Year 12 Mocks

Psychology

Mark Scheme

April / May 2019

Paper 1 H567/01 Research Methods

Paper 1 General Comments

Multiple Responses/ Scattergun approach

λ

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.
* When marking on screen, this further part should be highlighted.

Unacceptable answers for Q21, 24, 26 and Q27

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

* More **accurate** (e.g. Q21 – observations are more accurate because both observations and self-reports are accurate)
* More **scientific** (e.g. Q27 – 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. Q24 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)

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 Baron-Cohen et al’s (1997) study on Autism?

C matched pairs

Section B: Research Design and Response

21. Outline **one** strength of using an observation **compared** to self-report in this study. **[3]**

**How the marks are awarded:**

* 3 marks = Strength (P) clearly explained (E) in context (C)
* 2 marks = Strength (P) explained (E) without context or strength stated (P) in context (C)
* 1 mark = Strength (P) stated but not in context (C)

1 mark for a strength of an observation

* a researcher can see for themselves what people do in a situation
* it has higher validity

1 **further** mark for an elaboration which makes explicit comparison with self-report.

* a researcher can see for themselves what people do in a situation (1) rather than relying on their honesty (1)
* observation allow psychologists to see how individuals behave in their natural environment (1) whereas self-report relies too much on respondents’ insight (1)’.

**1 further** mark for relating this developed point to the study described, e.g. using words like

* personal space
* nightclub
* posture,
* public spaces, etc.

**0 marks for words** such as locations and places, as this could be relevant to other studies, not contextualized here.

22. Identify **three** ethical issues that would need to be considered when carrying out **this** observation. [3]

1 mark for each feasible ethical issue e.g.

* (Need to avoid) deception
* (lack of) right to withdraw
* need for debriefing
* confidentiality
* (lack of) consent, etc.

No credit for

* use of non–human animals.
* issues that overlap or make similar points e.g. causing distress and discomfort.

23. Identify the sampling method used in this study. [1]

* Opportunity

24. Explain **one** strength and **one** weakness of using this sampling 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)

**Example for 6 marks**

A strength is that the sample is quick and convenient (1) **because** the psychologist used Ps who were readily available at the nightclub / library / leisure centre (1) **therefore** saving time and other resources which would have to be used for more complex samples (1).

One weakness is that you can’t generalise your findings (1), **because** the sample may be biased in some way and not representative (1). For example, only one particular night club, library and changing room were used. **Therefore**, it might not be the environment that influences personal space, but the type of people present when the study was conducted (some people might simply need more personal space than others, regardless of the environment they are in) (1)

25. Write a suitable alternative hypothesis for this study. **[3]**

**How the marks are awarded**

* **1 mark** - for giving an alternate, experimental hypothesis (directional or non-directional) and using the words which allow this to be seen.
* **1 mark** - IV is operationalized with all parts of the IV explicitly stated(nightclub, library, changing room)
* **1 mark** - DV is operationalized (e.g. centimetres)

**Examples for 3 marks:**

* There will be a difference [1] in the personal space needed (cms) [1] in different locations (nightclub, library, changing room) [1]
* There will be a difference [1] in the personal space wanted (behaviours such as reduced eye contact, defensive body posture, movement away from people) [1] in different locations (nightclub, library, changing room) [1]

**Examples for 0 marks:**

* There will be no difference in the personal space needed in different locations. *Zero marks as a null hypothesis, not an alternative hypothesis, has been given.*
* Will there will be a difference in the personal space wanted in different locations? *Zero marks as a research question, not a hypothesis, has been given.*

**26. Outline one strength and one weakness of using a pre-prepared behavioural checklist for any observation. [4]**

**How the marks are awarded**

For both the strength and weakness:

* 1 mark for identifying the strength/weakness
* 1 mark for explaining the strength/weakness in context of observations

Context is NOT required for this question.

**Examples of strengths**

* They are easier and quicker to use;
* Little training required;
* Helps to focus on many behaviours at once;
* Can be used to condense information into simple tallies / quantitative data.

**Examples of weaknesses**

* May not be very detailed;
* Little information about context or sequence of events;
* May miss important information not on the checklist.
* Notes if a behaviour occurred but not the duration of the behaviour.

**Examples for 2 marks**

* A strength is it allows for the observers to be focused on specific items when they are watching [1] which is helpful to avoid behaviours from being missed [1].
* A weakness is that the checklist might not have a behaviour being shown, which prevents the observation from recording all of the detail of the behaviour [1] which cause the results to lack content validity [1]

27.Explain how you would carry out an observation to investigate the differences in use of personal space between rural and urban environments. Justify your decisions as part of your explanation. You must refer to:

* structured **or** unstructured observations
* participant **or** non-participant observations
* time **or** event sampling
* collection of data. [15]

Annotations for students’ work:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Feature | Explained | Context | Justified | Own research |
| structured or unstructured observations | F1 | E1 | C1 | J1 | O1 |
| participant or non-participant observations | F2 | E2 | C2 | J2 | O2 |
| time or event sampling | F3 | E3 | C3 | J3 | O3 |
| collection of data | F4 | E4 | C4 | J4 | O4 |

For each of the 4 bullet points of the question:

FEATURE which is explained: 1st mark for stating the following

* Either structured observation or unstructured observation and HOW this would be done
* Either participant observation or non– participant observation and HOW this would be done
* Either time sampling or event sampling and HOW this would be done
* Understanding of ways of collecting data in observation e.g. use of more than one observer, use of behavioural categories, video recordings, location of researcher, etc.

Then a further 3 marks per bullet point for the following:

CONTEXT: Contextualization to this study, such as

* using a checklist of behaviours for protecting personal space (structured)
* watching people while being part of the crowd in the city (participant)
* a structured observation would allow for reliable comparison between the rural and urban settings

JUSTIFIED: Justification of design decisions such as:

* structured observations would be inappropriate for the qualitative nature of the observation
* participant observation would be difficult in terms of accurately recording the behaviours because the researcher would be too involved/distracted
* non–participant observation would allow for a level of objectivity
* time sampling would give a more representative sample as it spans a period of time.

REFERENCE to own research is needed for EACH bullet point / feature.

Level 4 = 12-15 marks

* All 4 required features are addressed
* Accurate knowledge of each choice is demonstrated (C)
* Application to this scenario is demonstrated in relation to each choice (A)
* Appropriate justification of all or most techniques is demonstrated (J)
* Response explicitly draws on the candidates own research (R)
* The answer has sufficient coherence and detail to allow for replication.

Level 3 = 8-11 marks = reasonable

Level 2 = 4-7 marks = limited

Level 1 = 1-3 marks = basic

**Example for 15 marks**

*The study would be conducted on a Wednesday in summer (middle of July), in two different locations: Watford city centre and the village of Letchmore Heath. There would be two different researchers, with one for the city location and one for the village (F4).*

*A structured observation (F1) would be conducted using the predetermined behavioural categories (F4) in the table here (E1 and C1). This would allow easy recording of personal space behaviours with a simple tally created of the number of times every behaviour occurred in both urban and city areas (J1, J4). When I did my research on Facebook, it would have been easier to have prepared categories (O1, O4).*

*This would be a non-participant observation (F2), with the researcher covertly recording peoples’ behaviour whilst sat on a bench pretending to read a newspaper (E2 and C2). This would allow data to be recorded unobtrusively, although it may be difficult at times to be certain about what personal space behaviours are engaged in if sat too far away or if passers-by obstruct the researchers view (J2). This was seen in my research on Facebook that to be able to objectively view behaviour is important (O2).*

*Time sampling would be used with observations occurring every half-hour, for two minutes each time between 8am and 6pm (F3, E3, C3). This would allow a more representative collection of data (J4) of peoples’ personal space behaviour covering many different parts of the day. For example, it may show that personal space is influenced by factors such as whether people are in a rush to get to work in the morning, and this may be different for urban dwellers compared to city workers etc. (J3). This should increase the overall validity of the data by not just focusing on one particular time period.*

*But by only recording behaviour each half hour (C4, E4, F4), there may be lots of examples of personal space behaviours that do not get recorded. When I did my research on Facebook, we used event sampling, from the outcome (their FB picture), rather than over time, but this was a very different study (O3 and O4).*

Section C: Data Analysis and Interpretation

28**.** 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)

29. 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 duck, rabbit).

30. 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 duck, rabbit).

31. 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].

32. 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.

33. 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].

34. 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

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

Results

36. 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’ (1).

37. 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.

38. 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, i.e. 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].

39. 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.

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

Appendix / appendices

41. 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

Paper 2 General Comments

Multiple Responses/ Scattergun approach

λ

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.
* When marking on screen, this further part should be highlighted.

Unacceptable answers

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

* More **accurate** – all research methods are accurate
* More **valid** (e.g. Q1) - unclear which type of validity is being referred to or why
* More **reliable** (e.g. Q1) - unclear which type of reliability is being referred to or why

Section A: Core Studies

1. The study by Loftus and Palmer on eye witness testimony involved the experimental method. Explain one strength and one weakness of the experimental method used in this study. [6]

This question was set as prep.

**Do not accept**

Points / explanations which refer to reliability / validity without further explanation or development.

1 mark for each of the following:

* Strength - It gives the researcher a high level of control over variables
* Explanation – to be able to show cause and effect
* Context - here all participants saw exactly the same film clips.
* Weakness - It is low in ecological validity / task lacks mundane realism
* Explanation – so the behaviour shown is not real
* Context - in real life, eyewitness testimony is not based on watching film clips and then completing questionnaires.

2. From the study by Loftus and Palmer on eye witness testimony, outline two ways in which the procedure was standardised. [4]

*This question was set as prep.*

1 mark to a maximum of 2 for each way the procedure was controlled:

* Same film
* Same question (apart from the critical word)

1 mark to a maximum of 2 for showing the concept of standardisation:

* Same
* All participants
* Each condition of the IV

**Example for 4 marks**

All participants watched the same film clips. All participants were asked the same question (apart from the critical word).

3. 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.*

4. From Sperry’s ‘split brain’ study into the psychological effects of hemisphere deconnection:

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

*This question was 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*

**4a. 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.

**4b. 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’.

5. 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 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
* Small idiographic samples
* 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.

6. 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.*

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.

7. 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.

**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].

8. In Baron-Cohen et al.’s study into autism in adults, the Ps with autism were found to be unimpaired on two control tasks. Describe these two control tasks. [4]

*This question was set as prep*

1 mark to a maximum of 2 for naming the control tasks (gender recognition, basic emotions)

1 mark to a maximum of 2 for describing the control tasks

**Example for 4 marks:**

Gender Recognition Task [1] asked to identify the gender from photographs [1]. Basic Emotion Recognition Task [1] 6 full face photographs, asked to identify the correct emotion (from the Ekman categories).

9. In Baron-Cohen et al.’s study into autism in adults, state one of the word pairs used in the Eyes task. [1]

*This question was set as prep*

Both words in the word pair from one of the following:

* Concerned – Unconcerned
* Attraction – Repulsion
* Relaxed – Worried
* Serious – Playful
* Interested – Disinterested
* Friendly – Hostile
* Sad – Happy
* Certain – Uncertain
* Reflective – Unreflective
* Cautious – Relaxed
* Calm – Anxious
* Dominant – Submissive
* Fantasizing – Noticing
* Observing – Daydreaming
* Ignoring – Noticing
* Nervous – Interested
* Flirtatious – Disinterested
* Sympathetic – Unsympathetic
* Decisive – Indecisive

10. From Baron-Cohen et al.’s study into autism in adults, identify the independent variable (IV) in the Eyes Task. [2]

*This question was set as prep*

* **1 mark for the variable:** type of person
* **1 mark for the variable being correctly operationalised:** Autism/Aspergers, Tourettes, and ‘Normal’.

11. From Baron-Cohen et al.’s study into autism in adults, identify the dependent variable (DV) in the Eyes Task. [2]

*This question was set as prep*

* **1 mark for the variable:** performance on the eyes task
* **1 mark for the variable being correctly operationalised:** (scores) out of 25.

Section B: Areas, perspectives and debates

12. 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. The output or behaviour is due to the mental processing which occurs.

**Examples of undeveloped principles:**

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

13. 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].

14. 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].

15. 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].

16. 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.*

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].

17. 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

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

* 1 -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.
* 1 -2 marks for application of the key feature to the article.

19. 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 doesn't control language.*

20. 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
* 1 mark for support from the source.

21. 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.

22. 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.

23. 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

24. 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
* Co-operation between the agencies/individuals involved
* 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