

# Candidate Style Answers January 2010

## **GCE Psychology**

OCR Advanced GCE in Psychology H168

Unit G542: Core Studies

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# SECTION A

Question No.	Question and Candidate Answers	Mark	Rationale for Marking
1(a)	<p><b>Identify two symbols Kanzi identified correctly using the lexigram keyboard before any training.</b></p> <p>Apple and banana two words he learned to use correctly.</p>	2	Correct identification of any two symbols.
1(b)	<p><b>Explain why Kanzi was able to identify these symbols without training.</b></p> <p>He observed his mother when she was trained. He learned through imitation by observation.</p> <p>He was able to do this because he learnt them from observing his mother before, when she was being taught how to use the lexigram.</p> <p>Kanzi's mother Mulika was a language chimp so he was able to pick up some language spontaneously from her.</p>	<p>2</p> <p>1</p> <p>0</p>	<p>Just adequate for 2 marks: reference made to observational learning - Kanzi observed his mother and then imitated what he had observed.</p> <p>Reference made to the fact that Kanzi observed his mother but no mention of the fact that he then imitated what he had observed.</p> <p>No reference to any aspect of observational learning.</p>
2	<p><b>The Loftus and Palmer study on eyewitness testimony involved the experimental method. Describe one strength and one weakness of the experimental method used in this study.</b></p> <p>One strength of the experimental method used in Loftus and Palmer's study is that it had high controls, all participants were exposed to the same video clip, this therefore improves the validity of the study.</p> <p>A strength of the experimental method is that variables can be controlled so the</p>	<p>2</p> <p>1</p>	<p>Identification of relevant strength of laboratory experiments, contextualised to the Loftus and Palmer study.</p> <p>identification of appropriate strength but not contextualised to the named study</p>

NB: SPELLING AND GRAMMAR IN CANDIDATE RESPONSES ARE AS IN ORIGINAL SCRIPTS!

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	<p>study can be replicated to check for reliability.</p> <p>A weakness of the experimental method as used by Loftus and Palmer is that it lacked ecological validity. This is because participants were expecting to watch a clip therefore likely to remember details whereas in real life people will not expect a car accident to take place. Also in real life there would have been emotions involved. This means that the results from the study cannot be applied to real life because it was an artificial environment.</p> <p>One weakness of the experimental method is that it has low ecological validity so we cannot be sure it can be generalised past the experimental setting.</p>	<p>2</p> <p>1</p>	<p>Appropriate weakness identified and fully contextualised.</p> <p>Identification of appropriate weakness but no contextualisation.</p>
3	<p><b>In the study by Baron-Cohen, Jolliffe, Mortimore and Robertson, the autistic and Asperger Syndrome participants were found to be unimpaired on two control tasks. Describe these <u>two</u> control tasks.</b></p> <p>One task was the basic emotions task in which participants had to identify the emotion that was being presented by observing the whole face.</p> <p>The other task was the gender recognition task in which participants had to identify whether the set of eyes they were presented with were female or male.</p> <p>One task was the basic emotion task – participants were asked to identify what the emotion of the person was. They were forced to choose one of the two words which was below the picture.</p> <p>The other control task was the gender</p>	<p>2</p> <p>2</p> <p>1</p> <p>1</p>	<p>Correct identification and description of one of the control tasks – basic emotions task + pictures of whole faces.</p> <p>Correct identification and description of the other control task – gender recognition task + sets of eyes.</p> <p><i>Correct identification but inaccurate description of one of the control tasks – basic emotions task but reference to ‘picture’ not ‘face’.</i></p> <p>Correct identification but inaccurate</p>

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	task in which participants looked at the face and had to identify whether it was male or female.		description of other control task – gender task but reference to ‘face’ not ‘eyes’.
4	<p><b>From Freud’s study of Little Hans, outline <u>one</u> strength and <u>one</u> weakness of the way in which the data was gathered.</b></p> <p>One strength was that it was a case study conducted by Little Hans’ father. As it was a case study, and longitudinal, a lot of rich and detailed data could be collected which was highly valid. As his father conducted it, there was a special relationship which allowed him to obtain valid data which otherwise would be hard to access.</p> <p>One strength of the way data was collected in Freud’s study is that his dad (Hans’) noted down conversations he had with his son. This gives us qualitative data, which explains the why behind a behaviour. This allows a deeper understanding of a behaviour.</p> <p>One weakness of the way in which data was collected in Freud’s study is that it was collected by Hans’ dad, who was in fact a fan of Freud’s, so he could have selected information that supported Freud’s theories and ignored the rest, and clearly this experimenter bias will reduce the validity of the results.</p> <p>However there was no validity to the way the data was collected. No standardised questions or method of recording behaviour. It was all very subjective and open to the perception of the father. This can lead to inaccurate and misinterpretation of Little Hans.</p>	<p>2</p> <p>1</p> <p>2</p> <p>1</p>	<p>Appropriate strength identified and fully contextualised – rich detailed data which otherwise would be hard to access could be gathered because of the special relationship between father and son.</p> <p>Appropriate strength identified but not fully contextualised – conversations about what? No examples of qualitative data, what behaviour is being studied?</p> <p>Appropriate weakness identified and fully contextualised – Hans’ father was a friend of Freud so the data may have been biased to support Freud’s ideas/theories.</p> <p>Appropriate weakness identified but not contextualised – data was subjective and open to perception of father but why might this make it inaccurate and open to misinterpretation?</p>
5	<b>Outline <u>two</u> findings from the study of aggression by Bandura, Ross and</b>		

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	<p><b>Ross.</b></p> <p>They found that children presented with an aggressive model showed more aggressive acts and verbalisations towards the bobo than children who did not witness an aggressive model.</p> <p>Another finding was that children were more likely to imitate a same-sex model, especially boys observing male models.</p> <p>One of the findings from Bandura's study is that the participants (children) of both genders copied the male model more than the female model.</p>	<p>2</p> <p>1</p> <p>0</p>	<p>Accurate description of one of Bandura's findings: those exposed to an aggressive model reproduced more aggressive acts of the model than those who did not witness an aggressive model; comparison made between two of the groups.</p> <p>Vague answer – boys imitated male models more than girls for physical and verbal imitative aggression, non-imitative aggression and gun play whereas girls imitated female models more than boys for verbal imitative aggression.</p> <p>Far too vague to be creditworthy.</p>
6	<p><b>Describe <u>two</u> of the conservation tasks the children were asked to perform in the Samuel and Bryant study.</b></p> <p>One of the conservation tasks was the volume task in which the children had to answer whether the volume of the liquid was still the same after the transformation, the transformation being passing the liquid from its original container to a differently shaped one.</p> <p>Another of the conservation tasks the children were asked to perform was the number task, in which a line of counters was presented to them, spaced out and then they would be gathered together and the children would be asked if it was still the same amount of counters.</p> <p>One of the conservation tasks for mass involved two cylindrical playdough shapes which were identical in size and shape. In</p>	<p>2</p> <p>2</p> <p>1</p>	<p>Correct identification and description of one of the tasks – the volume task - + reference to the fact the children were asked to say whether the volume remained the same.</p> <p>BOD given here in relation to the description of the number task.</p> <p>Correct identification and description of the conservation of mass task but as children were NOT asked which was bigger; this can</p>

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	<p>the standard test, for example, the children had to say which was bigger. Then one of the cylindrical shapes was squashed and rolled into a sausage shape. The children then, in the standard condition, had to say which was bigger.</p> <p>Another task was the fixed array type question. This is when the children only saw the post transformation of the numbers, mass or liquid and were asked the question.</p>	0	<p>only count as a partial answer.</p> <p>This is a description of one of the experimental conditions not one of the tasks, so not creditworthy.</p>
7(a)	<p><b>From Dement and Kleitman’s study into sleep and dreaming: identify the <u>two</u> substances participants were instructed not to have on the day of the experiment.</b></p> <p>Caffeine and alcohol</p>	2	Both substances correctly identified.
7(b)	<p><b>Outline <u>one</u> problem with instructing the participants not to have these substances.</b></p> <p>Low in ecological validity because the person is likely to have alcohol or caffeine when they normally go to bed. Therefore asking them not to have these substances means results cannot be applied to everyday life.</p> <p>One problem with prohibiting the consumption of these substances is that they are addictive, and once they stop being consumed participants will start to have withdrawal symptoms, like for example not being able to sleep well. This would be an extraneous variable affecting the validity of the results.</p> <p>Lacks ecological validity because participants may not sleep normally.</p>	<p>2</p> <p>2</p> <p>1</p>	<p>Clear description of an appropriate problem – lack of ecological validity because participants are likely to ingest these substances during a normal day so results do not reflect everyday life.</p> <p>Description and implication of an appropriate problem – participants who normally ingest these substances in large quantities may not sleep well so the validity of the results can be questioned.</p> <p>Vague answer – why does the study lack ecological validity and why may participants not sleep normally?</p>
8(a)	<b>Sperry’s ‘split brain’ study investigated the psychological effects</b>		

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	<p><b>of hemisphere disconnection.</b></p> <p><b>Give <u>one</u> reason why the participants had previously undergone an operation to disconnect the two hemispheres of the brain.</b></p> <p>They had crippling epilepsy which could not be cured by drugs.</p> <p>The reason why the participants had previously undergone an operation to disconnect the two hemispheres of the brain was because they suffered from severe epileptic seizures.</p>	<p>2</p> <p>1</p>	<p>Full and explicit reason given – participants had epilepsy which could not otherwise be controlled.</p> <p>Partial answer, reason identified but not elaborated.</p>
8(b)	<p><b>Outline <u>one</u> problem with generalising from the sample used in this study.</b></p> <p>One problem with generalising from the sample in this study is that the sample is not representative of the population and therefore the results cannot be generalised because due to their illness they could have had defects in their brain, different from everyone else's.</p> <p>The sample was very small and specific – they were all right-handed male epileptics who had hemisphere disconnection surgery.</p>	<p>2</p> <p>1</p>	<p>Appropriate problems identified and elaborated in context – sample is not representative because due to their illness they may have had brain defects and so results cannot be generalised.</p> <p>Partial answer – problem identified but not elaborated</p>
9(a)	<p><b>Maguire et al investigated structural changes in the hippocampi of taxi drivers.</b></p> <p><b>Identify the independent variable (IV) and the dependent variable (DV) in this experiment.</b></p> <p>The independent variable was whether the participant was a taxi driver or a non-taxi driver.</p>	<p>1</p>	<p>Correct identification of the IV</p>

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	<p>The dependent variable was the volume of grey matter in their hippocampi.</p> <p>DV = grey matter in the hippocampus.            The DV in this experiment was the size of the posterior hippocampus.</p>	<p>1</p> <p>0</p>	<p>Correct identification of the DV.</p> <p>Neither suggestion is accurate enough to be creditworthy.</p>
9(b)	<p><b>Describe one effect the independent variable (IV) had on the dependent variable (DV).</b></p> <p>In the case of the taxi drivers, the volume of grey matter in their posterior hippocampus was much greater.</p> <p>One effect the independent variable had on the dependent variable is that if you were a taxi driver your posterior hippocampus was larger than that in non-taxi drivers.</p> <p>Whether the IV was a taxi driver or non-taxi driver affected the DV as the IV would have more grey matter in their brains.</p>	<p>1</p> <p>0</p> <p>0</p>	<p>Incomplete answer, no comparison group identified – needed to add ‘than (the volume of grey matter in the posterior hippocampus) in non-taxi drivers’.</p> <p>The actual size of the hippocampus did not differ between taxi and non-taxi drivers.</p> <p>An incorrect and very muddled answer.</p>
10(a)	<p><b>From the ‘Subway Samaritan’ study by Piliavin, Rodin and Piliavin:</b></p> <p><b>Describe one quantitative measure recorded by the observers.</b></p> <p>How many people were in critical area at the time the victim collapsed.</p> <p>One quantitative measure recorded by the observers was the time it took participants to go over to the victim to help him.</p> <p>The observers noted the number of people that tried to help.</p>	<p>2</p> <p>1</p>	<p>Both answers worth 2 marks as they are accurate descriptions of one of the quantitative measures recorded.</p> <p>Partial answer – who did the people try to help?</p>

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10(b)	<p><b>Outline the findings of <u>one</u> of the quantitative measures recorded.</b></p> <p>It was found that male participants were more likely to help as 95% of males were found to help.</p> <p>Most people helped the victim before the model offered help.</p> <p>Most people moved from the critical area after the victim had fallen.</p> <p>Out of all the trials, 60% of the time the victim got spontaneous help.</p>	<p>1</p> <p>1</p> <p>0</p> <p>0</p>	<p>Vague answer – 1 mark given for ‘male participants were more likely to help’. No credit given for ‘95% of males were found to help’ because it was actually found that ‘90% of first helpers were male and the actual percentage of the total number of male participants who helped was not recorded.</p> <p>Vague answer.</p> <p>‘Most’ people did not move from the critical area, so an incorrect answer.</p> <p>An incorrect answer – in 60% of the trials spontaneous help came from more than one helper.</p>
11(a)	<p><b>From Milgram’s study of obedience: Describe how obedience was measured.</b></p> <p>Obedience was measured by the accomplishment of the shock generator. If they shocked all the way up to 450 volts, they were counted as obedient.</p> <p>Obedience was measured by how many volts the participant went up to from 15V-450V, as instructed by the experimenter</p>	<p>2</p> <p>1</p>	<p>Just adequate enough for full marks as the candidate has clearly implied that participants were only considered obedient if they administered the full 450 volts.</p> <p>This is only a partial answer as it does not actually describe what was considered obedient/disobedient.</p>
11(b)	<p><b>Suggest <u>one</u> problem with measuring obedience in this way.</b></p> <p>One problem with measuring obedience in this way is that it is unethical as it could cause the participant psychological damage to know that they were administering electric shocks to another person.</p>	<p>2</p>	<p>Appropriate suggestion contextualised – unethical = psychological harm because of believing they were administering electric shocks to another person.</p>

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	<p>Low ecological validity, it was a lab experiment therefore artificial environment was created</p> <p>It is not very precise or accurate. For example everyone carried on until 300 volts. That is still a lot of volts. Surely that counts as obedience too?</p>	<p>1</p> <p>0</p>	<p>Appropriate suggestion merely identified – low ecological validity - not contextualised.</p> <p>Incorrect answer – it was very accurate and precise.</p>
12(a)	<p><b>Reicher and Haslam studied the behaviour of prisoners and guards in a simulated prison.</b></p> <p><b>Describe one way the researchers tried to ensure ethical guidelines were upheld.</b></p> <p>All participants underwent psychometric tests beforehand to ensure they were all mentally healthy to minimise psychological damage.</p> <p>Protection from harm. Made sure participants did not have any harm or deception. So that participants were not harmed in any way and they did not break bo ethical guidelines.</p>	<p>2</p> <p>0</p>	<p>Clear description of one of the checks done before the study started – ‘all participants underwent clinical, medical and background screening to ensure suitability’.</p> <p>Answer does not describe any way by which researchers tried to ensure ethical guidelines were upheld.</p>
12(b)	<p><b>Outline one reason why stress or psychological harm is an ethical concern in this study.</b></p> <p>One reason why stress or psychological harm is an ethical concern in this study is that participants were demoralised, for example the prisoners were made to feel inferior to the guards and this is psychologically harmful as they could become depressed.</p>	<p>0</p>	<p>This was not an issue particular to this study as participants knew this would be the situation from the pre-study briefing when they gave their informed consent to take part.</p>
13(a)	<p><b>In the study by Griffiths, each participant was given £3 to gamble on a fruit machine.</b></p> <p><b>Describe the gambling task each participant was then set.</b></p> <p>They were told to gamble with the £3 then</p>	<p>2</p>	<p>There is just enough understanding here to</p>

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	<p>try to break even that is to try and gamble 60. If they then wish to continue they may.</p> <p>They were set to play on the fruit machine up to 60 times, or until they won their money back.</p> <p>They were set to gamble their £3 away and see whether experienced or unexperienced gamblers won or lost more money.</p>	<p>1</p> <p>0</p>	<p>gain full marks – they were asked to stay on the fruit machine for 60 gambles to break even/win back the £3.</p> <p>Partial answer. The candidate has got the idea that participants had to stay on the machine for 60 gambles but has failed to mention what the other aim was – to break even/win back the £3.</p> <p>They were not set to gamble AWAY their £3 and the reference to the RGs and NRGs was not part of the task.</p>
13(b)	<p><b>Explain why all participants were asked to use the same fruit machine.</b></p> <p>All participants were asked to use the same fruit machine as a control, so that there won't any extraneous variables affecting the results, like size of machine or noise it made etc.</p> <p>So the result is fair and is not biased. To see the difference between gamblers and non-gamblers – comparison.</p>	<p>2</p> <p>1</p>	<p>Clear, contextualised description of why all participants used the same machine.</p> <p>Vague answer – how does using the same machine make the results fair and unbiased?</p>
14(a)	<p><b>From Rosenhan's study 'On being sane in insane places':</b></p> <p><b>Identify two things the pseudopatients did which were labelled as abnormal by hospital staff.</b></p> <p>One of the things the pseudopatients did was line up outside the canteen before lunch and the other was pacing up and down the corridor.</p> <p>Writing behaviour and acquisition</p>	<p>2</p> <p>0</p>	<p>Adequate identification of two behaviours labelled by staff as abnormal.</p> <p>What was identified as 'writing behaviour' and what is 'acquisition'? far too vague to be creditworthy.</p>
14(b)	<p><b>Outline why these behaviours were labelled as abnormal.</b></p>		

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	<p>As the pseudopatients had been diagnosed with schizophrenia the nurses identified these behaviours as symptoms of the illness, lining up for lunch was supposedly an obsession for putting things in their mouth and the pacing up and down was a sign of anxiousness.</p> <p>Being early to lunch was described as a symptom of oral acquisitive syndrome and note-taking was described as 'writing behaviour' – symptoms of abnormality, in this case schizophrenia.</p>	<p>2</p> <p>1</p>	<p>Appropriate, contextualised suggestion as to why the behaviours were labelled as abnormal – participants had been labelled as insane/schizophrenic so normal behaviours were interpreted in relation to the given label.</p> <p>Vague/partial answer – behaviours were seen as abnormal as they were seen to be symptoms of schizophrenia but no explanation has been given for why this was significant.</p>
15	<p><b>Describe two of the personalities in Thigpen and Cleckley's study into multiple personality disorder.</b></p> <p>Eve White was the original patient, a shy, demure housewife who was modestly dressed, softly spoken and 'devoted to her daughter'. She was repressive with an IQ of 110. Eve Black was the first other personality introduced. She was 'childishly vain'. Had an erotic, playful air about her, daring, with an IQ of 104. She had an allergic reaction to nylon stockings and was regressive.</p> <p>One of the personalities was that of <b>Eve Black</b>. She was <b>seductive</b> and a much more open person than that of her second personality which was Jane. <b>Jane</b> was a <b>sensitive</b> girl, well behaved and seemed to have suffered a lot.</p>	<p>4 (2+2)</p> <p>2 (1+1)</p>	<p>Correct identification of 2 personalities, each supported with 2 characteristics as identified in the original study.</p> <p>Correct identification of 2 personalities but each one only supported by one adequately accurate characteristic.</p>

## SECTION B (LOFTUS AND PALMER)

Question No.	Question and Candidate Answers	Mark	Rationale for Marking
16(a)	<p><b>State <u>one</u> of the hypotheses investigated in your chosen study.</b></p> <p>Verbs used in leading questions will have an effect on the estimate of speed.</p> <p>To investigate whether the use of powerful verbs could alter the eyewitness testimony of those exposed to a car crash.</p>	<p>2</p> <p>0</p>	<p>BOD given here as the candidate has tried to say: (vehicle) speed estimates are influenced by the wording of the question asked.</p> <p>This is not an hypothesis, it is an aim of the study</p>
16(b)	<p><b>Describe the sample used in your chosen study and suggest <u>one</u> weakness of using this sample.</b></p> <p>The sample used in Loftus and Palmer was, on the first experiment 45 students and on the second experiment 150 students. One weakness of using this sample is that it is not representative of the whole population as not everyone goes to university and is a student. This consequently makes the results less generalisable, as people from different backgrounds may pay attention differently when they see a car crash. Also most students probably didn't drive and therefore had no previous experience about the speeds at which a car can go at, and they probably just guessed. This would then lower the validity of the results as the sample is not appropriate to the task.</p> <p>The sample used in Loftus and Palmer's study was that of students from Washington University in the</p>	<p>6 (3 for sample +3 for weakness)</p> <p>5 (2 for sample+3 for weakness)</p>	<p>Description of sample is accurate – 45 students in experiment 1, 150 students in experiment 2. Weakness of sample is appropriate – students are not representative + why + results cannot therefore be generalised.</p> <p>Description of sample could have been elaborated further with numbers. Weakness of sample is appropriate – ethnocentric – all participants were</p>

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	verb smashed was used there was a high number of participants who said 'Yes' in comparison to when the verb hit was used.		
16(d)	<p><b>with reference to your chosen study, suggest <u>one</u> strength and <u>one</u> weakness of quantitative data.</b></p> <p>One strength of quantitative data in the study of Loftus and Palmer is that it can be easily collected and compared. For example the estimates of speed of the car can be easily compared amongst all the groups.</p> <p>One strength of quantitative data collected by Loftus and Palmer is that data can be statistically analysed and compared. Similarities and differences can be discovered between both experiments and in the case of the second experiment data can be compared amongst groups. Graphs can be drawn.</p> <p>One weakness of quantitative data in the Loftus and Palmer study is that quantitative data does not give in depth information about the experiment. Emotion of participants cannot be identified. Participants estimating a certain speed may be due to a reason which cannot be identified with quantitative data. In depth information cannot be obtained as a result. Participants in the Loftus and Palmer study may be going through stress which cannot be identified.</p>	<p>2</p> <p>1</p> <p>3</p>	<p>Appropriate strength of quantitative data has been identified and linked to the chosen study. However the description is basic and lacks detail.</p> <p>Appropriate strength of quantitative data identified but not contextualised within chosen study.</p> <p>Appropriate weakness identified and described (in a muddled way) adequately within the context of the chosen study.</p>
16(e)	<p><b>Outline the results of your chosen study.</b></p> <p>From experiment one, where</p>	5	Understanding of the overall results is

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	<p>participants had to estimate the speed the car was going at when it collided (or other appropriate verb to condition) it was found that those participants on the 'smash' condition estimated the highest speed at 40.8 and the 'contacted' group estimated the lowest speed at 31.8. From experiment two, on whether glass was seen or not, a probability on whether the 'smash' or 'hit' condition will say 'Yes' to seeing glass was drawn. On the 'smash' condition the probability of saying 'Yes' was .32 and on the 'hit' condition the probability was much lower at .14.</p> <p>The results of my chosen study were that verbs such as 'smashed' were used to describe the collision of the cars more people said they saw 'broken glass' compared to those who were in the group that used the verb 'hit'. However overall not all of the participants altered their testimony when verbs such as 'smashed' and 'hit' were used.</p>	1	<p>evident. Some fine details have been included but some key results have been omitted. The answer has some structure and organisation. Expression and use of psychological terminology is reasonable.</p> <p>A couple of very general statements have been made. Expression is poor though some understanding is apparent. Grammar is poor with no use of any psychological terminology.</p>
16(f)	<p><b>Suggest <u>one</u> change to the procedure of your chosen study and explain how this might affect the results.</b></p> <p>One change I would make to the procedure of Loftus and Palmer's study is to change the sample. I would <b>get a larger sample of the general public</b> instead of students as participants. This is because using the general public as participants would allow <b>generalisability</b> to be made. I would make sure that participants are put into groups as in the Loftus and Palmer study. General public will be more useful as they <b>will include experienced drivers who will be able to estimate speed accurately</b></p>	4 (4 for change+ implications, 0 for affect on results)	<p>An appropriate change has been suggested and elaborated. Two implications of changing the sample have been considered – increased generalisability + inclusion of experienced drivers who may estimate speeds more accurately. However no actual consideration has been made as to how the actual results of the experiment may be affected/changed.</p>

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	<p>compared to students. I will make sure the general public have <b>no psychology background which might be biased towards the experiment as they might be used to experiencing experimental conditions</b></p>		

## SECTION C

Question No.	Question and Candidate Answers	Mark	Rationale for Marking
17(a)	<b>Outline <u>one</u> assumption of the individual differences approach.</b>		
	<p>One assumption of the individual differences approach is that everyone is different and that therefore our behaviour will vary between person to person because of personality traits we already have in us.</p> <p>One assumption is that everyone is unique and therefore different.</p>	<p>2</p> <p>1</p>	<p>This answer is just adequate for full marks – an assumption has been identified and its implication considered in relation to behaviour.</p> <p>An assumption has been identified but there is no detail or elaboration and understanding is not really evident.</p>
17(b)	<p><b>Describe how the individual differences approach could explain multiple personality disorder.</b></p> <p>Each individual has his/her own experiences and personality and experiences his/her own traumas. Some repressive personalities try to bury memories in their unconscious mind so they do not have to deal with them. Some may even try to forget them. Through this repression and not dealing with unwanted emotional trauma some individuals may adopt another personality to help them deal with the repressed memories. For example in Thigpen and Cleckley's study, Eve White was a shy, repressive housewife who had experienced traumas such as her mother making her kiss her dead grandmother, a man damaging his arm in a saw mill incident and her mother cutting herself. Eve Black emerged, who was the opposite of Eve White with a separate set of memories and a repressive personality. Therefore some</p>	3	<p>Although it appears there may be some confusion with the psychodynamic perspective, the candidate has attempted to show how and why some individuals may develop more than one personality, suggesting that everyone is different. The description is elaborated through appropriate evidence from the Thigpen and Cleckley study.</p>

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	<p>individuals with certain past experiences and a particular disposition may develop other personalities to help them cope with childhood trauma.</p> <p>The individual differences approach could explain multiple personality disorder in the terms that everyone is different and therefore works differently to everyone else. In the case of Eve White, she approached them because she had blinding headaches and blackouts and these were signs that she had MPD. The individual differences approach will explain that these signs cannot be immediately applied to another patient as signs of MPD as everyone is different.</p>	1	A very basic attempt to explain how this approach could explain MPD. The evidence from Thigpen and Cleckley does not support the description and there is little evidence of real understanding.
17(c)	<p><b>Describe <u>one</u> similarity and <u>one</u> difference between any studies that take the individual differences approach.</b></p> <p>One similarity between Rosenhan and Griffiths' study is that both are high in ecological validity. That is the results from both experiments can be applied to everyday life. For example both studies were carried out in real life environments/situations. Rosenhan carried out his experiment in a real hospital and Griffiths carried out his study in a real arcade.</p> <p>A difference between Thigpen and Cleckley and Rosenhan is that Thigpen and Cleckley's study was a case study which gained informed consent and had just one person being studied whereas Rosenhan's was a covert experiment which did not gain any consent and used the staff of 12 psychiatric hospitals as participants without them knowing.</p> <p>One similarity between Freud and</p>	<p>5 (3 for similarity + 2 for difference)</p> <p>2 (1 for</p>	<p>An appropriate similarity has been identified – high ecological validity – and elaborated clearly in relation to each named study. Two differences have been identified - informed consent/no consent and one participant/staff of 12 hospitals. Either suggestion can be credited but neither goes far enough to gain the full 3 marks – why do we know Thigpen and Cleckley had informed consent / who was their one participant?</p> <p>Similarity is merely identified – both</p>

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	<p>Thigpen and Cleckley's study is that they both collected the same type of data which was qualitative data which provides the researcher with a lot of detail.</p> <p>A difference between these two studies is that Freud was looking to explain phobias whereas Thigpen and Cleckley was looking to explain multiple personality disorder.</p>	<p>similarity + 1 for difference)</p>	<p>studies gathered qualitative data - but there is no elaboration from either named study; difference is merely stating the topic of each study.</p>
<p>17 (d)</p>	<p><b>Discuss strengths and weaknesses of the individual differences approach using examples from any studies that take this approach.</b></p> <p>One strength of the individual differences approach is that it takes experiences and personalities into account. For example, Thigpen and Cleckley's case study on Eve White was very detailed and involved longitudinal, unstructured interviews, hypnosis and psychometric tests to gain a wider understanding of her past and her different personalities. This means that although it is time-consuming, expensive and arguably subjective, the approach is holistic and specific to the individual whose experiences and personalities may be different to those of others.</p> <p>The approach allows the study of rare behaviours. Multiple personality disorder was very rare around the time of Eve White's case and quite unheard of.</p> <p>Furthermore the individual differences approach has many practical applications. For example Griffiths' study of the cognitive biases and unique heuristics of gamblers allows rehabilitation of gambling addiction to be more informed and cognitive behavioural therapy, for instance, to be used to change the way gamblers think so they can lead healthy lives.</p>	<p>12</p>	<p>There is a good range of strengths (3) and weaknesses (2) which are appropriate to the selected approach. Overall, there is a good balance of detail and appropriate use of supporting evidence. Understanding is evident, expression is clear and analysis is effective for AS Level.</p>

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	<p>On the other hand, the individual differences approach lacks scientific rigour and reliability. For example, Thigpen and Cleckley's study was a case study based on one woman with a unique personality and experiences. Because the study cannot be compared and was conducted over a long period of time by the same researchers, its reliability cannot be checked. Although it may be valid the sample is not representative, so results cannot be generalised and it is highly prone to subjectivity. For example, at one point in the study the experimenter describes Eve Black emerging and there suddenly being a glint in her eye and a sexual air when she crosses her legs that he had not noticed before. It cannot be proved that this was in fact Eve Black's presence, or the experimenter projecting his own assumptions and feelings onto the situation. Longitudinal studies build a unique relationship between the researcher and participant, which increases demand characteristics and researcher bias, so it is highly unreliable and could be invalid. In addition, the individual differences approach actually at times ignores individual differences themselves. For instance, in Griffiths' gambling study, the 'regular gamblers' group are categorised even though they all have different gambling habits and do not all gamble as regularly as each other. Although categorisations need to be made to study groups there are still differences within groups. The individual differences approach seems to generalise groups as individuals with the same characteristics, though, of course, every individual is unique. These generalisations could mean results are not generalisable to</p>		

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	<p>everyone in the target group – for example not all gamblers have the same faulty thinking patterns. Therefore a lot of results could be invalid.</p> <p>One strength of the individual differences approach is that it is high in controls. In Griffiths for example all participants were made to use the same fruit machine. This reduces the risk of having extraneous variables affecting your results, and therefore makes the results more valid as they are highly controlled.</p> <p>One weakness of the individual differences approach is that it is not representative of the whole population. In Thigpen and Cleckley’s case study of MPD, only one participant was studied, Eve White. This makes it low in generalisability as their findings on her won’t be applicable to everyone.</p> <p>Another strength of the individual differences approach is that it uses quantitative data which is easily coded and compared. In Thigpen and Cleckley for example psychometric tests were done on EW and EB like IQ and memory tests. Eve White got 110 on IQ and EB 104. This makes the results more reliable and showed a clear difference between the two personalities.</p> <p>Another weakness of the individual differences approach is that it is low in ecological validity as participants are made to be or do things out of their normal everyday. For example in Griffiths participants were made to use different fruit machines to the ones they usually use. They were also made to say what they were thinking out loud for it to be recorded. This heightens biases such as social desirability bias</p>	6	<p>1 appropriate strength and 1 appropriate weakness identified – strength = quantitative data, weakness = low generalisability. Both are supported by appropriate evidence and some understanding is evident. Neither the suggested strength of high control, nor the suggested weakness of low ecological validity are appropriate to this approach as they are both study-specific strengths/weakness.</p>

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	as participants won't say what they are really thinking so they are not judged, and because of the low ecological validity they will act differently to normal and this would affect the validity of the results.		