**Annotations**

BOD benefit of the doubt

C context / conclusion

CS core study

E explanation

ECF error carried forward

F feature

J justification

MCQ multiple choice questions

NAQ not answering the question

NBOD no benefit of the doubt

O own research mentioned

P point

PoC point of comparison

Seen what was written was seen and considered

λ

U understanding

**Multiple Responses/ Scattergun approach**

Where a question asks for ONE / TWO, and more than this number are given,

* Mark the first one / two depending on the question,
* Add the lamda symbol into the text λ
* Ignore any further part of the answer which is also a strength / weakness.

Unacceptable answers

Do NOT accept answers which state that the research methodology is:

* More **accurate** (e.g. observations are more accurate because both observations and self-reports are accurate)
* More **scientific** (e.g. structured and unstructured observations are scientific)
* More **valid** (unclear which type of validity is being referred to or why)
* More **reliable** (unclear which type of reliability is being referred to or why)
* Gives **more data** (e.g. this is determined by the sample not the experimental design)
* Is **cheap** (lack of comparison or explanation to show why this is a strength)
* Is **quick** (lack of comparison or explanation to show why this is a strength)
* Is **easy to analyse / interpret** (lack of comparison or explanation to show why this is a strength)

Paper 1 H567/01 Research Methods

Section A: Multiple Choice

1 Which is the name of a type of interview?

D structured

2 Look at the following academic reference: Milgram, S. (1963) Behavioral study of obedience. Journal of Abnormal and Social Psychology 67. What is the error in this Harvard style reference?

B the page numbers are missing.

3 Which is a null hypothesis?

D ‘There will be no significant difference between extroverted and introverted people in terms of how well they perform in front of an audience.’

4 Look at the following data set from a condition where participants were timed (in seconds) completing a task in an emergency situation. {36 45 51 67 54 19 50 45 27 76 54 45} What is the mode of this data set?

B 45

5 Read the following hypothesis: H1: “Women who earn above average salaries will score significantly higher on a confidence test than women who earn below average salaries.” What is the independent variable in this hypothesis?

A earnings above or below average salaries

6 Variables in an experiment are operationalised, which means they are:

A Described in a way that can be easily measured or manipulated

7 What is meant by the term ‘socially desirability bias’ in participants’ responses in psychological research?

D responses which the participants think they ought to give even if they are not true

8 Which is an example of qualitative data?

A the diary entries of six patients suffering from schizophrenia

9 What is the probability of a significant result occurring by chance where the significance level is p≤0.025?

A 2.5% or less

10 Which inferential test should a researcher use to decide whether a correlation is significant?

C Spearman’s Rho test

11 Which one of the following is a feature of all experiments?

B measurement of a dependent variable

12 How was one of the dependent variables measured in Casey et al’s (2011) study into delay of gratification?

A performance on the impulse control task (in terms of reaction times and accuracy)

13 A correlation coefficient of +0.75 indicates:

C Strong positive correlation

14 What is a weakness of using a mode as a measure of central tendency?

D it relies on a score occurring more than once

15 If data is significant at the 5% level, what would this mean in terms of the hypothesis?

A the directional or non-directional hypothesis is accepted

16 In Bandura’s (1961) Bobo doll study, the participants were pre-tested to assess their aggression levels.

A to allow for a matched pairs design

17 What method is Sperry's research?

C Natural experiment

18 Which is an example of interval level data?

A the mass, in grams, of the brain of an individual with schizophrenia

19 Which of these refers to making a Type 1 error?

D incorrectly rejecting the H0 hypothesis

20 Which is the experimental design used in Casey et al’s (2011) study into delay of gratification?

D repeated measures

Section B: Research Design and Response

21 Write a research aim for this study. [2]

**How the marks are awarded:**

* 2 marks = Research aim (e.g. to investigate) in context (e.g. peoples’ experiences of dreaming and the type of dreams they have)
* 1 mark = attempt at a research aim in context OR research aim without context

**Examples for 2 marks**

* To investigate peoples’ experiences of dreaming / the type of dreams they have
* To find out more about dreaming

**Examples for 1 mark**

* To investigate peoples’ experiences
* To find out more about behaviour / sleeping

22 What is a semi-structured interview? [2]

**How the marks are awarded: 1 mark for each of the following**

* Reference to structured / predetermined questions
* Reference to semi (on the spot / responsive questions)

**Example for 2 marks**

A semi-structured interview is one in which some specific questions to ask are prepared in advance [1], whilst others are created at the time of the interview [1].

23 Explain how you could use a semi-structured interview for this study. [4]

**How the marks are awarded: 1 mark for each of the following**

* Reference to structured (e.g. pre-determined questions)
* In context (e.g. sleep, dreaming, dreams)
* Reference to semi (e.g. on the spot / responsive questions)
* In context of the interview (e.g. in response to answers / replies given to other questions asked)

**Example for 4 marks**

My semi-structured interview for this study would involve preparing some specific questions [1] about dreaming and dreaming habits before [1] undertaking the interview. Also, thinking of some questions to ask as the interview is being conducted [1] in response to replies given to other questions asked [1].

24 Evaluate the use of a semi-structured interview in this study. [6]

**How the marks are awarded: 1 mark for each of the following**

* identifying the strength/weakness [P]
* explaining the strength/weakness [E]
* in context (of dreaming) [C]

**Example for 6 marks**

The preparation of some specific questions about dreaming prior to the interview allows standardisation of a core set of questions common to all participants, whilst the ability to ask new, individual and extra questions as the interview proceeds can allow a greater variety of information [E] about different people’s dreams and dreaming behaviour to be studied [C], thereby increasing overall validity. However, interpreting responses to some questions about dreaming [C], especially those created as the interview unfolds could be problematic [P] as they have not been standardized in advance [E].

25 Explain how you would use the self-report method to investigate dreaming. Justify your decisions as part of your explanation. You must refer to:

• sample and sampling technique

• your questionnaire

• open and closed questions

• Likert scale questions

You should use your own experience of carrying out a self-report to inform your response. [15]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Feature | Explained | Context | Justified | Own research |
| sample and sampling technique | F1 | E1 | C1 | J1 | O1 |
| your questionnaire | F2 | E2 | C2 | J2 | O2 |
| open and closed questions | F3 | E3 | C3 | J3 | O3 |
| Likert scale questions | F4 | E4 | C4 | J4 | O4 |

26 Explain one strength and one weakness of using the self-report method in this study. [6]

**How the marks are awarded for each evaluation point:**

* 1st mark: accurate point is stated
* 2nd mark: and explained using a value judgment
* 3rd mark: in the context of this study (context words = personal space, nightclub, posture, public spaces)

**Examples of strengths:**

* relatively quick and easy to plan and conduct;
* ability to access thoughts about dreams / dreaming.

**Examples of weaknesses:**

* validity issues due to dishonesty of responses;
* interpretation problems;
* demand characteristics / social desirability responses etc.

Section C: Data Analysis and Interpretation

27**.** Identify **two** findings from the bar chart.  **[2]**

* 1 mark for recognising that the image was mainly perceived as a monkey or teapot
* 1 mark for recognising that the image was perceived as much as a monkey as a teapot.

0 marks for an identification of the raw data **which does not go beyond 1 column** (e.g. 2 people saw it as neither)

28. Explain why a bar chart is appropriate for presenting this data. [2]

* 1 mark for explaining that data is discrete/categorical/ nominal. Accept qualitative.
* 1 mark for context / reference to this study (e.g. use of words such as image, duck, rabbit).

0 marks for an explanation of why a graph (generally) is useful in presenting data.

29. Name and outline the measure of central tendency which would be used in this study. **[**3**]**

* 1 mark for median / mean
* 1 mark for an explanation of how this is calculated
* 1 mark for reference to this study (e.g. use of words such as image, duck, rabbit).

0 marks for reference to the mode.

30. Explain how the research had ensured internal reliability in this study. [3]

* 1 mark for naming inter-rater reliability
* 1 mark for an explanation of how this occurs
* 1 mark for reference to this study (e.g. use of words such independent judges, ambiguous image, etc.)

**Example for 3 marks**

They ensured that there was inter-rater reliability [1] by getting more than one person to judge that the image could be seen [1] to be a duck and a rabbit [1].

31. Name and briefly describe the experimental design used in this study. [2]

* 1 mark for naming independent measures / groups design.
* 1 mark for knowing this means assigning different participants to each condition.

32. Explain why this experimental design was appropriate for this study. [3]

* 1 mark to state why it is appropriate
  + reduced demand characteristics
  + eliminating practice effect
  + no need for time delay between conditions
* Up to 2 marks for applying the understanding to the study

**Example for 3 marks**

Appropriate because it reduces demand characteristics [1] the participants may perceive the image the same way again [1] because they have perceived it this way once already (practice effect) [1].

33. To what extent does this study lack population validity? [3]

1 mark for each of the following to a maximum of 3 marks:

* for an explicit judgement (it does, to a greater extent, etc.)
* for a reason based on the sample size
* for reference to the sample size (50)
* for a reason based on the sample being students
* for reference to the sample being students

34. Identify the section of a Psychology report where this table of results would be placed. [1]

Results

35. Give 2 reasons for this choice of test (chi squared) with reference to the study. [4]

Up to 2 marks for any of the following reasons;

* test of difference
* independent measures
* nominal data

A further 2 marks for relating the chosen criteria to features of the study

* the experiment investigated a difference (1) between perception of an image depending on how it had been primed (1).
* the design was independent measures (1) as each condition contained a different set of Ps (1)
* the data was nominal (1) as responses were categorized as either ‘duck’ or ‘rabbit’ / different types of image (1).

36. Explain how the psychologist would determine the appropriate degrees of freedom (df) for this test. **[2]**

* 1 mark for stating that degrees of freedom can be calculated as (rows-1) x (column-1).
* 1 mark for stating that in this study, there is 1 degree of freedom.

37. Using the above critical values, explain whether the psychologist has found a significant difference or not. [4]

1 mark for each of the following, to a maximum of 4 marks

* 1 mark for explaining the results are significant at p=0.05
* 1 mark for explaining why (the observed value is greater than critical value).
* 1 mark for explaining that Chi squared requires the observed value to be greater than the critical value.
* 1 mark for explaining that 0.05 is the accepted level of significance for analysis.
* 1 mark for explaining that the results were not significant at the other more stringent levels of significance.

**Example for 4 marks**

The results are significant if the probability is set at p=0.05 [1] because the observed value of 3.80 is greater than critical value 2.71 [1], which is the way round needed for Chi squared [1]. p=0.05 is the usual level of probability set in Psychology [1]. The result would not be significant if you had set probability at 0.025 or 0.01 [1].

38. Explain is meant by a ‘Type 1 error’. [2]

1st mark for

* False positive
* rejecting the null hypothesis
* accepting the alternative / experimental hypothesis

2nd mark for linking this to the veracity of the hypothesis

* rejecting the null hypothesis even though it is true
* accepting the alternative / experimental hypothesis even though it is false.

39. Identify the section of a Psychology report where the drawings, consent and debrief form would be placed. [1]

Appendix / appendices

40. Explain what is meant by peer review. [3]

1 mark for each of the following to a maximum of 3 marks:

* conducted to assess the research
* by reviewing the full work
* by psychologists not involved in the research
* by psychologists working in a similar field

**Example for 3 marks**

Peer review is a process after research has been conducted to assess the validity of it (1), before it is published. It is reviewed (1) by psychologists not involved in the research (1),but working in a similar field (1).

Paper 2 H567/02 Core Studies

Section A: Core Studies

1. Explain why Sperry’s ‘split brain’ study is a natural / quasi experiment. [2]

*This question was set as classwork.*

1 mark for saying the IV is not directly manipulated by the researchers

1 mark for context – having a split brain or not / severed corpus callosum

**Example for 2 marks**

Sperry's study is a quasi/natural experiment because the independent variable – having a split brain or not [1] – was not directly manipulated by the researchers [1].

*This question was set as classwork.*

2. From Sperry’s ‘split brain’ study into the psychological effects of hemisphere deconnection, describe **one** finding from the visual tests used in this study. [2]

3. Describe **one** finding from the composite word tests used in this study. [2]

*These questions were set as prep.*

**2 marks** – An accurate and detailed finding

**1 mark** – Partial or vague finding outlined *e.g. compound words were recognised as 2 separate words*

**0 marks:** for reference to eye rather than visual field.

**2. Examples for 2 marks**

* Participants would only recognise stimuli if the stimuli was presented again to the same visual field.
* If participants were shown stimuli in the right visual field, but then shown the same stimuli to the left visual field, they would claim to have not seen it before.
* Information presented to the right visual field (left hemisphere) could be described in speech and writing (with the right hand).
* If the same information is presented to the left visual field (right hemisphere), the participant insisted he either did not see anything or that there was only a flash of light on the left side, that is, the information could not be described in speech or writing.
* However the participant could point with his left hand (controlled by the right hemisphere) to a matching picture / object presented among a collection of pictures / objects.
* The participant could draw what was presented to the left visual field with his left hand but reported that he had seen the word on the right visual field.

**3. Example for 2 marks**

* When 2 words were presented at the same time such as key ring, the participant would write with their left hand the word ‘key’ (left hand goes to right hemisphere linked to left visual field) and say the word ‘ring’.

4. Outline **one** similarity between Sperry’s ‘split brain’ study and Casey’s study on the delay of gratification. [3]

*This question was set as classwork.*

**How the marks are awarded**

* 1 mark: Suitable similarity / difference stated
* 1 mark: Detail from Sperry’s study to support this similarity
* 1 mark: Detail from Casey’s study to support this similarity

**Examples of similarities**

* Quasi / natural experiments
* Laboratory based
* Specific tasks to complete
* Ethnocentric
* Practical / physical responses
* Use of scientific equipment

Acceptable, but will be difficult to explain fully.

* Area: Biological
* Key Theme: Regions of the brain

**Examples for 3 marks**

* Both S&C had idiographic samples [1] S’s sample was 11 American males who had had their corpus callosum severed [1]. Likewise, C’s sample in the 2nd experiment was 29 Americans who had previously been in Casey’s 1st experiment and Mischel’s 3 previous studies [1].
* Both used complex scientific equipment. [1] Sperry used tachistoscope to present the material [1], Casey used fMRIs to collect data on the neural correlates of delay of gratification [1].
* Both studies were natural experiments but laboratory-based [1]. Sperry used a room in which the specialised equipment and materials / the tachistoscope was set up [1] and Casey used a room specially set up with a screen and equipment for the go/no go task and a medical laboratory containing a fMRI scanner [1].
* Participants in both studies were given specific physical / practical tasks to complete [1]. Sperry’s participants had to complete a set of visual and tactile tasks [1] and Casey’s participants had to complete a delay of gratification/impulse control task [1].

**Example for 2 marks** (point of comparison was not sufficiently explained)

Both S&C belong to the Biological area. S is Biological because it investigated the effects of hemisphere deconnection on behaviour. [1] C is Biological because it showed that the ventral striatum was over active and the pre-frontal cortex under-active in low delayers. [1]

**Example for 1 mark** (evidence from each study was insufficiently detailed)

Both used complex scientific equipment [1]. Sperry used projector, Casey used a laptop.

5. To what extent does the study by Casey’s study change our understanding of regions of the brain? [3] *This question was set as classwork.*

**How the marks are awarded**

The three marks are available for:

* 1mark – a supported judgement
* 1mark - contextualisation from Casey’s study
* 1mark - contextualisation from a previous piece of research, e.g. Sperry

**Example for 3 marks**

To a greater extent [1]. Sperry identified the role of the corpus callosum and hemispheres in general [1], whereas Casey identified specific regions that play a role in self-control [1]

**Example for 2 marks** (conclusion cannot be supported by the evidence)

To a lesser extent. Sperry identified the role of the corpus callosum and hemispheres in general [1], whereas Casey identified specific regions that play a role in self-control [1]

**Example for 1 mark** (evidence unsupported conclusion)

To a greater extent [1]. Sperry identified the role of the corpus callosum and hemispheres, whereas Casey identified regions that play a role in self-control.

6. Freud claimed that Little Hans was experiencing the Oedipus complex. Describe the Oedipus complex in relation to this study. [4] *This question was set as prep.*

**Examples of descriptive points and illustrative examples which could be raised**

* Point: Boy sub-consciously wants to sexually possess his mother
  + Hans Example: His dream about being married to his mother
* Point: Recognises there is a competition with father, so wants father out of the way
  + Hans Example: phobic of horses because they resembled his father.
* Point: because he fears that if his father finds out about this desire, he will be castrated.
  + Hans Example: fear of being bitten by a horse, symbolises his fear of castration.
* Point: conflict resolved by identifying with his father and adopting his behaviours.
  + Hans Example: plumber dream.

One individual mark for reference to: psychosexual stage / age 3-5.

**Example for 4 marks**

Boy sub-consciously wants to sexually possess his mother (seen when Little Hans dreams about being married to his mother) [1]. He recognises there is a competition with his father. So boy wants his father out of the way (seen when Little Hans has a phobia of horses because they resembled his father) [1]. Boy fears that if his father finds out about this desire, he will be castrated (seen in Little Hans case study with his fear of being bitten by a horse, symbolises his fear of castration) [1]. Boy resolves this conflict by identifying with his father and adopting his values and behaviours (seen in Little Hans case study with his plumber dream) [1].

7. From Milgram: Describe how obedience was measured [2]

* 1 mark - the measurement was through observation (HOW)
* 1 mark – the maximum shock level given (WHAT)

**Examples for 2 marks**

* Observers noted down the maximum shock P administered before they refused to go any further or the study ended
* The experimenter and observers watched and noted the highest shock level (between 15 – 450 volts) given by each participant

**Examples for 1 mark**

* How far the participants shocked
* How many volts they went up to

8. Outline one problem with measuring obedience in this way. [2]

**How the marks are awarded**

* 1st mark: a correct problem identified about the way obedience was measured (observer bias, demand characteristics, observers may miss behaviours)
* 2nd mark for development of the problem in context.

**Examples for 2 marks**

* The participants knew they were being observed so their behaviour may not be as it normally would be. For example, the participants in Milgram’s study may have administered more electric shocks because they knew they were being observed

**Examples for 1 mark**

* Observers may ‘see’ what they expect (expectation bias)
* Observers may miss behaviours
* If the participant knows they are being observed they behave in a way they think the researchers want them to behave so they will not show genuine/natural behaviour
* If the participant knows they are being observed they respond in a socially desirable way rather than showing normal behaviour

9. What sampling technique was used in Bocchiaro’s whistleblowing study? [1]

Volunteer

10. From Bocchiaro: Describe 1 finding that demonstrates that those participants who obeyed did so because of external forces.[2]

**How the marks are awarded**

* 1 mark – finding (not a conclusion *– findings are often facts and conclusions are often consequences of the findings*)
* 1 mark – reference to external forces (e.g. experimenter)

**Examples for 2 marks**

* 76.5% / 114 / majority obeyed the experimenter
* 14.1% / 21 / minority disobeyed the experimenter

**Examples for 1 mark**

* 76.5% / 114 / majority obeyed
* The majority obeyed because they were confused (internal forces, not external)

**Examples for 0 marks**

* They did not want to be known by other people as a whistleblower (inference / conclusion, not a finding)
* People obey authority, even if they are unjust (conclusion)
* What people say they will do in a given situation is not what actually happens (conclusion)

11. From Chaney, identify the IV. [2]

12. Identify the dependent variable. [2]

1 mark for stating the variable (funhaler / compliance)

1 mark for how it is operationalised (inhaler / score on self-reports by parents)

13. In the study by Chaney et al, data on the children’s attitudes towards the Funhaler device were collected. The children’s attitudes were more positive than for the conventional spacer. Identify **one** of the six children’s attitudes listed in the questionnaires. [1]

1 mark for any of following:

* pleasure
* acceptance
* mild fear / dislike
* strong fear / dislike
* panic or phobia
* suspicion

14. To what extent does Chaney et al.’s contemporary study **change** our understanding of the external influences on children’s behaviour? [3]

**How the marks are awarded**

* 1 mark: Comparative judgment
* 1 mark: Relating the tagline (external influences on children’s behaviour) to the classic study Bandura
* 1 mark: for evidence related to the contemporary study Chaney

**Examples for 3 marks**

* Chaney’s study significantly [1] changes our understanding of the external influences on children’s behaviour and shows that children can be encouraged to adhere to their medication with the use of ‘fun’ [2] (operant conditioning using rewards and positive reinforcement), not just social learning seen in Bandura’s study which shows that children’s behaviour is shaped by the adult role models they interact with and therefore children acquire behaviour through observation [3].
* Chaney’s study does not significantly [1] change our understanding because it shows that children can be encouraged to adhere to their medication with the use of ‘fun’ [2] (using operant conditioning by being rewarded), and this is learning in the same way that social learning is seen in Bandura’s study which shows that children’s behaviour is shaped by the adult role models they interact with and therefore children acquire behaviour through observation [3].

Section B: Areas, perspectives and debates

15. Outline **two** principles of the Cognitive area of psychology. [4]

*This question was set as classwork.*

2 principles should be raised. Each can attract 2 marks:

* 1 mark for an identification of a principle of the Cognitive area
* 1 mark for demonstrating how this affects behaviour / thoughts / emotions

**0 marks for reference to:**

* Reference to the computer model / input - process – output model without further explanation
* Brain / brain processes (Biological area)
* Environment (Social area)
* Examples of research in the area
* Evaluation points

**Examples of principles which could be raised**

* Behaviour is caused by thinking
* Humans are like information processors, with information being inputted, processed and outputted.
* The output or behaviour is due to the mental processing which occurs.
* Mental processing can be tested scientifically.

**Examples of developed principles:**

* Provides a reductionist explanation of behaviour as it claims that behaviour is caused [1] by thinking processes [1].
* Humans are like information processors, with information being inputted, processed and outputted [1]. The output or behaviour is due to the mental processing which occurs [1].

**Examples of undeveloped principles:**

* Supports the free will side of the debate
* Humans are like a computer
* Input-process-output
* Is reductionist

16. Outline how Bandura’s Bobo doll study links to the Developmental area. Support your answer with evidence from this study. [3]

*This question was set as classwork.*

1 mark for each of the following to a maximum of 3 marks

* Knowledge of the principles of the Developmental area
* Evidence of the Bobo doll studies
* Good psychological knowledge and understanding
* Good application of psychological knowledge and understanding
* Explicit links of how the study supports / fits the features of the area

**Example for 3 marks**

Developmental area believes that behaviour is caused by level of development reached (age / experience) [1]. Children learn to be aggressive through imitation and observation [1]. Bandura shows that children learn through Social learning [1]. They pay attention to the role model, retain the information mentally, reproduce it, if they have adequate motivation [1].

17. Outline **two** characteristics of scientific research. [4]

*This question was set as classwork.*

1 mark to a maximum of 2 for naming the characteristics (falsifiability, objectivity, empirical, systematic, quantitative, replicable, experimental, hypotheses)

1 mark to a maximum of 2 for outlining what each characteristic means

**Examples for 2 marks**

* Objectivity [1] is to the extent to which something is factual or not. If something is objective it is clear and undisputable [1], whereas subjectivity is where there is a lack of certainty and differences of opinion.
* Cause-and-effect [1] is investigated using experimental methods whereby one variable (IV) is predicted to have an effect on another (DV) [1].

18. Explain how one psychological study may be described as unscientific. [3]

*This question was set as classwork.*

Note: ‘psychological study’ can be a Core Study, a Key Study (for paper 3), or any identifiable piece of psychological research.

1 mark for each of the following to a maximum of 3 marks

* Description of the psychological study
* Knowledge of the characteristics of unscientific study (interpretation, subjective, qualitative, bias)
* Detail of the study which evidences its unscientific nature
* Good psychological knowledge and understanding
* Good application of psychological knowledge and understanding
* Explicit links of how the study is unscientific

**Example for 3 marks**

Freud’s study of Little Hans is not scientific because subjective data collection techniques are used [1]. Little Han’s Father collected information, often using leading questions, about his behaviour, fantasies and dreams and sending this information to Freud via letter [1]. This means the data is not empirically gathered which is a key feature of being scientific [1]

**Example for 2 marks**

Freud’s case study of Little Hans is unscientific because it is based on opinions (Freud’s and Little Hans’ father) [1] rather than empirical, testable evidence [1].

**Example for 1 mark**

Little Hans’ father may have been biased and reported information about his son that fits Freud’s theory of psychosexual development which is not scientific [1].

19. Evaluate the usefulness of carrying out reductionist research. Support your answer with evidence from at least one core study. [6]

*This question was discussed in class and set as prep.*

Evaluate questions require BOTH a strength and a weakness to be given.

The answer requires:

* An understanding of reductionism
* An understanding of usefulness
* 2 evaluation points – one strength and one weakness
* Which are explained
* And substantiated by at least 1 core study
* With consistent use of psychological terminology
* Showing a line of reasoning / clear and logically structure
* In which everything is relevant
* No core study = capped at 3 marks.
* If the answer is completely study led = capped at 2 marks

**Strengths: Reductionist research IS useful when:**

* It progresses our understanding of human behaviour.
* It increases academic understanding of behaviour.
* It provides developments for therapies, interventions, preventative action or treatments.

**Weaknesses: Reductionist research IS NOT useful when it is**

* Not valid
* Not generalisable

Core Studies covered in class which are reductionist

* Sperry
* Casey
* Baron Cohen
* Bandura
* Milgram
* Loftus and Palmer

**Example for 6 marks**

Reductionist research is useful because it leads to the development of therapies / treatments and interventions of a variety of behaviours [1]. This is helpful because it can be used to change behaviour [1]. Loftus and Palmer showed that memory can be distorted by post event information. This is useful as the research can be used by the police to ensure that witness interviews do not include leading questions [1].

However, any intervention based on reductionist research will not be totally effective [1] as it fails to represent the true complexity of behaviour [1]. Bandura showed that children learn to be aggressive through Social Learning theory, but this does not consider that some children may be naturally aggressive [1].

20. Discuss the extent to which psychology supports the nature / nurture debate. Support your answer with evidence from core studies. [15]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Knowledge and understanding  (20%) | Contextualisation  (20%) | Argument  (20%) | Structure and coverage (20%) | Relevance  (20%) |
| Level 4 =  12–15 marks | * Good * Relevant * Accurate | * Explicitly related to the question * Helpful use of examples (e.g. used to illustrate the explanations) | Conclusions given that summarise the issues | * Well developed * Line of reasoning * Logically structured * 3+ points / Range of issues covered | * Everything is relevant * 3+ times research is used to back up points |
| Level 3 =  8–11 marks | * Good * Relevant | Related to the question | Conclusions given that summarise the issues | Some structure.  Lacks balance or development | * most of it is relevant * 2+ times research is used to back up points |
| Level 2 =  4–7 marks | Reasonable | Some parts are related to the question | 3+ conclusions that summarise the issues | Some structure  Less than 3 points raised | Limited evidence / support |
| Level 1 =  1-3 marks | Reasonable | Some parts are related to the question | 2+ conclusions that summarise the issues | Not obvious  Less than 3 points raised | Limited evidence / support |

**Example for 15 marks**

*The nature / nurture debate discusses whether behaviour is governed by nature (e.g. genes) and by nurture (e.g. environment, experiences etc.)*

*A strength of the nature stance is that this has useful applications. Understanding and identifying certain behaviours that are inherited or specific to the individual can help us to intervene. Casey showed that specific regions of the brain influence the ability to delay gratification, which helps society consider how the brain activity in these areas can be enhanced to help people to put off till later a desired thing. Taking the nature viewpoint allows people not to be blamed for their behaviour, which means that they are more likely to co-operate with any intervention designed to change their behaviour.*

*However a weakness of taking the nature stance is that discovering that certain behaviours are inherited (e.g. personality, intelligence) may not be helpful. It can lead to the assumption that these types of behaviour are difficult to change through the environment. This restricts the useful applications. Knowing that brain activity leads to behaviour seen in Sperry’s study is not helpful as it may suggest that there is no point in trying to change yourself if the behaviour is pre-determined. This has implications on criminal behaviour. If your brain is causing the behaviour, can you be blamed for it and can it be solved?*

*Conversely, a strength of taking the nurture side is that there are significantly more practical and useful applications. This view has real life relevance as it focuses on real life social issues. It has relevance to the majority of people and helps our understanding on how human behaviour can be changed in a positive way. For example, Chaney showed that positive reinforcement will encourage children to be more compliant with their medication. This shows that it is very easy to adjust behaviour, by adjusting the situation rather than to change a person’s biology.*

*However, it is impossible to study nature and nurture separately as they will always influence together. By ignoring biological causes, this reduces the validity of the debate. There is never a 100% rate of a certain behaviour being nurtured, therefore other factors must play a role. For example, Bandura showed an increase in imitation of aggressive behaviour in children after observing the same sex role model, but the results were not 100%, which suggests that for some children in was in their nature whether to be aggressive or not. The problem with this reductionism is that it will mean that any intervention based on just the nurture side will be effective, but not fully and for all people, so an interactionist approach should be taken.*

*In conclusion, Psychology tries to take an interactionist approach, but is often limited to the nurture viewpoint, as this leads to more methods to change behaviour and intervene.*

Section C: Practical applications

21. Identify one psychological issue raised by the source 1. Support your answer with evidence from the source. [3]

* 1 mark for identification of an appropriate issue
* 1 mark for explanation of the issue (e.g. why would a psychologist care)
* 1 mark for support from the source.

22. Explain why this article can be viewed as being relevant to Biological Psychology. Support your answer with evidence from the source. [4]

* 2 marks for selection of key feature of the Biological area: Physiological processes, brain function, genetic basis, scientific, hormones, heredity, nervous system, twin studies, EEG, MRI, Nomothetic.
* 2 marks for application of the key feature to the article.

23. Outline one piece of psychological research that links to source 1 and justify how it relates to the above source. [6]

* Up to 5 marks for accurate and sustained details of the appropriate study, e.g. focus/aim/hypotheses, method, sample, materials/apparatus, findings, conclusions.
* 1 mark for justification of selecting the study
* Good understanding throughout of why the study can relate to the article
* There is a well-developed line of reasoning which is clear and logically structured.

**Example for 6 marks**

*Sperry links as it is looking at how the regions of the brain influence behaviour, especially the different hemispheres. Sperry’s aim was to study the functions of separate and independent hemispheres to see if the effects of hemisphere disconnection. His natural / quasi experiment had a naturally occurring IV – his sample of 11 had had a commisurotomy (severing the corpus callosum). The DV was the performance in visual and tactile tasks. The procedure was using a tachistoscope and information was presented on a screen from a projector behind it. There were objects given under the screen where they could not see their hands. The results were that objects presented in the RVF sent information to left hemisphere. Ps could say what they saw, describe it in speech or writing. Sperry concluded that the left hemisphere controls language and the right hemisphere controls drawing, maths, emotions but does not control language.*

24. Explain how the Freud’s case study of Little Hans could relate to this source. Support your answer with evidence from the source. [3]

* 1 -2 marks for selection of key features from the Little Hans case study: child, age 3, phobia of an animal, father, mother.
* 1 -2 marks for application of the key feature to the article.

25. Identify one psychological issue raised by the source 2. Support your answer with evidence from the source. [3]

* 1 mark for identification of an appropriate issue
* 1 mark for explanation of the issue
* 1 mark for support from the source.

26. Use your psychological knowledge to suggest a way to manage Abel’s phobia. [6]

* 1 mark for application to Abel / phobias
* 5 marks for accuracy / detail of implementation: psychoanalysis, dream analysis, word/free association, T.A.T., Rorschach inkblots, making the unconscious conscious.

**Example for 6 marks:**

* What are going to do? Get rid of the phobia using systematic desensitization.
* What type of strategy is it? Therapy because it cures you
* How will you do it? Create a hierarchy of fear, work through the fear from least to greatest
* When? The timeline is to work through the hierarchy of fears from the least to the greatest, probably in up to 10 sessions
* Who? Therapist with Abel
* Where? In vitro, with the therapist and Abel starting the therapy in a therapists’ room, then going into normal life where there are dogs
* Why? Relearn a new association between dogs and being relaxed / calm.

27. Evaluate your strategy to manage Abel’s phobia. [10]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Understanding**  **20%** | **Language**  **20%** | **Structure**  **20%** | **Range**  **20%** | **Supported by evidence**  **20%** |
| **Level 4: 9– 10 marks** | Coherently presented with clear understanding | Good | well-developed line of reasoning which is clear and logically structured | 2 or more relevant points | In context and supported by relevant evidence |
| **Level 3: 7 – 8 marks** | Mainly coherently presented with reasonable understanding | Reasonable | line of reasoning presented with some structure | 2 or more mainly relevant points | Mainly in context and supported by some relevant evidence |
| **Level 2: 4 – 6 marks** | Limited | Limited | Lacks clear structure | 2 or less or 4 or more unsupported points raised | Occasionally in context and supported by relevant evidence |
| **Level 1: 1 – 3 marks** | Basic | Basic | Lacks clear structure | 2 or less or 4 or more unsupported points raised | Not in context. Generic responses which could be used in a range of different answers. |

**Examples of evaluative points:**

* Cost: Financial implications
* Resources available
* Time constraints
* Accessibility
* Travel implications
* Ethics

Level 4: 8-10 marks the evaluation must “go further” & “do something more”: There are 3 ways of doing this:

* Compare/contrast
* “So what?” – “The consequences of this are….”
* Take the unexpected view – Weaknesses often have strengths

**Examples of developed evaluation points**

* Systematic desensitization for Abel will not be quick (point), as it may take up to 10 weekly sessions (explanation) to run through his hierarchy of fear (context). This is a problem as this amount of time may mean that Abel or his family give up on it and become treatment non-compliant by not turning up (conclusion) and the therapy will not be successful.
* However, there is very little cost to Abel and his family (point) because SD is available on the NHS (explanation) which is beneficial as it is showing that it is effective (conclusion) as well as being accessible for Abel to use to get rid of his phobia (context).
* Ethically, it is a much better strategy than flooding (point), as it protects Abel from the harm (explanation) of sudden and overwhelming exposure to dogs (context) and because it is less overwhelming, it is both ethical and more likely to be followed until his phobia is extinguished (conclusion).