.11)</li> </ul>

### Session 14: revision

Session suggestions	Suggested resources	Homework
<ul style="list-style-type: none"> <li>Revision of methodology using quiz 3.2</li> <li>Revision exercises, e.g. divide class into groups, each group focused on the six sections for the course, and produce a revision poster</li> <li>Revision focusing on the evaluation points only (credibility, ethics, validity, reliability, subjectivity, objectivity, generalisability — and applications)</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 3.2 on method</li> <li>Poster materials</li> <li>PowerPoints to go over if needed (e.g. PowerPoint on evaluation, PP1.1)</li> </ul>	<ul style="list-style-type: none"> <li>Revision</li> </ul>

### Session 15: revision test

Session suggestions	Suggested resources	Homework
<ul style="list-style-type: none"> <li>Mock exam on the approach</li> </ul>	<ul style="list-style-type: none"> <li>Produce a mock exam using the questions on the Specimen Assessment Materials and/or from other exam papers/textbooks/other sources</li> </ul>	<ul style="list-style-type: none"> <li>Mock exam on this approach</li> </ul>

**Approach:** Psychodynamic

**Session:** 13, methodology — cross-sectional and longitudinal design

**Date:**

**Pages:** 182–85

**Objectives:** To understand longitudinal and cross-sectional design and consider two strengths and two weaknesses of each

## Work to be carried out

Outline what is meant by a longitudinal design and what is meant by a cross-sectional design. Be able to explain one example of each. Be able to evaluate both, giving two strengths and two weaknesses of each. Work in small groups to complete the questions. Then produce a poster of the information.

- (1) What is meant by a longitudinal study? Give one example.
- (2) What is meant by a cross-sectional study? Give one example.
- (3) Give one similarity between the two and one difference.
- (4) Give two strengths and two weaknesses of each.

**Date for completion:**

## Summary of a study 'in detail'

**Approach:** Psychodynamic

**Session:** 13

Each approach asks for two studies 'in detail' from a list. For each study complete a summary ready for your revision (TAPRCAD).

Feature of the study	Summary
Title	
Aim(s)	
Procedure(s)	
Result(s)	
Conclusion(s)	
Advantages	
Disadvantage(s)	
*Other comments	

\*Other comments can include comparison with other studies, or comments about a theory that is supported by the study. It is useful to note where the study can be useful as an example in other areas of the course.

**Approach:** Biological

**Session:** 11, cross-sectional and longitudinal studies

**Date:**

**Pages:** 182–85

**Objectives:** To learn about cross-sectional and longitudinal designs and to practise 'comparison' questions

### Homework question

Evaluate both cross-sectional and longitudinal studies in terms of strengths and weaknesses. (8 marks)

#### Comments on the question

This question asks for both strengths and weaknesses so you need to give at least one strength and one weakness for each type of study. There are 2 marks for each strength and weakness, so giving one of each for each type of study would be a sensible way of answering.

#### Homework answer

Cross-sectional studies are good because data can be gathered at one moment in time, which means that the study can be completed in the same conditions and without delay, unlike longitudinal studies. ✓✓ Longitudinal studies are good because they use the same participants throughout the study, which means that there is control over participant variables — the same people are being compared. ✓ Longitudinal studies are not good because they take a long time and people can drop out, which means that the sample used is special in some way — it is biased because it does not include those who refused to keep taking part, for example, or those who moved away. ✓✓ Cross-sectional studies are not good because they involve using different participants and differences between participants might cause differences in the results, rather than what is being tested. ✓ It can be seen that a strength for one of these types of study is a weakness of the other. The strength of using the same people in longitudinal studies is a weakness because of sampling and time problems. ✓ The strength of using different people in one moment in time (a good thing with regard to getting the study done) is a weakness because of participant variables. ✓

#### Comments on the answer

The two comparison points at the end get 1 mark each because they summarise clearly and add to the points made. In the main, each point gets a double mark because the terms are explained, such as participant variables, but sometimes there is not quite enough for the 2 marks.

### Extension question

Compare the use of cross-sectional and longitudinal designs by looking at their strengths and weaknesses.

(12 marks)

#### Comments on the question

This question is similar to the homework question above but it requires more information and a clearer comparison. The marking points given are suitable — just add more depth.

## Quiz

**Approach:** Psychodynamic

**Session:** 14, methodology revision

### Questions

All questions have 1 mark except where indicated.

- (1) Is +0.67 likely to be an accepted correlation?
- (2) Is +0.67 a positive or a negative correlation?
- (3) If there was no correlation would you expect the result of the test to be near +1, -1 or 0?
- (4) Which test is used for a correlation in your course?
- (5) What two factors would lead you to choose that test? (2 marks)
- (6) Which type of design (longitudinal or cross-sectional) is used when a study follows a child through its early years to monitor its language development?
- (7) Which type of design (longitudinal or cross-sectional) is used when a study looks at one group of 7-year-olds and one group of 5-year-olds to compare their scores on a test?
- (8) What is the term for data gathered by asking the participant for views on him/herself?
- (9) Give one example of a rating scale.
- (10) Give one strength of a correlational design. (2 marks)
- (11) Give one weakness of a correlational design. (2 marks)

### Answers

- (1) Yes.
- (2) Positive.
- (3) 0
- (4) Spearman's test.
- (5) Level of measurement (ordinal) and whether the data lead to a correlation or whether the study tests differences between scores.
- (6) Longitudinal design.
- (7) Cross-sectional design.
- (8) Self-report data.
- (9) Likert-type scale (or an actual example).
- (10) A correlation design is useful for new areas when it is not known where relationships might exist for later testing.
- (11) A problem with correlation design is that there is no cause-and-effect relationship — the scores might covary by chance.