A LEVEL

Exemplar Candidate Work

PSYCHOLOGY

H567
For first teaching in 2015

H567/02 Summer 2018 examination series

Version 1

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Introduction

These exemplar answers have been chosen from the summer 2018 examination series.

OCR is open to a wide variety of approaches and all answers are considered on their merits. These exemplars, therefore, should not be seen as the only way to answer questions but do illustrate how the mark scheme has been applied.

Please always refer to the specification http://www.ocr.org.uk/Images/171732-specification-accredited-a-level-gce-psychology-h567.pdf for full details of the assessment for this qualification. These exemplar answers should also be read in conjunction with the sample assessment materials and the June 2018 Examiners’ report or Report to Centres available from Interchange https://interchange.ocr.org.uk/Home.mvc/Index

The question paper, mark scheme and any resource booklet(s) will be available on the OCR website from summer 2019. Until then, they are available on OCR Interchange (school exams officers will have a login for this and are able to set up teachers with specific logins – see the following link for further information http://www.ocr.org.uk/administration/support-and-tools/interchange/managing-user-accounts/).

It is important to note that approaches to question setting and marking will remain consistent. At the same time OCR reviews all its qualifications annually and may make small adjustments to improve the performance of its assessments. We will let you know of any substantive changes.
Question 1(a)(i)

1 (a) From Baron-Cohen et al.'s study on autism in adults:

(i) Explain why this study is considered a quasi-experiment. [2]

Exemplar 1

Examiner commentary
The candidate demonstrates a clear understanding of the nature of quasi-experiments and accurately identifies the independent variable from the study.

Exemplar 2

Examiner commentary
The candidate shows a clear understanding of the nature of quasi-experiments but does not apply this adequately enough to the study i.e. only one condition referred to.

Exemplar 3

Examiner commentary
There is no creditworthy information as the candidate shows an incorrect understanding of the nature of quasi-experiments.
Question 1(a)(ii)

1  (a) From Baron-Cohen et al.’s study on autism in adults:
(ii) Outline the findings in relation to the Strange Stories task.  [2]

Exemplar 1  2 marks

Examiner commentary
1 mark for the direction of the difference i.e. knowing the participants with autism did significantly worse, and 1 mark for the comparison with the control group/participants with Tourettes.

Exemplar 2  1 mark

Examiner commentary
A mark for understanding the comparison between groups but overall the response focuses on a conclusion rather than a finding more specifically.

Exemplar 3  0 marks

Examiner commentary
No credit as these findings do not relate to the Strange Stories task.
Question 1(b)

(b) From Freud’s study of Little Hans:

Explain why the study can be considered a longitudinal study. [2]

Exemplar 1

2 marks

because Freud collected data about...[missing text]...the study...[missing text]...it was conducted over a long period of time. [2]

Examiner commentary

The candidate makes a clear statement to demonstrate knowledge of longitudinal studies and precedes this with accurate information from the study to illustrate the method.

Exemplar 2

1 mark

This is because Hans was studied from the age of 3 to 5...[missing text]...conducted over the space of a few years. [2]

Examiner commentary

The candidate identifies relevant information from the study to illustrate the methodology but does not demonstrate explicit knowledge of longitudinal studies.

Exemplar 3

1 mark

This study can be considered as longitudinal because...[missing text]...Hans...[missing text]...Faden...[missing text]...[2]

Examiner commentary

There is evidence that the candidate understands what a longitudinal study is but this is not applied well enough to the study in question.
Question 2(a)

2 (a) Describe how Gould’s study ‘A nation of morons’ links to the key theme ‘Measuring differences’. 

[4]

Exemplar 1

3 marks

Examiner commentary

1 mark for who was measured, 1 mark for what was measured and 1 mark for how it was measured but no obvious findings offered.

Exemplar 2

2 marks

Examiner commentary

2 marks – credit given for what was measured and who was measured.
Examiner commentary

The only clear mark is for what was being measured – IQ.

Gould's study consisted of different types of men from different race, ethnic backgrounds and classes. It links to the theme of measuring differences because it focused on the IQ of the men and examines IQ is different...
Examiner commentary

1 mark for a correct answer which is clearly focused on the demands of the question.

Examiner commentary

No marks given as stated the incorrect sampling technique.

Examiner commentary

No marks credited as this response does not answer the question.
Question 2(b)(ii)

(b) From Hancock et al.’s study into the language of psychopaths:

(ii) Explain why participants were interviewed at the beginning of the study. [2]

Exemplar 1 2 marks

In order to determine whether or not they were psychopathic through the use of the PCL-R.

Examiner commentary
1 mark for the use of the PCL-R and a second mark for explaining its purpose.

Exemplar 2 1 mark

Participants were interviewed at the beginning of the interview to determine whether they were actually psychopathic or not.

Examiner commentary
The candidate offers a reason for the interview but does not explain why this data was collected so limited to 1 mark.

Exemplar 3 0 marks

...so they could see determining on the intelligence of...to individual which category...criteria...they would fit...to...take...examination.

Examiner commentary
Not a valid answer.
Question 3

Exemplar 1

3 marks

Examiner commentary

1 mark for demonstrating knowledge and understanding of the developmental area, 1 mark for relevant reference to a finding from Bandura's study, and 1 mark for making the link between the area and Bandura's study.

Exemplar 2

2 marks
Examiner commentary

1 mark for relevant reference to a finding from Bandura’s study, and 1 mark for making the link between the area and Bandura’s study. No explicit understanding of the developmental area demonstrated however.

Exemplar 3

1 mark

Bandura’s study is developmental as it shows how children can learn to be aggressive by watching and copying people’s actions. It’s classed as developmental as the children are being shown to have developed aggressive behaviour from what they have experienced in the study.

Examiner commentary

1 mark for a vague link between study and area. No explicit knowledge of the study’s findings nor of the area itself is demonstrated here.
Question 4

4 From Blakemore and Cooper’s study into the impact of early visual experience:

Briefly describe how the visual environment in which the kittens were reared was manipulated. [2]

**Exemplar 1**

2 marks

whether the kittens were placed in vertical or horizontal stripped boxes. 

[2]

**Examiner commentary**

This response was given the benefit of the doubt but ideally should have been clearer.

**Exemplar 2**

2 marks

They were placed in a cylindrical container with a glass base, illuminated from beneath. The walls of which extended around the container was covered in black and white stripes of varying thickness. These stripes were either placed horizontal or vertical and became the variable which was manipulated. All the kittens had cones around their necks in order to prevent them from seeing their limbs.

[2]

**Examiner commentary**

This response does offer both conditions of the IV but also offers lots of unnecessary detail given the command word in the question.

**Exemplar 3**

2 marks

The kittens were placed in a cylinder which was manipulated by either having black and white vertical stripes or black and white horizontal stripes. The kittens were a breed accustomed to rely their necks to prevent them from seeing themselves.

[2]

**Examiner commentary**

A well focused response offering both conditions of the IV.
Question 5(a)

5 (a) From the study by Loftus and Palmer on eyewitness testimony:

Outline two ways in which the procedure was standardised.

Exemplar 1

1 mark for identifying two ways in which the study used standardisation, including an understanding of the process of standardisation.

Examiner commentary

Two clear marks for identifying two ways in which the study used standardisation, including an understanding of the process of standardisation.

Exemplar 2

1 mark for the first way as it is relevant but the word ‘standardised’ is used as part of the answer rather than being interpreted. The second way, however, is credited 2 marks as now the process of standardisation is signified through use of the words ‘each’ and ‘same’.

Examiner commentary

Two ways are identified in the first part of the response so the final offering does not have to be assessed – in this case, it benefits the candidate as it is a wrong answer. 1 mark is credited for the first way as it is relevant but the word ‘standardised’ is used as part of the answer rather than being interpreted. The second way, however, is credited 2 marks as now the process of standardisation is signified through use of the words ‘each’ and ‘same’.
Examiner commentary

There were no marks credited for this response as it does not answer the question.
Exemplar 1

Grant et al.’s study provides an understanding that memory can be distorted if the environment where recall happens is different to that of when the information was first processed (Noisy/quiet condition). Loftus and Palmer showed us that memory can also be changed or distorted by what kind of words are used when describing the incident (Crash, hit, smash, contacted collided).

Overall, it changed our understanding because it allows us to see that memory can be changed/manipulated.

3 marks

Examiner commentary

This middle band response is brief and makes reference to the extent of change (as in the studies are similar rather than different) and uses both studies to reasonable effect to show this.

Exemplar 2

Grant’s research demonstrates how memory is context-dependent. Grant found that recall and recognition task was good to have that performance when the learning and testing conditions are matching instead of worse level. It contributes to the theme of memory alongside the research by Loftus and Palmer by demonstrating the way in which memory is malleable and not always accurate and is heavily influenced by external stimuli, i.e., words whether conditions are matching or fixed in terms of leading questions.

3 marks
Examiner commentary

This middle band response makes an effective and reasonably convincing argument about the extent of change but only applies this to the Grant et al’s study in detail.

Exemplar 3

Grants study changes our understanding as rather than support previous research showing silent conditions meant better recall he demonstrated how noise of silence makes no difference to normal recall in a test and that three conditions were studied in were matching, if noisy, silent eating in a cafeteria and noisy recall. Loftus and Palmer also changed our understanding of memory by showing how eye witness testimonies aren’t as reliable as might have originally been thought as memory can respond to repetition bias or can be distorted as found showed those who heard a rehearsal opposed to list for example remember bergs less which was wrong. 

Examiner commentary

A change is implied through the description of Grant et al’s study but this limits the response to the bottom band. The reference to Loftus & Palmer’s study is irrelevant and it is not used to draw any comparison.
Question 6(a)

6 (a) From Moray’s study into auditory attention:

Describe the research method used in Experiment 2. [3]

Exemplar 1

3 marks

A laboratory experiment was used with 20 participants. Each participant was randomly assigned to either the experimental or control group. The participants were seated in a quiet room with the experimenter seated opposite them. The stimuli consisted of short audio clips, and participants were instructed to pay attention to one of the two speakers while ignoring the other. The experiment lasted for 30 minutes, and participants were asked to report any distractions they experienced.

Examiner commentary

Marks for the location of experiment, experimental design and IV.

Exemplar 2

2 marks

Research Experiment 2 was conducted under highly controlled laboratory conditions which fulfilled the scientific criteria. The design was an independent measures design as each person heard each tape only once.

Examiner commentary

1 mark for the location of the experiment and 1 mark for the experimental design.

Exemplar 3

1 mark

Participants had to repeat what was in their attended ear while in their unattended ear, there was a story of light fiction being played. In the unattended ear, they received instructions to ‘Stop now’ or ‘Name you may stop now.’
Examiner commentary

1 mark for the independent variable.
Question 6(b)

(b) From Simon and Chabris's study into visual attention:

Outline the 'gorilla condition'.

Exemplar 1

Examiner commentary

A clear and accurate response which includes the use of teams, the appearance of the gorilla, and the fact that it did not interact with the players.

Exemplar 2

Examiner commentary

1 mark for reference to basketball being played and 1 mark for the appearance of the 'gorilla'.

Exemplar 3

Examiner commentary

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Examiner commentary

Marks for playing basketball (although vague), for the gorilla crossing screen (although it was left to right) and for the idea of teams (although word not used). As all three features are weak then it is appropriate to cap at 2 marks.
Question 7

Outline one difference between Milgram’s study of obedience and Bocchiaro et al.’s study into disobedience and whistleblowing. [2]

Exemplar 1 2 marks

In Milgram’s study, the harmful act (i.e. applying electric shocks) was done to a stranger while in Bocchiaro’s study, the intention was to harm someone familiar to the participants (i.e. the people named at the beginning of the study). [2]

Examiner commentary

A clear and relevant difference is evident that refers to both Milgram’s and Bocchiaro et al’s studies.

Exemplar 2 1 mark

One difference is that Milgram’s study looked at depicting obedience which is obeying orders that bring harm. While Bocchiaro’s study had no harm. [2]

Examiner commentary

1 mark as the difference is implied by one study but not clear in the other.

Exemplar 3 0 marks

One difference between Milgram’s study and Bocchiaro’s study is that Milgram was testing the participants’ ability to be obedient towards the experimenter, and Bocchiaro was measuring the level of disobedience and whether they would whistleblow or not. [2]

Examiner commentary

No credit as the difference is given in the question.
Question 8(a)

8 (a) Describe the concept of freewill.

Exemplar 1

Freewill is the idea that individuals choose how they think and act and that nothing is pre-determined. ........................................................................................................................................................................ [2]

Examiner commentary

2 marks for a developed description which goes beyond a simple definition.

Exemplar 2

Freewill is the idea that we are in control of our own behaviour and that there is no way for behaviour to be predicted as it is solely in the hands of the person themselves. ........................................................................................................................................................................ [2]

Examiner commentary

2 marks for a developed description which goes beyond a simple definition.

Exemplar 3

The concept of freewill is that individuals have a choice. They choose to behave a certain way. ........................................................................................................................................................................ [2]

Examiner commentary

A partial answer which gives a simple definition of the concept.
Question 8(b)

(b) Explain how Lee et al.’s study on evaluations of lying and truth-telling may support the view that behaviour is determined.

Exemplar 1

Examiner commentary

1 mark for the study's findings and 1 mark for linking this to the concept of determinism. Determinism is not defined for the 3rd mark.

Exemplar 2

Examiner commentary

1 mark for making a link between determinism and the study. No findings offered and determinism not defined.
Examiner commentary

The candidate attempts to define determinism but the answer lacks clarity.
Question 8(c)

(c) Suggest why research in the individual differences area is often considered socially sensitive. Support your answer with examples from relevant core studies. [5]

Exemplar 1

5 marks

...socially sensitive research if... elements...[...]

...research...course...discourse...to...hence...pamphlets...

...hence...critical...implications...for...art...

...argue...popular...using...research...plans...by...authors...

...information...is...one...individual...differences...area...is...

...looking...showing...differences...in...behavior...in...individual...

...users...such...as...Baron...using...showing...have...improvements...

...have...less...benefit...of...individual...compared...to...non...

...high...people...aren't...con...result...is...three...women...

...people...being...treated...differently...Examiner,...[5]

...found...Hancock...showed...at...new...psychometric...tests...

...language...were...as...more...important...tests...

...research...in...proved...area...non-principals...This...

...showed...is...social...research...in...it...come...same...

...people...who...was...his...type...of...psychopath!

...language...be...is...eliminated...account...for...

...mini...research...at...an...individual...power...to...

Examiner commentary

The response demonstrates good knowledge and understanding in relation to the demands of the question. The answer includes knowledge of the individual differences area, understanding of the concept of socially sensitive research and how it links to the area. This is supported by evidence from two relevant core studies – Baron-Cohen and Hancock et al.

Exemplar 2

3 marks

...research...in...the...individual...differences...area...is...

...often...considered...socially...sensitive...because...it...

...looks...at...unique...characteristics...of...individual...

...This...area...suggests...that...unique...characteristics...

...are...the...cause...of...abnormal...behavior...For...example...

...Baron-Cohen...suggested...that...such...as...Advanced...
Examiner commentary

First mark for knowledge of the individual differences area. Second mark for link to socially sensitive research. 1 mark for use of Yerkes’ study however there is not enough use of the Baron-Cohen study for credit. Socially sensitive research is not defined either.

Exemplar 3

1 mark

Research within the individual differences area is often considered socially sensitive because the research is measuring disorders or abnormal behavior. Meaning these issues can have an affect on the individuals themselves or others around them. For example, bullying the language of psychopaths can be argued as socially sensitive because the participants are murderers and their crime can be upsetting and distressing to others around them as well as the victims. This is shown as horrifically. This shows how the research can affect others emotionally, morally or raise debates. This is considered socially sensitive.
Question 8(d)

(d) Describe two weaknesses of the individual differences area. Support your answer with examples from relevant core studies. [4]

Exemplar 1

One weakness is that the sample sizes are often very small. For example, Freud's early research often involved small samples, with little statistical testing involved. Another weakness is that research often created division between groups. For example, Hull's seminal research suggested intelligence was determined by race, leading to significant harm, with different races being considered inferior. [4]

Examiner commentary

Both weaknesses are creditworthy and illustrated appropriately through use of a different study in each case.

Exemplar 2

One weakness is that since the area focuses on traits in which people differ, the sample sizes are often quite small, hence more extreme examples of this are Freud's research, a case study which focuses on one individual; little Hans. Another weakness is that research within this area has substantial potential to be put to negative use. A significant example of this is Gaddis' study. This research showed that the research conducted by Yerkes was used to assign poor military roles (meaning that those scoring lowest were assigned ranks such as captain, whereas privates) and that the results from this research led to an increase in stereotyping towards European immigrants and black Americans, which contributed to and supported the Immigration Act which enforced stricter restrictions on immigration. [4]
Examiner commentary

The first weakness is not creditworthy because of the way it is stated i.e. more description than evaluation. Stating the sample is small is not the same as suggesting it is too small/unrepresentative etc. The effort to apply is not evaluative either otherwise it could have ‘saved’ the response. The second weakness is credited. The weakness is ‘put to negative use’ and this is well explained in the context of Yerkes’s study.

Exemplar 3

...The individual ...area...con...each.....
....individual...particularly...and...to...that...command...total...and...they...not...measured...or.
...the...would...be...that...it...reaching...or...A
...are...likely...to...examine...this...in...study...an...well...what...replaced...referred...every...behaviour...that...than...how...down...to...the...
...psychosocial...schema...and...development...and...the ...

recipient completes when an when hand wants to answer his little into Freud because that this is because his mother is impeding him from being able to get with his mother. However it could put on their face feel related of his note because his mother is spending more time on him. In be because said a baby get because they isn’t occurring any related due to this mother.

Another weakness or the individual differently era would be that lost of the data obtained is qualitative and hence focus detail. Brain comes away with theory of much only involved quantitative details via the success in the eyes term hence demonstrating that clients with autism have a lack of theory of mind. However, Brain when used to obtain quantitative data which would have explained what the clients with autism based different and why they found it different. The part have explained the data and gives a reason behind the results.

Examiner commentary

Neither weakness is valid in this case and so the response is not creditworthy.
Question 8(e)

Compare the individual differences area with the behaviourist perspective. Support your answer with examples from relevant core studies.

Exemplar 1

...The individual differences area of psychology..............
look at each individual's personality and record...
how they contribute towards...and...they...are...true...
behaviourist psychology looks at how...behaviour...is...
individuals and relates to...the...behaviour...is...
individual...each...related...true...to...the...nature...nurture...
accounts...the...research...is...the...individual differences...
how each factor affects...with...the...behaviourist...perspective...
was...influenced...experiments...which...are...more...
reliable...previous...study...in the...area...used a...
and...found...related to...analyse...with...and...[6]...

Behaviourist psychology he behaviourism and...
accounts from animal research to explain...
why behaviour...where...behaviour...is...the...
behaviourist perspective on the phenomenon...
or aggression like a laboratory experiment...
where the...the type of model, the...
or the model and the way of the person...
The AV was amount or imitated aggressive...
behaviour. As a result the AV causes a...
behaviourist perspective are different because...
rejection within the behaviourist perspective can...
be highly replicable and in the high level...
or control...where...rejection within the AV...
example (praise) cannot be replicated because...
it was a case study method...
Although it can also be used to...the AV...
example and behaviourist perspective are similar...
because they both contribute and reduce...
behaviour down to the simplest explanations...
and rules to cause other into action. For example...
Examiner commentary

1 mark for the comparison (methods) and the expansion into replicability (another mark). The use of Freud is worth 1 mark but the use of Bandura is more developed so is credited 2 further marks.

Exemplar 2

3 marks
Examiner commentary

1 mark for identifying a difference – that behaviourism focuses on learning only and the individual differences focuses on both nature & nurture. 1 mark for what reads like an elaboration of this difference - genes vs tabula rasa. Ignore the reference to studies around this as they are not used effectively. The 3rd mark is for appropriate use of the Freud study covered at the end.

Exemplar 3

One similarity between individual differences is that they can be argued to influence observed behaviour through... 

1 mark for identifying a difference – that behaviourism focuses on learning only and the individual differences focuses on both nature & nurture. 1 mark for what reads like an elaboration of this difference - genes vs tabula rasa. Ignore the reference to studies around this as they are not used effectively. The 3rd mark is for appropriate use of the Freud study covered at the end.
Examiner commentary

No credit as the first comparison is not valid. The second attempt at comparison does make a valid distinction - however these ideas are not comparable. Since the distinctions are not creditworthy, the use of evidence becomes redundant and cannot be credited marks either.
Question 8(f)

(f) Explain why Chaney et al.’s Funhaler study can be considered useful.

Exemplar 1

Examiner commentary

The ‘knowledge dimension’ is suitably broad to accommodate most examples of usefulness earning 1 mark. Further marks are for the findings (1) and the link to usefulness (1).

Exemplar 2

Examiner commentary

1 mark for idea of usefulness (applications) and 1 for how this links to the study but no use of findings.

Exemplar 3

1 mark
Examiner commentary

1 mark for link to healthcare. However the findings have not been stated clearly enough for further credit.
Question 8(g)

(g) Discuss ethical considerations in relation to the social area. Support your answer with examples from relevant core studies.

Exemplar 1

9 marks

The core study by Milgram on authority...

Discuss: Emory, the social area how ethical...

Interviews because participants were deceptively...

Socially deceptively unethical about the nature or the unethical way they... 

You could mention that it was a learning experiment. The...

Author or the nature of the principal...

Participants think to be deception. When I...

fact they were not aware of the name or...

The team who was part of these by a...

hassled to tell what a could. Milgram went to...

respect his participants because he...

them: immediately, it could be rejected that...

immediate... psycho-physical... to... 

necessarily... because... although the participants would...

had out the arm or the shock could change...

began to... converge almost immediately...

media would change validity... also with regard to... 

Milgram. He could... shock and one hour...

Participants... because if it is highly unusual... that...

the participants will have... anything long...

from contact... into the... angry... ultras...

the social area... an observer... did... end...

unrelated... because... clinical... participants... these...

regards to participants or participants because the...

participants had to... named or their... 

participate due to the... bring... made them feel involved... 

especially they may have... rest like lvage...

entering their mental... an experiment on...
Examiner commentary

A range of ethical considerations are covered and mostly well applied to relevant studies. There are also a number of examples of good evaluation. This is a high ability response but it does not qualify for the top band as it is too study led and also does not consider the social area in general. It qualifies for a mark at the top of Band 3 as all necessary criteria are met.

Exemplar 2

5 marks

One ethical consideration would be whether participants were harmed or not. In ethical research, the participants should leave as they assume. This means not harming them physically or psychologically. Milgram's study didn't take harm into consideration as people were psychologically harmed. People were sweating and stressed as they were told to carry on with the study.
Examiner commentary

There is no evaluation or analysis so the response cannot score beyond Band 2 (Limited). On assessing the description it is strong on coverage of ethical considerations but its use of evidence is limited and vague.

Exemplar 3  3 marks

The social area is a area with the assumptions of one for example being that those around us influence the way we act and behave in particular situations. Such as such:

Ethical considerations is meant by 'rules' which are put in place which psychologists must follow. An example of a ethical consideration guideline can be the right to withdraw, be debriefed or...
The response demonstrates a basic knowledge and understanding of ethical considerations through a brief reference to some. There is one example of use evidence but no attempt at interpretation, analysis or evaluation.
Question 9(a)

9 (a) Identify two psychological issues raised by the article above. Support your answer with evidence from the article.

Exemplar 1 6 marks

One psychological issue raised is the social issue of responses to people in need. In this article, the South African athlete demonstrated a need to be helped, and the Brazilian athlete sacrificed his own potential in order to benefit another person. They could arguably exemplify both altruism and selflessness as a potential response to people in need, while the American athlete claimed to not help provides another psychological issue raised by the article is the social issue of response to people in authority. The American athlete claimed that he was 'only obeying orders' in a demonstration of the impact of our behaviours of orders, which come from someone who we perceive to be authoritative.

Examiner commentary

Both are well developed points with a clear focus on the candidate's learning from psychology. Each point identifies a clear theme, applies it effectively to the article, and then explains the point further.

Exemplar 2 4 marks

One issue is that the Brazilian gave up his chance at winning the race in order to help someone. For example, "In order to help people...". Another issue was helped over the finish line by the Brazilian runner, "We had given up". This shows that we run on values helping others over our ownSentence..."
Examiner commentary

The issues come after the examples from the article rather than before so these are credited first - 1 mark for value of helping and 1 mark for cultural differences. Then back-credit the links to the article for a further 2 marks (one for each issue) Neither issue is elaborated so no further marks credited.

Exemplar 3

0 marks

Examiner commentary

Only one issue raised – the nature/nurture debate – and there is no evidence that this is relevant to the article.
Question 9(b)

(b) Briefly consider the individual/situational debate in relation to the article above. Support your answer with evidence from the article.

Exemplar 1

The individual/situational debate considers whether behavior is a result of... [continued]

Examiner commentary

Both sides of the debate outlined clearly enough for 1 mark each, and then each side is applied effectively enough to the article to earn an additional 2 marks.

Exemplar 2

answer with evidence from the article. This debate concerns whether behavior is a result of... [continued]

Examiner commentary

This study supports the individual debate as it demonstrates two different decisions made by two different individuals placed in the same situation. One man chose to help the Mexican while another man chose to ignore him. Their own individual backgrounds and beliefs caused them to come to very different conclusions about what they should do. However, the situational debate is also...
Examiner commentary

1 mark for applying the individual side of the debate to the article. 1 mark (just) for showing some knowledge of the individual side of the debate. 1 mark for applying the situational side of the debate to article. Knowledge of situational side of the debate not demonstrated and the debate has not been applied in general.

Exemplar 3

1 mark

The situational element could relate to not knowing how you would behave unless you were actually in the role due to factors carried out. Individual can be whether your moral beliefs will override the situation you are in.

Examiner commentary

1 mark (benefit of the doubt) given for an attempt to outline the individual side of the debate at the end of the response.
Question 9(c)

Outline Pilavin et al.’s ‘Subway Samaritan’ study and describe ways in which it could relate to the article. Support your answer with evidence from the article.

Exemplar 1

Pilavin et al. study consisted of 4 researches. Two added a reaper, and one made the ill or drunk subject stand and one as the model who would intervene after 20 or 30 seconds. The other data gathered the speed of helping. Four variables were tested: which were the responsibility for the person who was helped, situation operationalised, ill or drunk, their sex, age, or white-the size of the group, on the train and the intervention of the person. There were three kinds of people who were likely to help the ill person more than the drunk and the sex help beyond that. The more in groups, the ill or ‘drunk’ began to take its toll. The more ill or drunk, the more help. However, as the American saw the mountain, illness as his own fault. This may have been why he didn’t help as the ill drunk condition less. Help decreased demonstrated when it happened due to who the person was.

Examiner commentary

I mark for an outline of the set up. 1 mark for the finding about speed of helping. Another mark for the finding relating to IV of ill/drunken. This finding can then be linked to the article - indeed, this application is developed enough to earn 2 marks. Overall, the response shows reasonable knowledge and understanding of the named study but lacks some detail as only one link is made to the article.

Exemplar 2

The study aimed to investigate bystander effect, whether people would help or not in an emergency situation. The study had confederates who asked an a victim (drunk, ill with a cane). The victim would then collapse to see who would help. Most people would help if they helped the ill person would get up, after a few steps. Results showed that the ill victim received
Examiner commentary

The study is outlined well enough for both marks. The conclusion is linked to the article (for 1 mark), and the article used appropriately (for another 1 mark). The study is outlined but not used very effectively to make links to the article.

Exemplar 3 2 marks

<table>
<thead>
<tr>
<th>Examinar commentary</th>
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<tr>
<td>1 mark for outline of the procedure (but no findings so no second mark for outline). One link to the article for another mark.</td>
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Question 9(d)

(d) Using your psychological knowledge, suggest two ways in which positive helping behaviours may be encouraged in athletes from countries such as America. [8]

Exemplar 1  6 marks

One way to encourage helping behaviour is by rewarding such behaviour when they occur. This can be done by offering a separate medal or award for sportsmanship. Therefore, giving these behaviours recognition. This would teach athletes to demonstrate more helping behaviour through positive reinforcement. The use of rewards. Another way to encourage such behaviour is through moral alignment (also a technique used in operant conditioning). This could be done by her being pointed out and praised by main individuals who do not help. The fear of

Examiner commentary

The first way suggested earns 4 marks as it shows good psychological content and is well applied. The second way is less effective - the technique is briefly described and then there is some application (to Usain Bolt) and a psychological explanation. However, 7 marks would put this response in the top band which it does not qualify for as it is difficult to judge the feasibility without more detail. The response is instead limited to 6 marks and sits at the top of second band.

Exemplar 2  4 marks

One way helping behaviour can be encouraged is if a legitimate authority figure
Examiner commentary

This response is credited a mark in Band 2 (Limited) as there is little indication of how the suggested strategies would be implemented or work, even though they are valid.

Exemplar 3

1 mark

Examiner commentary

The response shows a basic knowledge of how positive helping behaviours may be encouraged, and only offers one way of doing this.
Question 9(e)

Evaluate the suggestions you made in 9(d) using issues and debates you have learned about in psychology.

Exemplar 1

If put into practice in relation to the situationally individual debate it goes against the authoritarian traits in American culture due to the pressure of conformity. Having learned to do what is expected and having learned the values of their own culture, it may be difficult for them to see other points of view and take on the values of other cultures which may differ from their own. In relation to the free will determination debate it may be seen to restrict free will. Although behaviour is only encouraged if it is in the best interests of the American athletes, behaviour as such is up to the individual, how and what behaviours they should adopt and ethical considerations. The context may also be an issue here as those behaviours or types of learning behaviours are displayed in training athletes they may not get a fair chance as to whether they will adopt them.

Examiner commentary

The suggestions have been evaluated in general which is an acceptable approach. A range of issues/debates have been considered, if not always in depth. Evaluation is mainly coherently presented with reasonable understanding of the points raised. Understanding, expression and use of psychological terminology are reasonable.

Exemplar 2

One main issue with these techniques relates to free will; actively making changes to learn individually to behave more helpfully, effectively or environmentally. Enforcement of these techniques can be kept and the debate of free will in an attempt to programme all individuals.
Examiner commentary

The candidate is clearly evaluating the use of rewards for the majority of the response even though they have not stated this explicitly. The final evaluation point could apply to both reward and modelling (their suggested techniques in 9d) so both suggestions have been evaluated as required by the demands of the question. The points are brief and/or clumsily made so the response is limited to Band 2.

Exemplar 3 3 marks

...it could be argued that using negative reinforcement to encourage positive helping behaviour would be...

...it would have the individual feel the impact of what would happen if people helping behaviour weren't demonstrated... make... to the... will determination... because... the... that in the most moral... to do... because... negative... take... negative... with the... the......
Examiner commentary

This response matches the descriptor for the Limited Band. It is more than loosely linked to the demands of the question and makes some effort to bring in relevant debates/issues.
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