

**Psychology**

Advanced GCE **G542**

Core Studies

**Mark Scheme for June 2010**

---

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of pupils of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2010

Any enquiries about publications should be addressed to:

OCR Publications  
PO Box 5050  
Annesley  
NOTTINGHAM  
NG15 0DL

Telephone: 0870 770 6622  
Facsimile: 01223 552610  
E-mail: [publications@ocr.org.uk](mailto:publications@ocr.org.uk)

## Section A

Generic guidance for Section A (Questions 1 –15)

- Responses to all questions should relate to the study referred to in the question (except for Qs 6b, 9a and 11a).
- Accuracy of responses should be checked by referencing the original article.

Question	Expected Answers	Marks	Rationale
1  (a)	<p>In the Baron-Cohen, Jolliffe, Mortimore and Robertson study on autism in adults:</p> <p>identify <u>one</u> of the word pairs in the ‘Eyes Task’;</p> <p>Any one pair from:</p> <ul style="list-style-type: none"> <li>• Concerned/unconcerned</li> <li>• Attraction/repulsion</li> <li>• Friendly/hostile</li> <li>• Calm/anxious</li> <li>• Any other word pair listed in the original article.</li> </ul> <p><b>1 mark</b> – Identification of only one of the pair.  <b>2 marks</b> – Correct identification of any word pair.</p>	[1+1] [2]	<p>Accept: happy – sad/cautious – relaxed/serious-playful.</p> <p><i>If 2 words come from different word pairs, only 1 mark can be awarded e.g. happy and concerned = 1 mark.</i></p>

(b)	<p><b>outline <u>one</u> finding from the 'Eyes Task'.</b></p> <p>Any one from:</p> <ul style="list-style-type: none"> <li>• The autistic adults performed worse than either the normal or Tourette's adults with a mean score of 16.3 compared to 20.3/20.4</li> <li>• Females performed better than males with a mean score of 21.8 compared to 18.8.</li> <li>• There was little difference in the performance of those with Tourette's and normal adults – mean scores were 20.4 and 20.3 respectively.</li> <li>• Other appropriate answer.</li> </ul> <p><b>1 mark</b> – Partial or vague answer e.g. autistics did worse.  <b>2 marks</b> – Full explanation as described above.</p>		<p><i>Must be a finding not a conclusion</i></p> <p><i>Actual results/figures need not be quoted but a clear difference between one or more of the groups must be stated (i.e. a comparison made) to gain 2 marks</i></p>
-----	---	--	---

Question	Expected Answers	Marks	Rationale
2	<p>(a)</p> <p><b>In the Savage-Rumbaugh study into symbol acquisition of pygmy chimpanzees, quantitative data was gathered.</b></p> <p><b>Identify <u>two</u> ways in which quantitative data was gathered.</b></p> <p>Most likely answers:</p> <ul style="list-style-type: none"> <li>• An automatic computerised record /from a computer from his keyboard / lexigram</li> <li>• Notes (from observers) (when outside) / observations</li> <li>• (Formal) tests (matching photographs with lexigrams / matching heard words with photographs / matching heard words with lexigrams</li> <li>• Other appropriate answer.</li> </ul> <p><b>1 mark</b> – For each correct method  <b>2 marks</b> – Correct identification of two types of record as described above.</p>	[1+1] [2]	<p><i>NB: Use of video clip is not creditworthy as this was used to check the reliability of the observational data gathered whilst outside.</i></p> <p><i>Examples of quantitative data are not acceptable in this section part as they belong in part (b).</i></p> <p><i>The type of formal test does not have to be given to score 1 mark BUT:</i>  <i>If a candidate puts, “(formal) test matching photographs with lexigrams” and “(formal) test matching heard words with photographs/(formal) test matching heard words with lexigrams” (i.e. identifies 2 of the formal tests)they can be credited with 1+1 = 2 marks.</i></p>
(b)	<p><b>Give <u>two</u> examples of quantitative data collected in this study.</b></p> <p>Most likely answers:</p> <ul style="list-style-type: none"> <li>• The number of times the lexigram was used correctly</li> <li>• The number of single words used spontaneously</li> <li>• The number of single words elicited by a companion’s queries.</li> </ul>		

Question	Expected Answers	Marks	Rationale
(b)	<ul style="list-style-type: none"> <li>• The number of single words used in imitation or as a result of prompting</li> <li>• The number of combinations used spontaneously</li> <li>• The number of combinations elicited by a companion's queries</li> <li>• The number of combinations used in imitation or a result of prompting</li> <li>• In formal testing –</li> <li>• The number of photographs Kanzi matched correctly with a lexigram</li> <li>• The number of spoken words / synthesised words Kanzi matched correctly to a photograph/lexigram</li> <li>• Other appropriate answer.</li> </ul> <p><b>1 mark</b> – Partial or vague answer e.g. only one example given.  <b>2 marks</b> – Two correct examples of quantitative data gathered as outlined above, or other appropriate answer.</p>	[1+1] [2]	
3	<p><b>The Loftus and Palmer study on eyewitness testimony used two laboratory experiments.</b></p> <p><b>Identify the <u>two</u> experimental groups in Experiment 2.</b></p> <p>(i) The group which had the verb 'smashed' in the critical question.  (ii) The group which had the verb 'hit' in the critical question.</p> <p><b>1 mark</b> – Identification of one experimental group only,  <b>2 marks</b> – Correct identification of both experimental groups as outlined above.</p>	[1+1] [2]	No other answers are acceptable as the control group was not an experimental group.

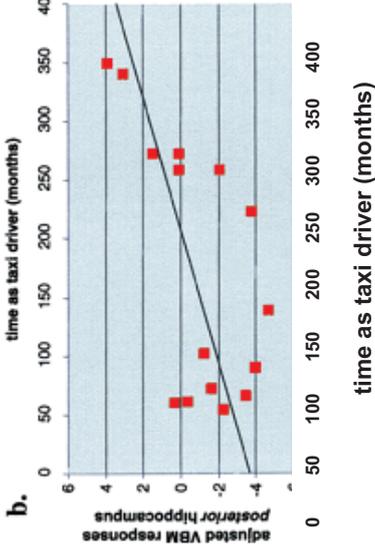
Question	Expected Answers	Marks	Rationale
(b)	<p><b>Outline <u>one</u> difference between the responses given by the two experimental groups in Experiment 2.</b></p> <p>Any one from:</p> <ul style="list-style-type: none"> <li>• More participants with the verb ‘smashed’ in the critical question reported seeing broken glass than those in either the ‘hit’ or control groups/other groups</li> <li>• The mean estimate for speed was higher for the ‘smashed’ group than the ‘hit’ group.</li> </ul> <p><b>1 mark</b> – Partial or vague answer e.g. participants with the verb ‘smashed’ in the critical question gave higher speed estimates i.e. no comparison made.</p> <p><b>2 marks</b> – Full description of difference as outlined above or other appropriate answer.</p>	[2]	<p><i>NB: answers must refer to findings from Experiment 2.</i></p> <p><i>To gain 2 marks a comparison must be cited</i></p>
4	<p><b>From the Samuel and Bryant study on conservation, outline <u>two</u> of the experimental conditions.</b></p> <p>Two from:</p> <ul style="list-style-type: none"> <li>• <u>One judgement task</u>: children were shown two substances/materials, one was changed in front of them and then they were asked if they were the same</li> <li>• <u>Standard/Two question/Piagetian task</u>: children were shown two substances/materials and asked if they were the same. One was then changed in front of them and they were they asked the same question again</li> <li>• <u>Fixed array task</u>: children were shown two substances/materials only after one of them had been changed and were asked if they were the same.</li> <li>• Other appropriate description.</li> </ul>		

Question	Expected Answers	Marks	Rationale
	<p><b>1 mark</b> – Partial or vague answer e.g. identification of condition only (e.g. fixed array task), no reference to questioning.</p> <p><b>2 marks</b> – Accurate outline of the experimental condition, including when the question(s) were asked, as outlined above.</p>	<p>[2+2] [4]</p>	<p>Reference to both the condition / transformation and the questioning must be made to gain 2 marks.</p>
5	<p><b>From Freud's study of Little Hans:</b></p>		
(a)	<p><b>describe how the data was collected;</b></p> <ul style="list-style-type: none"> <li>• Through observations of Little Hans and conversations with Hans conducted by Hans' father and sent to Freud via letter.</li> <li>• Through the interview between Freud and Little Hans.</li> </ul> <p><b>1 mark</b> – Partial or vague answer e.g. through correspondence.  <b>2 marks</b> – Accurate description of how the data was gathered as outlined above.</p>	<p>[2]</p>	<p>To gain 2 marks candidates must refer to observations of Little Hans/conversations between Hans and his father they must also include: sent to Freud via letter / correspondence.</p>

(b)	<p><b>suggest <u>one</u> reason why this data may not be considered valid.</b></p> <p>Most likely answers:</p> <ul style="list-style-type: none"> <li>• As Freud was a third party, there was a high chance of misinterpreting what Hans' father had reported</li> <li>• Hans' father used leading questions because he was a supporter of Freud and wanted to gather information to support his friend's theories</li> <li>• Hans' father may not have reported everything to Freud because he may not have wanted to show his son in a bad light.</li> <li>• Other appropriate answer.</li> </ul> <p><b>1 mark</b> – Partial or vague answer e.g. Hans' father used leading questions.  <b>2 marks</b> – Full description of reason as outlined above or other appropriate answer.</p>	<b>[2]</b>	
-----	--	------------	--

Question	Expected Answers	Marks	Rationale
6	The participants in the study of aggression by Bandura, Ross and Ross were children.		
(a)	<p>Identify <u>two</u> other characteristics of the sample used in this study.</p> <p>Any two from:</p> <ul style="list-style-type: none"> <li>• Boys and girls</li> <li>• an equal number of boys and girls.</li> <li>• From (Stanford University) (Same) Nursery School / the school in the nursery where the research was conducted.</li> <li>• Aged between 37-69 months/mean age 52 months / under 6 years old / 3-5 years old.</li> <li>• 72 children</li> </ul> <p><b>1 mark</b> – Partial or vague answer e.g. one characteristic only as identified above.  <b>2 marks</b> – Clear identification of two of the characteristics outlined above e.g. 36 boys and 36 girls</p>	<p>[1+1] [2]</p>	

(b)	<p><b>Outline <u>one</u> difficulty which may arise when psychologists study children.</b></p> <p>Any one from:</p> <ul style="list-style-type: none"> <li>• Problems relating to ethics e.g. withdrawal, consent, stress/psychological harm, physical harm – explained in relation to children.</li> <li>• Children are <u>more</u> prone to demand characteristics than adults...</li> <li>• Children may not understand what they are expected to do...</li> <li>• Children may not 'play the part'/be un-cooperative...</li> <li>• Other appropriate answer.</li> </ul> <p><b>1 mark</b> – Partial or vague answer e.g. difficulty identified but not explained e.g. getting consent from children is difficult, children may respond to demand characteristics.</p> <p><b>2 marks</b> – Difficulty identified and clearly explained in relation to children.</p> <p><b>NB: This answer does not need to be contextualised.</b></p>	[2]	
-----	---	-----	--

Question	Expected Answers	Marks	Rationale
7	<p data-bbox="199 1160 272 1872"><u>Correlation of volume change in the right posterior hippocampus with time as a taxi driver</u></p>  <p data-bbox="699 1032 772 1872">The above scattergraph shows some of the results obtained by Maguire et al in their study of taxi drivers.</p>		
(a)	<p data-bbox="799 1088 834 1872">Identify the <u>two</u> variables correlated in the scattergraph.</p> <p data-bbox="869 1447 904 1872">(i) Time as taxi driver (months).</p> <p data-bbox="904 1182 940 1872">(ii) Adjusted VBM responses posterior hippocampus</p> <p data-bbox="971 1055 1007 1872"><b>1 mark</b> – Partial answer e.g. identification of one variable only.</p> <p data-bbox="1007 1066 1070 1872"><b>2 marks</b> – Accurate identification of both variables as outlined above.</p>	[1+1] [2]	Referencing the variables as IV and/or DV makes the answer non-creditworthy.

Question	Expected Answers	Marks	Rationale
(b)	<p><b>Outline the correlation shown in this scattergraph.</b></p> <p>A positive correlation showing the volume of the posterior hippocampus increased as the length of time as a taxi driver increased.</p> <p><b>1 mark</b> – Partial or vague answer e.g. there was a positive correlation between the two variables.</p> <p><b>2 marks</b> – Clear and accurate description of the correlation shown in the scattergraph as outlined above, making reference to both, named, variables.</p>	[2]	<p>For 2 marks the candidate must mention:</p> <ul style="list-style-type: none"> <li>• Positive correlation</li> <li>• As the length of time as a taxi driver increased, so did the volume of the posterior/right hippocampus.</li> </ul> <p>Answers referenced to <b>SIZE</b> or <b>LARGER hippocampus</b> are <u>not</u> creditworthy even if the other variable is referenced correctly</p>
8  (a)	<p><b>From Dement and Kleitman's study into sleep and dreaming:</b></p> <p><b>describe <u>one</u> way in which the study lacked ecological validity;</b></p> <p>Most likely answers:</p> <ul style="list-style-type: none"> <li>• People are not usually asked to break normal habits by refraining from the ingestion of caffeine and alcohol</li> <li>• People don't normally sleep in a laboratory</li> <li>• People don't normally sleep with wires attached to their scalp or near their eyes</li> <li>• People are not normally awakened by a doorbell several times during a normal night's sleep</li> <li>• People don't normally speak about their dreams into a tape recorder</li> <li>• Other appropriate answer.</li> </ul>		<p>The answer must refer to 'not normal/doesn't relate to everyday life' to gain the full 2 marks.</p>

Question	Expected Answers	Marks	Rationale
8	<p>(a) <b>1 mark</b> – Partial or vague answer, answer not linked to the study e.g. the study took place in a laboratory which is not a natural setting; reference to normal/not true to everyday life.</p> <p><b>2 marks</b> – Accurate, contextualised description of one way the study lacked ecological validity as outlined above.</p>	[2]	To gain 2 marks the answer must be fully contextualised.
	<p>(b) <b>explain why it was appropriate for this study to lack ecological validity.</b></p> <p>Most likely answers will refer to the need for objective measures requiring specialist equipment, standardisation, control, etc. related to the study.</p> <p><b>1 mark</b> – Partial or vague , answer not linked to the study e.g. for reliability/to get consistent results.</p> <p><b>2 marks</b> – Clear, full and contextualised explanation of why it was appropriate for the study to lack ecological validity.</p>	[2]	To gain 2 marks the answer must be fully contextualised.
9	<p><b>The study by Sperry investigated the psychological effects of hemispheric disconnection in split brain patients.</b></p>		
	<p>(a) <b>Describe what is meant by the term ‘hemisphere disconnection’.</b></p> <ul style="list-style-type: none"> <li>The two cerebral hemispheres have been disconnected through severing the connecting tissue known as the corpus callosum.</li> <li>Other appropriate description.</li> </ul> <p><b>1 mark</b> – Partial or vague answer e.g. cutting the hemispheres in half.</p> <p><b>2 marks</b> – Accurate explanation of the term as outlined above.</p>	[2]	

Question	Expected Answers	Marks	Rationale
(b)	<p><b>Identify <u>one</u> way hemisphere disconnection affected Sperry's participants when they were presented with stimuli to one visual field.</b></p> <p>Any one from:</p> <ul style="list-style-type: none"> <li>• If information was presented to one visual field it could only be recognised again if presented to the same visual field</li> <li>• Information presented to the RVF could be described in speech and writing</li> <li>• Information presented to the LVF could not be identified through speech or writing</li> <li>• Information presented to the LVF could be identified by pointing with the left hand.</li> </ul> <p><b>1 mark</b> – Partial or vague answer e.g. information presented to the left hemisphere could be described in speech and writing i.e. no reference to visual field.  <b>2 marks</b> – Accurate description of what the participant could/could not do as outlined above or other appropriate answer.</p>	<b>[2]</b>	<p>Answers must refer to participants' responses to visual stimuli. Answers referring to touch alone are therefore not credit worthy.</p> <p>Answers referenced to right or left EYE are <u>not</u> creditworthy.</p>

Question	Expected Answers	Marks	Rationale
10	From Reicher and Haslam's BBC prison study:		
(a)	<p><b>describe what is meant by the term 'tyranny';</b></p> <p>An unequal social system involving the arbitrary and/or oppressive exercise of power by one group or its agents over another.</p> <p><b>1 mark</b> – Partial or vague answer e.g. misuse of power between groups.</p> <p><b>2 marks</b> – Clear and accurate description of the term as outlined above or other appropriate answer.</p>	[2]	<p><i>This answer does <u>not</u> have to be contextualised with an example because this is the definition of tyranny given in the R &amp; H study.</i></p> <p><i>The answer must include reference to the misuse of power/authority.</i></p>
(b)	<p><b>describe <u>one</u> of the variables manipulated to create a situation in which tyranny could develop.</b></p> <p>Any one from:</p> <ul style="list-style-type: none"> <li>The permeability of roles. Although guards were told they had been selected on various criteria, participants were told the tests were not always reliable so prisoners could be promoted to guards on day 3</li> <li>Legitimacy of roles. On day 3 prisoners were told there were really no differences between prisoners and guards, but that it was impractical to reassign roles thus causing the perception that group differences were not legitimate</li> <li>Cognitive alternatives. On day 4 a new prisoner, chosen because of his background as a Trade Union Official, was introduced to provide the skills required to organise 'collective action'.</li> <li>Other appropriate descriptions of the above variables.</li> </ul> <p><b>1 mark</b> – Partial or vague answer e.g. mere identification of variable e.g. permeability of roles.</p> <p><b>2 marks</b> – Full, description of one of the three variables as outlined above.</p>	[2]	<p><i>These are the variables manipulated by Reicher and Haslam. Therefore reference to such things as better uniforms / living conditions / food etc are <u>not</u> creditworthy.</i></p>

Question		Expected Answers	Marks	Rationale
11		From the Subway Samaritan study by Piliavin, Rodin and Piliavin:		
(a)		<p>what is meant by the term ‘diffusion of responsibility’?</p> <ul style="list-style-type: none"> <li>This is where the responsibility for behaviour is shared between those present. Here the responsibility for helping the victim would be shared amongst all the passengers in the carriage.</li> <li>As the number of bystanders increases, the likelihood that any individual would help decreases</li> <li>Other appropriate answer.</li> </ul> <p><b>1 mark</b> – Partial or vague answer e.g. this is where a person thinks responsibility is shared, or, the more people there are the more diffusion of responsibility.  <b>2 marks</b> – Full explanation of the term as described above.</p>	[2]	<b>NB: For 2 marks the answer does not require contextualisation</b>

(b)	<p><b>outline <u>one</u> reason why diffusion of responsibility was not found this study.</b></p> <p>Any one from:</p> <ul style="list-style-type: none"> <li>• Participants could see the victim so were able to see what needed to be done</li> <li>• Participants were in an enclosed space so couldn't escape</li> <li>• The proximity of other passengers made participants feel morally obliged to help</li> <li>• There were more potential helpers</li> <li>• The costs of helping were low because few risks were involved with others around to help as well.</li> <li>• Other appropriate answer.</li> </ul> <p><b>1 mark</b> – Partial or vague answer e.g. reason given but not linked to the study.  <b>2 marks</b> – Appropriate reason given, as outlined above, and clearly linked to the study or other appropriate reason also linked to the study.</p>	<b>[2]</b>	
-----	--	------------	--

Question	Expected Answers	Marks	Rationale
12	From Milgram's study of obedience:		
(a)	<p>identify <u>two</u> findings from this study;</p> <p>Any two from:</p> <ul style="list-style-type: none"> <li>• Extreme signs of tension / stress were shown by participants</li> <li>• Participants sweated, trembled, dug nails into flesh etc</li> <li>• The majority / 26 / 65% of participants went up to 450 volts</li> <li>• All / 40 / 100% of participants went up to 300 volts</li> <li>• Participants said they were glad to have taken part</li> <li>• Other appropriate answer.</li> </ul> <p><b>1 mark</b> – Partial or vague answer e.g. only one finding identified.  <b>2 marks</b> – 2 findings accurately identified as outlined above.</p>	[1+1] [2]	Answers must refer to findings, not conclusions.
(b)	<p><b>outline one explanation Milgram gave for his findings.</b></p> <p>Likely answers:</p> <ul style="list-style-type: none"> <li>• The fact that the study was carried out in a prestigious university influenced participants as to the worthiness of the study and the competence of the researcher</li> <li>• The participant believed the learner had also volunteered and that the allocation of roles was due to chance</li> <li>• The participant had agreed to an implicit social contract by agreeing to take part, especially as he had already received payment for doing so, and therefore felt obliged to continue</li> <li>• The participants were told the shocks were not harmful</li> <li>• The situation was novel to the participant so he had no past experiences to guide his behaviour</li> </ul>		The explanation must be one of those made by Milgram and reported in the original study.

Question	Expected Answers	Marks	Rationale
(b)	<ul style="list-style-type: none"> <li>There was no obvious point at which the participant could stop administering shocks because each new shock was only a little more severe than the previous one.</li> </ul> <p><b>1 mark</b> – Partial or vague answer, answer not linked to study e.g. the study took place in a prestigious university.  <b>2 marks</b> – Full description of feature as outlined above.</p>	[2]	To gain 2 marks the explanation must be elaborated.
13	<p><b>Describe two ethical issues raised by Rosenhan's study 'On being sane in insane places'.</b></p> <p>Likely answers will refer to:</p> <ul style="list-style-type: none"> <li>Deception, stress/ harm, consent, withdrawal etc supported by evidence from the study.</li> </ul> <p><b>1 mark</b> – Partial or vague answer e.g. identification of issue not supported with evidence from the study.  <b>2 marks</b> – Full description of guideline as outlined above, clearly linked to the study.</p>	[2+2] [4]	Allow references to any of: hospital staff / genuine patients / pseudopatients
14	<p><b>From Thigpen and Cleckley's study into multiple personality disorder:</b></p> <p><b>what is a longitudinal study?</b></p> <ul style="list-style-type: none"> <li>A study in which the same sample or participant - here Eve White - is examined repeatedly over an extended period of time, usually conducted so changes and/or developments in behaviour can be observed - here the appearance of Eve Black and Jane.</li> <li>Other appropriate description.</li> </ul>		

Question	Expected Answers	Marks	Rationale
(a)	<p><b>1 mark</b> – Partial or vague answer e.g. a study done over a long period of time, answer not linked to the study.</p> <p><b>2 marks</b> – Full and accurate description of what a longitudinal study is, clearly related to the study.</p>	[2]	For 2 marks the answer must be fully contextualised because the question says, "From Thigpen and Cleckley's study ..."
(b)	<p><b>outline <u>one</u> weakness of longitudinal research as used in this study.</b></p> <p>Most likely answer:</p> <ul style="list-style-type: none"> <li>• The researchers may become emotionally attached to the participant so their observations become less objective + link to study.</li> <li>• Other appropriate answer</li> </ul> <p><b>1 mark</b> – Partial or vague answer e.g. identification of weakness not linked to the study.</p> <p><b>2 marks</b> – Full description of any appropriate weakness supported by evidence from the study.</p>	[2]	NB: In this study time-consuming/expensive is <u>not</u> a weakness because the longitudinal approach allowed the other personalities to materialise.
15	<p><b>From Griffiths' study into fruit machine gambling:</b></p>		
(a)	<p><b>outline <u>one</u> way in which the sample may be considered representative;</b></p> <p>Most likely answers:</p> <ul style="list-style-type: none"> <li>• Although there was a strong male-gender bias in the RGs, in real life fruit machine gambling is very male dominated</li> <li>• Participants may be representative of the gambling community in the Exeter area of Devon (at the time of the study)</li> <li>• Other appropriate answer.</li> </ul>		

Question	Expected Answers	Marks	Rationale
(a)	<p><b>1 mark</b> – Partial or vague answer e.g. more men use fruit machines, RGs and NRGs of both genders were used.</p> <p><b>2 marks</b> – Full description of how the sample can be considered representative as outlined above.</p>	[2]	
(b)	<p><b>outline one way in which the sample may be considered unrepresentative.</b></p> <p>Any one from:</p> <ul style="list-style-type: none"> <li>• All participants were based in the Exeter area of Devon so their gambling behaviours may differ from those in other areas/cultures.</li> <li>• Most participants were recruited via poster advertising around Exeter University and local college campuses so may not have been representative of RGs and NRGs who did not see or respond to the advert.</li> <li>• Regular gamblers were recruited via a regular gambler known to the researcher and so may not have been representative of all RGs.</li> <li>• Sample too small to be representative of either the gambling or non-gambling population – 60 participants, 30 RGs and 30NRGs</li> <li>• Age range too limited (mean 23.4 years) to be representative of the general population.</li> <li>• Other appropriate answer</li> </ul> <p><b>1 mark</b> – Partial or vague answer e.g. all participants came from the same area i.e. answer not linked to the study.</p> <p><b>2 marks</b> – Full, contextualised description of one way the sample can be considered unrepresentative as outlined above.</p>	[2]	<p><i>The strong male gender bias in the RGs is not acceptable in this question part.</i></p> <p><i>To gain 2 marks a reason why the sample may have been unrepresentative must be fully contextualised.</i></p>
	<b>Section A Total</b>	<b>[60]</b>	

Section B		Expected Answers	Marks	Rationale
<b><u>Generic guidance for Section B (Question 16)</u></b>				
<b><i>Responses to all parts of this question must be clearly and accurately related to the chosen study.</i></b>				
Question	Expected Answers	Marks	Rationale	
16	Choose one of the core studies below:  <ul style="list-style-type: none"> <li>• Savage-Rumbaugh: 'Symbol acquisition by pygmy chimpanzees'</li> <li>• Freud: 'Little Hans'</li> <li>• Thigpen &amp; Cleckley: 'Multiple personality disorder'.</li> </ul> and answer the following questions:			
(a)	<p><b>what was the aim of your chosen study?</b></p> <p>Most likely answers:</p> <p>Savage-Rumbaugh:</p> <ul style="list-style-type: none"> <li>• To study the language acquisition of two pygmy chimpanzees (Kanzi &amp; Mulika) compared with two 'common' chimpanzees (Austin &amp; Sherman)</li> <li>• Other appropriate answer.</li> </ul> <p>Freud: (Any one from):</p> <ul style="list-style-type: none"> <li>• To document the case of Little Hans who was suffering from anxiety which led to a phobia</li> <li>• To support Freud's ideas about the origins of phobias and the fact they are often influenced by unconscious forces</li> <li>• To support Freud's ideas on psychosexual development and the Oedipus complex, and the effect of psychoanalytic therapy</li> <li>• Other appropriate answer.</li> </ul>			

Question	Expected Answers	Marks	Rationale
(a)	<p>Thigpen and Cleckley:</p> <ul style="list-style-type: none"> <li>• To document the psychotherapeutic treatment of a 25 year old woman who presented with a history of severe headaches and blackouts but was later discovered to have multiple personality disorder</li> <li>• Other appropriate answer.</li> </ul> <p><b>0 marks</b> – No or irrelevant answer.  <b>1 mark</b> – The aim is vaguely stated. Statement is basic and lacks clarity. Some understanding may be evident. Expression is generally poor.  <b>2 marks</b> – The aim is clearly and accurately stated. Statement is appropriate and expression is clear. Psychological terminology is used appropriately. Good understanding is evident.</p>	<b>[2]</b>	
(b)	<p><b>describe why the sample was selected for your chosen study and suggest <u>one</u> disadvantage of this sample;</b></p> <p><u>Why the sample was selected:</u></p> <p>Likely answers:</p> <p>Savage-Rumbaugh: (Any one from):</p> <ul style="list-style-type: none"> <li>• Pygmy chimpanzees had not, prior to this study, been subjects of language acquisition so researchers wanted to study their aptitude for language acquisition</li> <li>• Previous research has suggested pygmy chimpanzees are more intelligent than other apes so should be able to acquire language more easily than other types of ape</li> <li>• Because Kanzi, after being separated from his mother, was seen to spontaneously start using symbols and understood spoken words it was assumed he had a natural aptitude for language acquisition.</li> <li>• Because the chimps had been reared in captivity, they were used to human contact, so were easier to teach/use.</li> </ul>		

Question	Expected Answers	Marks	Rationale
(b)	<ul style="list-style-type: none"> <li>• Other appropriate answer.</li> </ul> <p>Freud:</p> <ul style="list-style-type: none"> <li>• Because Little Hans' father, a friend and supporter of Freud, wrote to Freud describing the fact that Hans had developed an irrational fear of horses which gave Freud the opportunity to explore his theories about the origin of phobias and psychosexual development</li> <li>• Other appropriate answer.</li> </ul> <p>Thigpen and Cleckley:</p> <ul style="list-style-type: none"> <li>• Because the doctors originally involved with Eve White were puzzled by her headaches and blackouts that had no physical cause so referred her to Thigpen and Cleckley for further investigations and therapy. This gave Thigpen and Cleckley the opportunity to study her in depth</li> <li>• Other appropriate answer.</li> </ul> <p><b>0 marks</b> – No or irrelevant answer.  <b>1 mark</b> – Sample is identified, with little or no elaboration e.g. because Eve White had headaches and blackouts/ mere description of sample.  <b>2 marks</b> – Description of reason for selected sample is basic and lacks detail. Some understanding may be evident. Expression is generally poor e.g. because doctors could not find a cause for Eve White's headaches and blackouts, she was referred to Thigpen and Cleckley.  <b>3 marks</b> – Description of reason for selected sample is accurate, elaborated and fully contextualised, as outlined above.</p> <p><u>Disadvantage:</u>  Most likely answer:  Savage-Rumbaugh:</p>		

Question	Expected Answers	Marks	Rationale
(b)	<ul style="list-style-type: none"> <li>• Kanzi and Mulika were not 'normal' pygmy chimpanzees – they had been reared from birth in a 'language environment'/may have been very intelligent, so therefore not representative.</li> <li>• Small sample -2 pygmy chimps + 2 common chimps – so can't generalise the findings in relation to language acquisition to all pygmy and common chimps.</li> <li>• Other appropriate answer.</li> </ul> <p>Freud:</p> <ul style="list-style-type: none"> <li>• Little Hans' phobia was unique so one cannot generalise any findings to other fears and phobias.</li> <li>• As Freud himself commented, Hans was a particularly nervous child/the manifestation of his fear may have been unique, so was not representative</li> <li>• Other appropriate answer.</li> </ul> <p>Thigpen and Cleckley:</p> <ul style="list-style-type: none"> <li>• Eve White's illness was 'unique' so one cannot generalise any findings to others who suffer DID/MPD</li> <li>• Other appropriate answer.</li> </ul> <p><b>0 marks</b> – No or irrelevant answer.  <b>1 mark</b> – Peripherally relevant disadvantage is identified, with little or no elaboration e.g. generalisability, small sample.  <b>2 marks</b> – Appropriate disadvantage chosen. Description of disadvantage is basic and lacks detail.  <b>3 marks</b> – Appropriate disadvantage is chosen. Description of disadvantage is accurate and has elaboration. Disadvantage supports description of sample e.g. adults, students, ethnicity etc.</p>	<p>[3+3] [6]</p>	<p><u>Disadvantage: how to allocate marks e.g. Thigpen &amp; Cleckley:</u></p> <p>1 mark – mere identification of disadvantage e.g. only one person, Eve White, was studied.</p> <p>2 marks – mere identification of disadvantage supported by its implication e.g. only one person, Eve White, was studied so findings cannot be generalised.</p> <p>3 marks – description of disadvantage is appropriate, elaborated and contextualised e.g. only one person, Eve White, was studied so findings cannot be generalised to others who suffer MPD.</p>

Question	Expected Answers	Marks	Rationale
(c)	<p data-bbox="201 1070 272 1872">give <b>two</b> advantages of the case study method as used in your chosen study;</p> <p data-bbox="304 1424 339 1872"><u>Advantages (most likely answers):</u></p> <p data-bbox="371 1610 406 1872">Savage-Rumbaugh:</p> <ul data-bbox="408 1077 751 1872" style="list-style-type: none"> <li>• Because only four apes (2 pygmy chimpanzees – Kanzi &amp; Mulika, and 2 ‘common’ chimpanzees – Austin and Sherman) were studied, a tremendous amount of detail relating to their language acquisition could be gathered; supported by appropriate evidence from the study</li> <li>• Because the sample was so small, the chimpanzees involved could form a close relationship with the researchers which may have given them greater confidence/motivation to acquire language</li> <li>• Other appropriate answers.</li> </ul> <p data-bbox="783 1783 818 1872">Freud:</p> <ul data-bbox="820 1048 1062 1872" style="list-style-type: none"> <li>• Because only Little Hans was studied a tremendous amount of detail could be gathered about his fears, dreams and fantasies; supported by appropriate evidence from the study</li> <li>• Because Freud knew Hans’ family he felt confident the family situation was appropriate to allow a good in-depth study to be conducted so his theories could be explored</li> <li>• Other appropriate answers.</li> </ul> <p data-bbox="1094 1581 1129 1872">Thigpen and Cleckley:</p> <ul data-bbox="1131 1048 1267 1872" style="list-style-type: none"> <li>• Because Eve White had been referred to Thigpen and Cleckley for further diagnosis and therapy they were able to spend a lot of time with her (over 100 hours) which provided the opportunity for the 3 personalities to come out</li> </ul>		

Question	Expected Answers	Marks	Rationale
(c)	<ul style="list-style-type: none"> <li>• Because only one person was studied in-depth a tremendous amount of detail could be gathered about the 3 different personalities; supported with evidence from the study</li> <li>• Other appropriate answers.</li> </ul> <p><b>0 marks</b> – No or irrelevant answer.</p> <p><b>1 mark</b>– Mere identification of advantage e.g. this allowed a lot of data to be gathered</p> <p><b>2 marks</b> – Identification of advantage linked to the study e.g. this allowed a lot of detail to be gathered about Hans' fears and phobias.</p> <p><b>3 marks</b> – Identification of advantage linked to the study and supported by an appropriate example. E.g. Because only Little Hans was studied a tremendous amount of detail could be gathered about his fears, dreams and fantasies. For example found that Hans fantasised about being married to his mother and having children with her whilst his father became the grandfather</p>	<p><b>[3+3]</b> <b>[6]</b></p>	<p>A MAXIMUM OF 1 MARK CAN BE GAINED IF THE ANSWER IS NOT LINKED TO THE CHOSEN STUDY</p>
(d)	<p>give <b>two disadvantages of the case study method as used in your chosen study</b>;</p> <p><u>Disadvantages (most likely answers):</u></p>		<p>NB: In these studies time-consuming/expensive is <u>not</u> a disadvantage because the results would not have been found had the study not been conducted over a relatively long period of time – the ends justify the means.</p> <p>No credit for reference to ethics.</p>

Question	Expected Answers	Marks	Rationale
(d)	<p>Savage-Rumbaugh:</p> <ul style="list-style-type: none"> <li>• Because only 4 chimpanzees were studied, Savage-Rumbaugh may have become emotionally involved with all 4 chimpanzees and therefore lacked objectivity in the way she interpreted their behaviour.</li> <li>• Because she became so involved with the study her observations may have been approached in a biased way to support her aim of studying language acquisition by non-humans</li> <li>• Other appropriate answers.</li> </ul> <p>Freud:</p> <ul style="list-style-type: none"> <li>• Because of the close relationship between Hans and his father, Hans may have responded to his father's questioning with demand characteristics, so not giving really truthful answers.</li> <li>• Hans' father may have misinterpreted some of Hans' behaviour either to please Freud, whom he supported, or protect Hans</li> <li>• The close involvement of both Hans' father and Freud meant the study lacked objectivity</li> <li>• Other appropriate answer.</li> </ul> <p>Thigpen and Cleckley:</p> <ul style="list-style-type: none"> <li>• The researchers may have become emotionally involved with their participant and therefore lacked objectivity in the way they interpreted her behaviour</li> <li>• Researchers may have seen Eve's situation as an opportunity to 'prove' their theory of multiple personality disorder so intentionally misinterpreted some of her behaviour</li> <li>• Other appropriate answer.</li> </ul>		

Question	Expected Answers	Marks	Rationale
(d)	<p><b>0 marks</b> – No or irrelevant answer.</p> <p><b>1 -mark</b>– Mere identification of disadvantage e.g researchers may become emotionally attached to the participant</p> <p><b>2 marks</b> – Identification of disadvantage linked to the study e.g. researchers may have become emotionally attached to any of the three personalities: Eve White, Eve Black or Jane.</p> <p><b>3 marks</b> – Identification of disadvantage linked to the study and supported by an appropriate example. E.g. Over the time the researchers studied Eve they became emotionally attached to Eve and so may have lost objectivity in their diagnosis of MPD.</p>	<p><b>[3+3]</b> <b>[6]</b></p>	<p>A MAXIMUM OF 1 MARK CAN BE GAINED IF THE ANSWER IS NOT LINKED TO THE CHOSEN STUDY</p>

Question	Expected Answers	Marks	Rationale
(e)	<p><b>outline the results of your chosen study;</b></p> <p>Most likely answers:</p> <p>Savage Rumbaugh:</p> <ul style="list-style-type: none"> <li>• In total during the period covered by the report, Kanzi acquired 44/45/46 (any of these) words and Mulika 37</li> <li>• Mulika's initial rate of acquisition was slower than Kanzi's</li> <li>• In total, over 17 months, Kanzi produced 2540 nonimitative combinations plus 265 which were prompted or partially imitated. However, 764 were only ever produced once</li> <li>• For both Kanzi and Mulika, about 15% of utterances were imitation and 80% were spontaneous</li> <li>• Kanzi and Mulika did well on the formal tests. They could select photographs when prompted with the lexigram and vice versa, and could do either when prompted with the spoken word. Sherman and Austin did not do as well on the formal tests</li> <li>• Other relevant findings.</li> </ul> <p>Freud:</p> <ul style="list-style-type: none"> <li>• Little Hans' fear of horses was considered by Freud as a subconscious fear of his father. This because the dark around the mouth of a horse + the blinkers resembled the moustache and glasses worn by his father. He was fearful of his father because he was experiencing the Oedipus complex</li> <li>• Hans' fascination with his 'widdler' was because he was experiencing the Oedipus complex</li> <li>• Hans' daydream about giraffes was a representation of him trying to take his mother away from his father so he could have her to himself – another feature of the Oedipus complex</li> </ul>		

Question	Expected Answers	Marks	Rationale
(e)	<ul style="list-style-type: none"> <li>• Hans' fantasy of becoming a father, again linked to his experiencing the Oedipus complex</li> <li>• Hans' fantasy about the plumber was interpreted as him now identifying with his father and having passed through the Oedipus complex</li> <li>• Other appropriate answers. Thigpen and Cleckley:</li> <li>• Not long into therapy Eve White's husband reported that Eve had gone into town and had bought an array of expensive clothes that were completely out of character. On her next visit to Thigpen and Cleckley she explained for the first time that she heard voices which were becoming more and more frequent and expressed a fear that she was going mad. This prompted the appearance of the 2<sup>nd</sup> personality – Eve Black. After this, the headaches and blackouts improved</li> <li>• After 8 months of therapy the situation changed for the worse. Eve White's headaches and blackouts returned. During one session of hypnosis the 3<sup>rd</sup> personality – Jane appeared</li> <li>• Jane appeared to be the most 'balanced' of the three personalities and the one Thigpen and Cleckley felt should be encouraged to take over. However, they realised it was not their responsibility to make this decision and the study ended with the 3 Faces of Eve still in existence</li> <li>• Results from psychological tests <ul style="list-style-type: none"> <li>– IQ test EW 110 EB 104</li> <li>– Memory scale EW had a superior memory function than EB</li> <li>– Rorschach test (ink blot test) EB tendency to regress, EW emotionally repressed</li> </ul> </li> <li>• Other appropriate answers.</li> </ul>		

Question	Expected Answers	Marks	Rationale
(e)	<p><b>0 marks</b> – No or irrelevant answer.</p> <p><b>1-3 marks</b> – Description of results is very basic and lacks detail (e.g. one or two general statements are identified). Some understanding may be evident. Expression is generally poor. The answer is unstructured and lacks organisation. The answer lacks grammatical structure and contains many spelling errors.</p> <p><b>4-6 marks</b> – Description of results is accurate. Some omissions. Detail is good. Some understanding is evident. Fine details occasionally present, but often absent. Expression and use of psychological terminology is reasonable. The answer has some structure and organisation. The answer is mostly grammatically correct with some spelling errors.</p> <p><b>7-8 marks</b> – Description of results is accurate. Very few or no omissions/errors. Detail is appropriate to level and time allowed. Understanding is very good. Fine details may be added (such as numbers, or specific aspects). Expression and use of psychological terminology is good. The answer is competently structured and organised. The answer is grammatically correct with occasional spelling errors.</p>	[8]	<p>Read the whole answer through carefully and check against the marking bands before allocating marks.</p> <p>A MAXIMUM OF 4 MARKS CAN BE GAINED IF ONLY ONE RESULT IS CONSIDERED</p>
(f)	<p><b>suggest how your chosen study could be improved. Give reasons for your answer.</b></p> <p><b>Improvements to study:</b></p> <p>For all three studies improvements can refer to any aspect of research methodology e.g. sample, sampling method, materials, measurement, controls, procedure, ethics etc.</p> <p><b>0 marks</b> – No or irrelevant answer.  <b>1-2 marks</b> – One improvement (or improvements) identified but with little or no expansion, no link to chosen study.</p>		<p><b>SUGGESTED IMPROVEMENT(S) MUST BE APPROPRIATE AND PRACTICAL</b></p> <p>A MAXIMUM OF 2 MARKS CAN BE GAINED IF THE IMPROVEMENT(S) ARE NOT CLEARLY LINKED TO THE CHOSEN STUDY THROUGHOUT</p>

Question	Expected Answers	Marks	Rationale
(f)	<p><b>3-4 marks</b> – Two or more distinct improvements suggested with expansion and/or explanation. Suggestion is increasingly clear and understanding is good. There may be analysis of suggested improvements.</p> <p><b>Reasons for change:</b></p> <p>This should involve a consideration of implications and possible effects arising from the suggested improvement e.g. ecological validity, reliability, validity, ethics, representativeness, generalisability.</p> <p><b>0 - marks</b> – No or irrelevant answer.</p> <p><b>1-2 marks</b> – Discussion of the implications of the suggested improvement(s) is sparse, with very little if any analysis or argument. Understanding of implications and possible affects just discernible.</p> <p><b>3-4 marks</b> – Discussion of suggested improvement(s) is good, with effective analysis and competent argument. Implications for the affect on the study is explained rather than just identified. Understanding of implications and affects is good. Expression and use of psychological terms is good.</p>	<p>[4+4] [8]</p>	<p>A MAXIMUM OF 2 MARKS CAN BE GAINED IF THE REASONS ARE NOT CLEARLY LINKED TO THE CHOSEN STUDY THROUGHOUT</p>
	<b>Section B Total</b>	[36]	

## Section C

Generic guidance for Section C (Questions 17 & 18)

Question	Expected Answers	Marks	Rationale
17 (a)	<p><b>Outline one assumption of the behaviourist perspective.</b></p> <p>Likely answer: The behaviourist perspective assumes the majority of behaviour is learned from the environment after birth.</p> <p><b>0 marks</b> – No or irrelevant answer.  <b>1 mark</b> – Assumption is identified. Description is basic and lacks detail. Some understanding may be evident. Expression is generally poor e.g. we learn our behaviour.  <b>2 marks</b> – Description of assumption is accurate. Detail is appropriate and understanding is very good. Fine details may be added. Expression and use of psychological terminology is good.</p>	[2]	<p>The assumption must be:</p> <ul style="list-style-type: none"> <li>• Linked to the behaviourist perspective</li> <li>• Linked to behaviour</li> </ul>
(b)	<p><b>Describe how the behaviourist perspective could explain obedience.</b></p> <p>Answers are likely to refer to such learning theories as classical conditioning, operant conditioning or social learning theory with links made to Milgram's study.</p> <p><b>0 marks</b> – No or irrelevant answer.  <b>1-2 marks</b> – Description is generally accurate, but is basic and lacks detail. Some understanding and or elaboration may be evident. Expression generally poor.  <b>3-4 marks</b> – Description is accurate. Detail is appropriate and understanding is good. Elaboration (e.g. specific detail or example) is evident. Expression and use of psychological terminology is good.</p>	[4]	<p>Although candidates are most likely to refer to Milgram, a clear, well described generic answer, clearly linked to the behaviourist perspective should be credited. For a full answer, the description should be supported by either a specific detail from a known study and/or an appropriate generic example.</p>

Question	Expected Answers	Marks	Rationale
(c)	<p><b>Describe <u>one</u> similarity and <u>one</u> difference between any studies that could be viewed from the behaviourist perspective.</b></p> <p><u>Likely</u> studies for comparison include: Milgram, Savage-Rumbaugh, Bandura, Reicher and Haslam, Piliavin, Griffiths.</p> <p><u>Similarity:</u> Answers are likely to refer to sample, methodology, ethics.</p> <p><b>0 marks</b> No or irrelevant answer.  <b>1 mark</b> – Similarity is identified, with little or no elaboration.  <b>2 marks</b> – Description of similarity is basic and lacks detail. Some understanding may be evident. Expression is generally poor.  <b>3 marks</b> – Description of similarity is accurate and has elaboration. Understanding is good.</p> <p><u>Difference:</u> Answers are likely to refer to sample, methodology, ethics.</p> <p><b>0 marks</b> No or irrelevant answer.  <b>1 mark</b> – Difference is identified, with little or no elaboration.  <b>2 marks</b> – Description of difference is basic and lacks detail. Some understanding may be evident. Expression is generally poor.  <b>3 marks</b> – Description of difference is accurate and has elaboration. Understanding is good.</p>	[3+3] [6]	<p><u>Guidance for allocating marks:</u></p> <p><b>1 mark</b> – An appropriate similarity/difference between two appropriate studies is merely identified.  <b>2 marks</b> – An appropriate similarity/difference is identified and supported by <u>relevant</u> evidence from <u>one</u> appropriate study.  <b>3 marks</b> – An appropriate similarity/difference is identified and supported by <u>relevant</u> evidence from <u>two</u> appropriate studies.</p>

Question	Expected Answers	Marks	Rationale
(d)	<p><b>Discuss strengths <u>and</u> weaknesses of the behaviourist perspective using examples from any studies that could be viewed from this perspective.</b></p> <p>Strengths may include:</p> <ul style="list-style-type: none"> <li>– Allows psychologists to investigate the effect of the environment on behaviour</li> <li>– It is very scientific and usually uses controlled experimental methods</li> <li>– It provides a strong counter-argument to the nature side of the nature-nurture debate.</li> </ul> <p>Weaknesses may include:</p> <ul style="list-style-type: none"> <li>– It is reductionist as it ignores the influences of nature and cognition on behaviour</li> <li>– Use of this perspective often relies on laboratory experiments which lack ecological validity</li> <li>– Ethical concerns may be raised.</li> <li>– Many animal studies are used which open up the ethical debate/cause problems when generalising to humans.</li> </ul> <p><b>0 marks</b> – No or irrelevant answer.  <b>1-3 marks</b> – There may be some strengths or weaknesses which are appropriate or peripheral to the question, or there may be an imbalance between the two. Discussion is poor with limited or no understanding. Expression is poor. Analysis is sparse and argument may be just discernible. Sparse or no use of supporting examples.  <b>4-6 marks</b> – There may be some strengths and weaknesses which are appropriate to the question, or there may be an imbalance between the two. Discussion is reasonable with some understanding though expression may be limited. Analysis is effective sometimes and argument limited. Sparse use of supporting examples.</p>		<p>The candidate must make it clear why their suggestion is a strength/weakness.</p> <p>The supporting evidence must actually support the identified strength/weakness i.e. be appropriately contextualised.</p> <p>Study-specific answers are NOT creditworthy</p> <p><u>Read through the mark bands carefully before allocating marks.</u></p> <p>Candidates do not have to follow the traditional 'PEC' format: strength/weakness can be supported by two or more pieces of appropriate evidence.</p> <p><b>NB: NO MORE THAN 6 MARKS CAN BE AWARDED IF THE CANDIDATE HAS NOT PROVIDED 2 APPROPRIATE STRENGTHS AND 2 APPROPRIATE WEAKNESSES</b></p>

Question	Expected Answers	Marks	Rationale
(d)	<p><b>7-9 marks</b> – There may be a range of strengths (2 or more) and weaknesses (2 or more) which are appropriate to the question, or there may be an imbalance between the two. Discussion is good with some understanding and good expression. Analysis is reasonably effective and argument is informed. Some use of supporting examples</p> <p><b>10-12 marks</b> – There is a good range of strengths (2 or more) and weaknesses (2 or more) which are appropriate to the question. There is a good balance between the two. Discussion is detailed with good understanding and clear expression. Analysis is effective and argument well informed. Appropriate use of supporting examples. The answer is competently structured and organised. Answer is mostly grammatically correct with occasional spelling errors.</p>		
18 (a)	<p><b>Outline one implication of the physiological approach.</b></p> <p>Likely answer:</p> <ul style="list-style-type: none"> <li>• It can be expensive because specialist equipment is needed</li> <li>• Because it needs specialist equipment, trained operators are needed</li> <li>• Behaviour problems can be treated by drugs</li> <li>• Other appropriate answer.</li> </ul> <p><b>0 marks</b> – No or irrelevant answer.</p> <p><b>1 mark</b> –An assumption is given e.g. an individual's behaviour and experience is determined by their biology. Description is basic and lacks detail. Some understanding may be evident. Expression is generally poor.</p> <p><b>2 marks</b> –Description is accurate. Detail is appropriate and understanding is very good. Fine details may be added. Expression and use of psychological terminology is good.</p>	[12]	
		[2]	

Question	Expected Answers	Marks	Rationale
(b)	<p><b>Describe how the physiological approach could explain dreaming.</b></p> <p>Answers are likely to refer to the stages of sleep, REM/NREM, and the relationship between these and dream occurrence, dream content.</p> <p><b>0 marks</b> – No or irrelevant answer.</p> <p><b>1-2 marks</b> – Description is generally accurate, but is basic and lacks detail. Some understanding and or elaboration may be evident. Expression generally poor.</p> <p><b>3-4 marks</b> – Description is accurate. Detail is appropriate and understanding is good. Elaboration (e.g. specific detail or example) is evident. Expression and use of psychological terminology is good.</p>	[4]	<p><i>Although candidates are likely to refer to the Dement and Kleitman study, a clear, well described generic answer, clearly linked to the physiological approach should be credited. For a full answer, the description should be supported by either a specific detail from a known study and/or an appropriate generic example.</i></p>
(c)	<p><b>Describe one similarity and one difference between any studies that use the physiological approach.</b></p> <p><u>Likely studies</u> for comparison include: Dement and Kleitman, Sperry, Maguire</p> <p><u>Similarity:</u></p> <p>Answers are likely to refer to sample, methodology, results, ethics.</p> <p><b>0 marks</b> No or irrelevant answer.</p> <p><b>1 mark</b> – Similarity is identified, with little or no elaboration.</p> <p><b>2 marks</b> – Description of similarity is basic and lacks detail. Some understanding may be evident. Expression is generally poor.</p> <p><b>3 marks</b> – Description of similarity is accurate and has elaboration. Understanding is good.</p>		<p><u>Guidance for allocating marks:</u></p> <p>1 mark – An appropriate similarity/difference between two appropriate studies is merely identified.</p> <p>2 marks – An appropriate similarity/difference is identified and supported by <u>relevant</u> evidence from <u>one</u> appropriate study.</p> <p>3 marks – An appropriate similarity/difference is identified and supported by <u>relevant</u> evidence from <u>two</u> appropriate studies.</p>

Question	Expected Answers	Marks	Rationale
(c)	<p><u>Difference:</u></p> <p>Answers are likely to refer to sample, methodology, results, ethics.</p> <p><b>0 marks</b> – No or irrelevant answer.  <b>1 mark</b> – Difference is identified, with little or no elaboration.  <b>2 marks</b> – Description of difference is basic and lacks detail. Some understanding may be evident. Expression is generally poor.  <b>3 marks</b> – Description of difference is accurate and has elaboration. Understanding is good.</p>	[3+3] [6]	
(d)	<p><b>Discuss strengths <u>and</u> weaknesses of the physiological approach using examples from any studies that take this approach.</b></p> <p>Strengths may include:</p> <ul style="list-style-type: none"> <li>– It is very scientific, grounded in the hard science of biology which uses objective, experimental methodology</li> <li>– It provides strong counter-arguments to the nurture side of the nature-nurture debate</li> <li>– It has contributed to psychologists' understanding of a very wide range of phenomena.</li> </ul> <p>Weaknesses may include:</p> <ul style="list-style-type: none"> <li>– It is reductionist and ignores the influence of nurture and cognition on behaviour</li> <li>– This perspective often relies on laboratory experiments which lack ecological validity</li> <li>– Ethical issues may be raised.</li> </ul>		<p><i>The candidate must make it clear why their suggestion is a strength/weakness i.e. explain why it is a strength/weakness</i></p> <p><i>The supporting evidence must actually support the identified strength/weakness i.e. be appropriately contextualised.</i></p> <p><i>Study-specific answers are NOT creditworthy</i></p>

Question	Expected Answers	Marks	Rationale
(d)	<p><b>0 marks</b> – No or irrelevant answer.</p> <p><b>1-3 marks</b> – There may be some strengths or weaknesses which are appropriate or peripheral to the question, or there may be an imbalance between the two. Discussion is poor with limited or no understanding. Expression is poor. Analysis is sparse and argument may be just discernible. Sparse or no use of supporting examples.</p> <p><b>4-6 marks</b> – There may be some strengths and weaknesses which are appropriate to the question, or there may be an imbalance between the two. Discussion is reasonable with some understanding though expression may be limited. Analysis is effective sometimes and argument limited. Sparse use of supporting examples.</p> <p><b>7-9 marks</b> – There may be a range of strengths (2 or more) and weaknesses (2 or more) which are appropriate to the question, or there may be an imbalance between the two. Discussion is good with some understanding and good expression. Analysis is reasonably effective and argument is informed. Some use of supporting examples.</p> <p><b>10-12 marks</b> – There is a good range of strengths (2 or more) and weaknesses (2 or more) which are appropriate to the question. There is a good balance between the two. Discussion is detailed with good understanding and clear expression. Analysis is effective and argument well informed. Appropriate use of supporting examples. The answer is competently structured and organised. Answer is mostly grammatically correct with occasional spelling errors.</p>	[12]	<p><u>Read through the mark bands carefully before allocating marks.</u></p> <p>Candidates do not have to follow the traditional 'PEC' format: strength/weakness can be supported by two or more pieces of appropriate evidence.</p> <p><b>NB: NO MORE THAN 6 MARKS CAN BE AWARDED IF THE CANDIDATE HAS NOT PROVIDED 2 APPROPRIATE STRENGTHS AND 2 APPROPRIATE WEAKNESSES</b></p>
	<b>Section C Total</b>	[24]	
	<b>Paper Total</b>	[120]	

**OCR (Oxford Cambridge and RSA Examinations)**  
**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

**OCR Customer Contact Centre**

**14 – 19 Qualifications (General)**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

**[www.ocr.org.uk](http://www.ocr.org.uk)**

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
**is a Company Limited by Guarantee**  
**Registered in England**  
**Registered Office; 1 Hills Road, Cambridge, CB1 2EU**  
**Registered Company Number: 3484466**  
**OCR is an exempt Charity**



**OCR (Oxford Cambridge and RSA Examinations)**  
**Head office**  
**Telephone: 01223 552552**  
**Facsimile: 01223 552553**