GCE

Psychology

H167/02: Psychological themes through core studies

AS Level

Mark Scheme for June 2024

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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.

MARKING INSTRUCTIONS

PREPARATION FOR MARKING
SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.

2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal http://www.rm.com/support/ca

3. Log-in to scoris and mark the **required number** of practice responses ("scripts") and the **number of required** standardisation responses.

   YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.

2. Marks awarded must relate directly to the marking criteria.

3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.

4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.

5. **Crossed Out Responses**
   Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

   Rubric Error Responses – Optional Questions
   Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

   Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).
When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses
When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)
Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)
If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)
Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:
    - there is nothing written in the answer space

   Award Zero '0' if:

    - anything is written in the answer space and is not worthy of credit (this includes text and symbols).

   Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
   If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.

9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response: Not applicable in F501
    a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
    b. **To determine the mark within the level**, consider the following:

Descriptor	**Award mark**
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. **Annotations**

Annotation	Meaning
	Correct
	Development/explanation/elaboration of point
	Incorrect
	Unclear
	Something contradictory
	Missing information
	Context
	Application to the source/article
	Good use of research
	Evaluation
	Not answering question
	Benefit of doubt given
	Irrelevant
	Seen (to show content on a page has been noted, but not credited)
	Highlighter tool

12. **Subject Specific Marking Instructions**

Section A – Core studies

Question			Answer	Mark	Guidance
1	(a)		**Identify <u>one</u> way that qualitative data was collected in Sperry's (1968) split brain study.** <u>Likely answers:</u> • Through responses to visual tasks, i.e. saying/drawing what they saw. • By asking participants to say in speech or writing what image they saw. • Through responses to tactile tasks, i.e. by picking the object out of a bag. • By asking participants to find an object in a 'grab bag'. • Observing reactions to the nude woman, i.e. giggling.	1	**1 mark –** For correctly naming one way that qualitative data was collected. **0 marks –** No or incorrect answer, e.g. whether they could do a task or not (as this is nominal/quantitative data).

Question			Answer	Mark	Guidance
1	(b)		**Outline <u>one</u> weakness of collecting qualitative data in this study.** <u>Likely 2-mark answer:</u> • As qualitative data is **<u>time consuming to gather</u>**, it would take a long time to record the descriptions of the split-brain participants on the visual and tactile tasks. <u>Likely 1-mark answer:</u> • Researchers **<u>could not directly compare</u>** performance between participants/identify any trends in behaviour. • Other appropriate answer.	2	**2 marks -** Weakness is outlined in the context of the qualitative data collected in Sperry's study. **1 mark –** Weakness is outlined but not in context of Sperry's study. **0 marks –** No or incorrect answer. **N.B.** Sperry's 'split-brain study' is not creditworthy as context.

Question			Answer	Mark	Guidance
1	(c)		**Outline <u>one</u> way in which Casey et al.'s (2011) study into neural correlates of delay of gratification can be said to lack ecological validity.** <u>Likely answers:</u> • The tasks the participants had to complete were **<u>unrealistic</u>** (1) such as the ('go/no-go' task) and having to push a button when they saw a male/female face (1). • The tasks did not represent a **<u>true-life situation</u>** (1) as the 'hot' and 'cool' impulse task is not realistic (1). • The tasks **<u>do not have a direct equivalent to real life</u>** (1) as the 'go/no-go' task was a contrived test (1). • They were asked to do **<u>something a person would not have to do every day</u>** (1) like being scanned with an fMRI scanner whilst doing a task ('go/no-go' task) (1). • Other appropriate answer.	**2**	**2 marks –** A clear and accurate outline of one way Casey *et al*.'s study lacked ecological validity which shows a good understanding of the term ecological validity. **1 mark –** An identification of a way in which one feature of the study lacked ecological validity, but not in context of Casey *et al*.'s study. **0 marks –** No or incorrect answer, e.g. a definition of ecological validity.

Question			Answer	Mark	Guidance
2	(a)		**Explain how Loftus and Palmer's (1974) study into eyewitness testimony links to the key theme of memory.** Likely answers: ***Memory:*** • Memory refers to an individual's ability to (accurately) recall/remember past events and information. ***How memory accuracy was tested by Loftus and Palmer:*** • In two experiments participants were tested to see the effects of verb use on memory. • In Experiment 1 the leading question related to verbs used in relation to the speed at which cars were travelling when they crashed/in Experiment 2 the leading question related to whether or not participants recalled seeing broken glass at the scene of a car crash. • They conducted two experiments to see whether verbs – in relation to speed and in relation to seeing broken glass – influenced the accuracy of memory. ***What Loftus and Palmer found in relation to the key theme of 'memory':*** • Results of both experiments showed that leading questions could have a negative effect on memory. • Two kinds of information go into an individual's memory for a complex occurrence: information gathered during the perception of the original event and post-event information.	3	**3 marks –** A clear and accurate response which shows: • An understanding of the term 'memory'. • How memory accuracy was tested by Loftus and Palmer (e.g. reference to use of verbs/ broken glass). • What Loftus and Palmer found in relation to the key theme of 'memory'. **2 marks –** An answer which address at least two of the above points. **1 mark –** A partial or vague answer which addresses at least one of the above points or is an uncontextualised answer, e.g., Loftus and Palmer tested to see if external information supplied after the perception of the original event could affect memory (no contextualisation). **0 marks –** No or incorrect answer.

Question			Answer	Mark	Guidance
2	(b)		**Outline <u>two</u> controls used in Grant *et al.'s* (1998) study into context-dependent memory.** <u>Possible controls include:</u> • Every participant was asked to study the ***same*** (two-page, three-column) article (1) on ***psychoimmunology*** (1). • Every participant received the ***same*** (1) (*sixteen)* ***multiple-choice questions*** (in the **Recognition Test**) (1). • The (*ten)* ***short-answer test*** (derived from the multiple-choice questions for the Recognition Test) (1) were the ***same*** for each participant (1). • The order of the questions on each test ***always*** followed the order in which the points were made (1) in the ***psychoimmunology*** text (1). • The ***multiple-choice (Recognition Test)*** (1) was ***always*** taken second (1). • The **short-answer test *(Recall Test)*** (1) was ***always*** taken first (1). • ***All*** participants (1) wore **headphones** (1). • Other appropriate answer.	**4 [2+2]**	**<u>For each control:</u>** **2 marks –** A clear, contextualised answer. **1 mark –** A partial or uncontextualised answer, e.g. Every participant was asked to study the same article, i.e. no context. **0 marks –** No or incorrect answer.

Question			Answer	Mark	Guidance
3	(a)		**Milgram's (1963) study of obedience is often considered to be a controlled observation.** **Explain the term 'controlled observation' in the context of this study.** Likely answers: ***An understanding of the term 'controlled observation':*** • A controlled observation is a research method where researchers watch participants in an artificial/ contained/manipulated/standardised environment/ conditions. ***How Milgram controlled the environment/conditions:*** • Milgram organised the environment (at Yale University) in **the same way** for every participant. • The 'teacher' participant sat at **the same** electric shock machine whilst the learner was always in an adjacent room out-of-sight of the teacher. • Milgram contrived the situation so that the participant **always** sat at an electric shock generator in one room whilst the 'stooge' learner sat out-of-sight in another room. ***What behaviour Milgram observed:*** • Milgram observed and recorded the behaviour of the 'teacher' participants as they were asked to give increasingly strong electric shocks to the learner when they got a question wrong. • Milgram observed and recorded responses from participants to the commands of an authority figure.	3	**3 marks –** A clear and accurate response which shows: • An understanding of the term 'controlled observation' (e.g. artificial, contained, manipulated, standardised). • How Milgram controlled the environment/ conditions (reference to 'the same', 'all', 'every' needed WITH an **example**). • What behaviour Milgram observed. **2 marks –** An answer which address at least two of the above points. **1 mark –** A partial or vague answer which addresses at least one of the above points. or is uncontextualised answer, e.g. Milgram controlled the environment, so it was standardised and the same for all participants. He observed and recorded their behaviour through a one-way mirror (no contextualisation). **0 marks –** No or incorrect answer.

Question			Answer	Mark	Guidance
3	(b)		**Outline <u>one</u> result from Bocchiaro et al.'s (2012) study into disobedience and whistle-blowing.** <u>Likely answers:</u> • 76.5% (n=114) of participants obeyed the experimenter and wrote the statement. • 14.1% (n=21) of participants disobeyed the experimenter and did not write the statement. • 9.4% (n=14) whistle-blew. • 6% (n= 9) were anonymous whistleblowers (whistle-blew but had written the statement). • 3.4% (n=5) were open whistleblowers (whistle-blew and had not written the statement). • Other appropriate answer. <u>Example of a 2-mark answer:</u> 76.5% of the participants showed obedience by writing the statement to fellow students as instructed by the experimenter. <u>Example of a 1-mark answer:</u> The behaviour shown most often by participants was obedience.	2	**2 marks –** A clear, accurate and contextualised result with correct numerical details. **1 mark –** A clear identification of a result from Bocchiaro et al.'s study but no numerical details. The result must have some detail about the direction (e.g. more/less/least/most common/ least common/majority/minority) **0 marks –** No or incorrect answer. **N.B.** If the numerical details are incorrect the answer gains no credit.

Question			Answer	Mark	Guidance
4	(a)		**Outline <u>one</u> difference in the sample used in Freud's (1909) study of Little Hans and Baron-Cohen et al.'s (1997) study into autism in adults.** <u>Likely answers:</u> • **Numbers -** Freud only studied one individual whilst Baron Cohen studied more than one individual (1) Freud only studied Little Hans whilst Baron-Cohen *et al.* studied a total of 76 individuals. (1). • **Number of disorders -** Freud only studied one type of disorder whereas Baron Cohen studied three (1). Freud only investigated Little Hans who had a phobia whilst Baron-Cohen *et al.* studied autistic/AS, TS and normal individuals (1). • **Location –** Freud and Baron Cohen studied individuals from different locations (1) Freud's sample Little Hans came from Vienna/Austria whereas Baron-Cohen *et al.'s* sample came from volunteers in the UK. • **Age –** Freud studied children whereas Baron Cohen studied adults (1) Freud's sample was a young boy studied from the ages of 2-5 years (1) whereas Baron-Cohen *et al.'s* sample were all adults over the age of 18 years (and younger than 49 years) (1). • **Gender** – Freud studied one gender whereas Baron Cohen studied both genders. Freud's sample contained one male - Little Hans whereas Baron-Cohen *et al.'s* sample contained 46 males and 30 females (1). • Other appropriate answer. <u>Example of a 2-mark answer:</u> There was a difference in sample size as Freud only studied one individual – Little Hans - whereas Baron-Cohen *et al.* studied 16 autistics/AS, 10 TS and 50 normal individuals. <u>Example of a 1-mark answer:</u> The location was different as Freud's sample came from Austria.	**2**	**2 marks –** A clearly identified difference supported by appropriate evidence from **both** Freud and Baron-Cohen *et al.'s* studies. **1 mark –** A clearly identified difference with: EITHER evidence from only **one** of the two studies OR **no** evidence from either study. **0 marks –** No or incorrect answer. **N.B.** The difference may be explicitly stated, or implicit through the evidence presented.

Question			Answer	Mark	Guidance
4	(b)	(i)	**Outline <u>one</u> difference in performance on the Eyes Task between the participants with autism/Asperger syndrome and participants with Tourette Syndrome.** <u>Most likely answers:</u> • The autism/AS participants only scored an average of 16.3 in the Eyes Task compared to 20.4 by the TS participants. • Correct answers in the Eyes Task ranged from 13 to 23 for the autism/AS participants whereas the range for the TS participants was 16 - 25. • The autism/AS participants had a lower mean score on the Eyes Task (16.3) than the TS participants (20.4). • The TS participants had a higher mean score on the Eyes Task (20.4) than the autism/AS participants (16.3). • Other appropriate answer. <u>Example of a 2-mark answer:</u> The autism/AS participants had a lower mean score on the Eyes Task (16.3) than the TS participants (20.4). <u>Example of a 1-mark answer:</u> The mean score for the TS participants was higher (20.4) than that of the autism/AS participants.	2	**2 marks –** A clear difference is identified supported by evidence from the table in relation to the performance by **both** the autism/AS and TS participants. **1 mark –** EITHER one difference is identified but this is supported by evidence relating to only one of the two groups OR there is no supporting evidence, e.g. *the mean score for the* autism*/AS participants was lower than that of the TS participants.* **0 marks –** No or incorrect answer, e.g. reference to performance for the normal group.

Question			Answer	Mark	Guidance
4	(b)	(ii)	**Outline <u>one</u> conclusion that can be drawn from the above findings.** <u>Most likely answers:</u> • Adults with autism/AS possess an impaired theory of mind (1). They only scored 16.3/25 on the Eyes Task, a valid Theory of Mind test for adults (1). • Normal individuals do not possess an impaired theory of mind (1). They scored 20.3/25 on the Eyes Task, a valid Theory of Mind test for adults (1). • TS individuals do not possess an impaired theory of mind (1). They scored 20.4/25 on the Eyes Task, a valid Theory of Mind test for adults (1). • Other appropriate answer. <u>Example of a 2-mark answer:</u> Adults with autism/AS possess an impaired theory of mind. They only scored 16.3/25 on the Eyes Task, a valid Theory of Mind test for adults. <u>Example of a 1-mark answer:</u> TS individuals do not possess an impaired theory of mind/struggle to recognise emotions from eyes.	2	**2 marks –** A clear outline of a conclusion is drawn and supported by evidence from the data table. **1 mark –** An attempt is made to draw a conclusion, but this is not clearly expressed and not supported by evidence from the data table, e.g. *Autistic/AS participants lack theory of mind as they performed badly on the Eyes Task, a valid Theory of Mind test.* **0 marks –** No or incorrect answer, e.g. Mere references to findings shown in the data table, i.e. a repetition of part (i).

Question			Answer	Mark	Guidance
5			**Bandura *et al.* (1961) conducted a study into the transmission of aggression.** **Outline <u>one</u> way that the procedure increased the reliability of this study.** <u>Likely answers:</u> • In the aggressive condition the ***same*** tinker toy was initially assembled by the model. • In the aggressive condition the model physically and verbally aggressed the bobo doll using a ***standardised*** procedure. • In the non-aggressive condition, the model ***always*** totally ignored the bobo doll. • The ***same*** (5ft.) bobo doll was used throughout phase one. • In phase two, each child was allowed to play with attractive toys but for ***each child*** these were taken away after two minutes. • In phase three, the ***same*** (3ft.) bobo doll was used throughout. • The ***same*** toys were used for each child in phase three, e.g. mallet, dart gun, tea set. • Each of the three rooms used in the experiment were set up ***identically*** for each child. • Every child was observed for the ***same*** amount of time (20 minutes) in phase three. • In phase three a time point sample was used with ***every*** child where every 5 seconds a note was made of the behaviour shown in one of the behavioural categories. • Other appropriate answer.	**2**	**2 marks -** A clear response which identifies a relevant way the study addressed the issue of reliability, supported by evidence from Bandura *et al.'s* study. **1 mark –** A vague response that merely identifies a relevant way Bandura *et al*.'*s* study addressed the issue of reliability. **0 marks** – no creditworthy response. **N.B.** If the answer just demonstrates an understanding of the term reliability but not in the context of Bandura *et al.'s* study, then award 1 mark maximum.

Section B – Areas, perspectives and debates

Question			Answer	Mark	Guidance
6	(a)		**Explain why Freud's (1909) study of Little Hans can be viewed from the psychodynamic perspective.** **Understanding of a principle of the psychodynamic perspective:** • Unconscious mind • Influence of (traumatic) early childhood experiences **How Freud's study can be seen as psychodynamic:** • Oedipus complex • Phallic stage of development **Appropriate supporting evidence:** • Evidence from Hans' phobia of horses • Fantasies - giraffe, plumber, children <u>Example of a 3-mark answer:</u> The psychodynamic perspective holds that many important influences on behaviour come from a part of the mind about which an individual has no direct awareness (1). Freud considered Little Hans' fear of horses to be an unconscious fear of his father because he thought the dark around the mouth of a horse plus the blinkers resembled the moustache and glasses worn by his father (1). This subconscious fear of his father was because Little Hans was experiencing the Oedipus complex (a part of the phallic stage of psychosexual development) (1).	3	**3 marks –** The response demonstrates a clear and accurate explanation of why Freud's study can be viewed from the psychodynamic perspective, supported by appropriate evidence: • Principle of the psychodynamic perspective. • How Freud's study can be seen as psychodynamic (e.g. link to Oedipus complex/phallic stage of development) • Evidence from Freud's study. **2 marks –** An answer which address at least two of the above points. **1 mark –** A partial or vague answer which addresses at least one of the above points or is an uncontextualised answer. **0 marks –** No or incorrect answer.

Question			Answer	Mark	Guidance
6	(b)		**Outline <u>one</u> strength of the psychodynamic perspective.** <u>Most likely answers:</u> • The psychodynamic perspective can be used to explain a **<u>wide variety of behaviours</u>** (1). It is therefore a very useful perspective (1). • A strength of the psychodynamic perspective is that it favours the **<u>case study method</u>** (1) which allows for an in-depth study of an individual or small group (1). • A strength of the psychodynamic perspective is it can be **<u>used to treat</u>** mental disorders through psychoanalysis (by name or description) (1) it can be used to bring unconscious conflicts to the conscious mind to be resolved (1). • The psychodynamic perspective is a **<u>holistic</u>** approach because it takes account of both innate instincts (nature) and the effects of the environment (nurture) (1). It therefore allows for a variety of explanations of behaviours and does not reduce behaviour down to one factor (1). • The psychodynamic perspective is **<u>deterministic</u>** as it suggests that behaviour is initially strongly influenced by unconscious factors/early childhood experiences (1) which means it is useful for predicting behaviour (1). • The psychodynamic perspective suggests that once individuals become aware of unconscious factors, they can exert **<u>freewill</u>** and manage their behaviour (1). This means individuals can change negative behaviours into positive ones (1). • Other appropriate strength.	2	**2 marks –** A clear outline of an appropriate strength which: • Identifies an appropriate strength. • Justifies the strength. **1 mark –** The mere identification of an appropriate strength, i.e. the mere identification of a strength with no justification. **0 marks –** No creditworthy information. **N.B.** This answer does not need to be supported by any evidence.

Question			Answer	Mark	Guidance
6	(c)		**Outline <u>one</u> weakness of the psychodynamic perspective.** <u>Most likely answers:</u> • Research conducted taking the psychodynamic perspective is often **<u>unscientific</u>** (1). The unconscious mind is extremely difficult to test and measure making findings questionable (1). • Ideas/theories suggested by the psychodynamic perspective are **<u>unfalsifiable</u>** (1). The existence of the unconscious mind cannot be proven/disproven (1). • Studies that take this perspective are frequently case studies involving a single participant (1) which means any findings **<u>cannot be generalised</u>** to the wider population (1). • Samples used in psychodynamic perspective research are **<u>unrepresentative</u>** because they involve participants with unique problems (1), limiting the usefulness of any findings (1). • Because the psychodynamic perspective frequently uses the case study method, evidence is often **<u>highly subjective</u>** and can be affected by researcher bias (1), making the validity of findings questionable (1). • Other appropriate weakness.	**2**	**2 marks –** A clear description of an appropriate weakness which: • Identifies an appropriate weakness. • Justifies the weakness. **1 mark –** The mere identification of an appropriate weakness, i.e. the mere identification of a weakness with no justification. **0 marks –** No creditworthy information. **N.B.** This answer does not need to be supported by any evidence.

Question			Answer	Mark	Guidance
6	(d)		**Explain how Sperry's (1968) split brain study can be considered to be located within the biological area of psychology. Support your answer with evidence from this study.** Example 5-mark answer – GOOD: The biological area explains behaviour in terms of **biological** factors. Therefore, **damage to the brain** and nervous system can have a significant effect on behaviour and experiences. Sperry was looking to explain that the difficulties experienced by individuals with a 'split brain' were because **their brains work differently** to those of 'normal' people. As a result of having their **corpus callosum severed**, the **two hemispheres of the brain work independently** and unlike a 'normal' person do not transfer information from one side to the other leaving them unable do certain things a 'normal' person can. E.g., Sperry found that if an object was presented to the left visual field of a 'split brain' individual, although the information was registered by the right hemisphere, they were **unable to name** what they had seen because the information could not be transferred to the left hemisphere which controls language. A **'normal'** person would **have no difficulty** naming the object. Example 3-4-mark answer – REASONABLE: The biological area assumes that behaviour can be largely explained in terms of biology and therefore psychology should study the brain, nervous system and other biological systems such as genes and hormones in an attempt to explain behaviour. Sperry's study can be considered to be located within the biological area of psychology because he was looking to explain that the difficulties experienced by individuals with a 'split brain' were because their brains work differently to those of 'normal' people. He found that split brain participants had difficulty with visual and tactile tasks compared to 'normal' people, suggesting their brains worked differently.	5	**5 marks - GOOD** Response demonstrates good application of psychological knowledge and understanding of Sperry's study. Application will be accurate. Explicit links are made to how the study can be considered to be located within the biological area of psychology. The response is clearly supported by evidence from the study. **3–4 marks – REASONABLE** Response demonstrates reasonable application of psychological knowledge and understanding of Sperry's study. Application will have some accuracy. Partially explicit links are made to how the study can be considered to be located within the biological area of psychology. The response is supported by evidence from the study. **1–2 marks – LIMITED** Response demonstrates limited application of psychological knowledge and understanding of Sperry's study. A partial link is made to how the study can be considered to be located within the biological area of psychology. The response may not be supported by evidence from the study. **0 marks –** No creditworthy information

			<u>Example 1–2-mark answer – LIMITED:</u> What is psychological is first biological, so behaviour can be seen as the result of biological factors. Sperry showed that if 'split brain' individuals were shown an object to their left visual field so that the information was received by the right hemisphere, they were unable to name the object.		

Question			Answer	Mark	Guidance
6	(e)		**Outline why research in the biological area is often considered reductionist. Support your answer with evidence from an appropriate core study.** ***Understanding of the term 'reductionism':*** • Research that is reductionist tries to explain complex behaviour by breaking it down into simpler component parts. • Research that is reductionist considers behaviour in terms of its smallest constituent parts. • Reductionist research only investigates one factor in behaviour, rather than the interaction between multiple factors. ***How the biological area can be seen as reductionist:*** • Research in the biological area can be considered reductionist because it often only focuses on understanding behaviour by isolating one biological factor/ testing this in isolation. • Research in the biological area can be seen as reductionist because it often focuses on nature as an explanation for behaviour, and ignores the role played by external factors (nurture). ***Appropriate supporting evidence:*** • Sperry reduced the experience of split brain patients down to the participant's responses to visual stimuli to how they processed information in only one hemisphere at a time. • Casey et al. reduced the ability to delay gratification down to the functioning of particular areas of the brain. They found that low delayers had high levels of activity in the ventral striatum – the reward-related region – compared to high-delayer participants.	3	**3 marks –** The response demonstrates a clear and accurate explanation of why the biological area is often considered reductionist, supported by appropriate evidence: • Shows a clear understanding of the term 'reductionism'. • Explains how the biological area can be seen as reductionist. • Supports the outline with appropriate evidence. **2 marks –** An answer which address at least two of the above points. **1 mark –** A partial or vague answer which addresses at least one of the above points or is an uncontextualised answer. **0 marks –** No or incorrect answer.

Question			Answer	Mark	Guidance
6	(f)	*	**Discuss the use of socially sensitive research in psychology. Support your answer with evidence from appropriate core studies.** Accept any study as evidence if it is clear why they are being considered as socially sensitive. Research can be defined as socially sensitive if it has wider (negative) implications, either directly for the participants or for the class of individuals represented by the participants. **Likely strengths of conducting socially sensitive research:** • Allows **greater understanding of unusual behaviours**. E.g., Baron-Cohen et al. focused on trying to achieve a more complete understanding of autistic spectrum disorders, particularly how autism affected adults. • It can lead to **positive interventions and practical applications for those with particular problems or difficulties**. E.g., Freud's study of Little Hans led to the development of psychoanalysis in which an individual is able to obtain a conscious grasp of his unconscious wishes, replacing the process of repression, leading to the individual being able to manage their fears and phobias • It can **allow psychologists to study an individual or small group of people to gather in-depth (qualitative) data**. For example, Sperry only studied 11 individuals and was therefore able to gather a lot of data in relation to the effects of having a split brain, particularly in relation to visual and tactile tasks. • Other appropriate strengths should be considered. **Likely weaknesses of conducting socially sensitive research:**	10	**9 – 10 marks - GOOD –** There is a good understanding of both what socially sensitive research is and its implications**.** The response demonstrates **good understanding** of strengths and weaknesses of conducting socially sensitive research. The response is well-balanced and application of the debate is coherently presented showing a clear understanding of the points raised and their implication. **Both strengths and weaknesses (at least three overall)** are considered and supported with appropriate evidence from **more than one relevant core study.** Discussion is detailed with good understanding and clear expression. Analysis is effective and argument well informed. **7 – 8 marks – REASONABLE –** There is a reasonable understanding of what socially sensitive research is, though its implications may not be considered. The response demonstrates **reasonable understanding** of at strengths and weaknesses of conducting socially sensitive research. The response is well balanced and application of the debate is mainly coherently presented showing a reasonable understanding of the points raised. **Both strengths and weaknesses (at least one of each)** are considered and are supported with appropriate evidence from **one relevant core study**. Discussion shows reasonable understanding and analysis. **4 – 6 marks – LIMITED -** There is a limited understanding of what socially sensitive research is

			• Research into any **mental disorder has the potential to be socially sensitive, particularly if it is investigating a deficit in people's abilities.** For example, Baron-Cohen et al.'s study showed that adults with autism/AS had an impaired Theory of Mind (ToM). This could be extremely sensitive as it suggests that people with AS are 'deficient' in terms of the ToM. • Socially sensitive research can lead to **individuals or groups feeling shame and exclusion due to the sensitive issues explored which may raise ethical concerns if the sensitive topic cause the participant(s) stress.** For example, Casey *et al.* found that overall, individuals who at the age of four had difficulties delaying gratification, continued to show reduced self-control as adults and had difficulties in supressing responses to positive social clues. Such findings could have a negative impact on low-delayers who could feel themselves to be less adequate than other people. • If findings from socially sensitive research are misapplied, it is **conceivable that certain individuals/groups of people could be given a negative label/be labelled negatively which could lead to them experiencing negative discrimination and/or prejudice**. For example, from the conclusions of Baron-Cohen et al's study, people with autism may be labelled as having an impaired theory of mind which may lead to discrimination from employers when they are looking for employees. • Other appropriate weaknesses should be considered.		and there is no consideration of its implications. The response demonstrates limited understanding of **strengths OR weaknesses** of conducting socially sensitive research. The response is likely to be unbalanced and application of the debate lacks clear structure/organisation and shows limited understanding of the point(s) raised. Supporting evidence is limited. **1 – 3 marks – BASIC -** The response demonstrates a very basic understanding of what socially sensitive research is and of any **strengths OR weaknesses** of conducting socially sensitive research. Application of the debate lacks clear structure/organisation. Supporting evidence is likely to be **either** inappropriate/very vague **or** non-existent. **0 marks –** No creditworthy information. **N.B.** • Evidence must be **clearly linked** to the strength/weakness raised to gain any credit. • To reach the **top band** the response must refer to **both strengths and weakness** of conducting socially sensitive research and **more than one study** as the question asks for examples from relevant core studies. • **Study-specific** answers are **capped** at 3 marks.

Section C – Practical applications

Question			Answer	Mark	Guidance
7	(a)		**Outline <u>two</u> defining principles or concepts of the social area and briefly explain how they relate to the article.** <u>Likely principles/concepts:</u> • The main influence on our behaviour, thoughts processes and emotions are due to **<u>other people</u>** (family, friends, institutions and wider society). ***Example link to article:*** Despite Zac's own wishes, he is likely to obey a family member whom they see as a legitimate authority figure (mum)/role model (older cousins). • The **<u>social context/situation</u>**, rather than individual characteristics, change and influence an individual's behaviour. ***Example link to article:*** Zac may therefore behave in uncharacteristic ways to copy role models (his older cousins), even if the role models put the individual in danger. • The thoughts, feelings and behaviour of an individual are influenced by the **<u>actual, imagined or implied presence of others</u>**. These may be older people, younger people or peers of the individual and their influence may be positive or negative. ***Example link to article:*** Zac's behaviour is influenced by the actual presence of his cousins. • Other appropriate principles/concepts should be considered.	**6 [3+3]**	**<u>For each principle/concept:</u>** **3 marks – GOOD** knowledge and understanding of a principle/concept of the social area that is clearly expressed **supported by appropriate evidence from the source**. A principle/concept has been identified (1) and is explained through evidence from the source (appropriately contextualised) (2). **2 marks – REASONABLE** knowledge and understanding of a principle/concept of the social area but lacks some clarity with an attempt made to support with some appropriate evidence from the source. **1 mark – LIMITED** knowledge and understanding of a principle/concept of the social area that is poorly expressed. The principle/concept is not supported by any evidence from the article. **0 marks –** No creditworthy information e.g., mere quotes from the article as these show no understanding or knowledge of any of the principles or concepts of the social area.

Question			Answer	Mark	Guidance
7	(b)		**Briefly outline how this article could be linked to the key theme of external influences on children's behaviour. Support your answer with evidence from the article.** Possible 3-mark answer - GOOD This article can be linked to the key theme of external influences on children's behaviour because it shows that **role models can have a significant effect** on a child's behaviour; (these can be positive or negative). Here Zac's two cousins who were **older** than him and whom he **always looked up to** and whom he saw as role models, encouraged him to undertake a difficult and dangerous activity (jumping across the gap in the cliffs) However, because he **wanted to match up to** his cousins, and not be seen as a baby, Zac jumped, putting his life at risk.	3	**3 marks – GOOD** - A clear and accurate response which demonstrates knowledge and understanding of how the article links to the key theme of 'external influences on children's behaviour'. **2 marks – REASONABLE -** A brief or vague response which shows some knowledge and understanding of how the article links to the key theme of 'external influences on children's behaviour'. **1 mark – LIMITED -** A vague response that is not supported by evidence from the article, e.g. The article links to the key theme of external influences on children's behaviour because it shows how individuals will imitate role models, even if they do not wish to. **0 marks –** No creditworthy information

Question			Answer	Mark	Guidance
7	(c)		**Using your knowledge of psychology, suggest <u>and</u> explain <u>two</u> ways in which older children could be encouraged to show prosocial behaviour towards younger children.** <u>Likely suggestions:</u> • Use of **positive reinforcement** (rewards)/a token economy, e.g. medals, tokens, certificates given when older children show prosocial behaviour. • **Vicarious reinforcement**, e.g. adverts/ websites showing older children demonstrating prosocial behaviour towards younger children. • Use of **observational learning/modelling**, e.g. using parents, celebrities and other significant characters to promote the demonstration of prosocial behaviour by older children in front of younger children. • **Punishment**, e.g. punishing older children who fail to show prosocial/show antisocial behaviour in front of younger children. • **CBT**/changing attitudes/schemas, e.g. older children see that the benefits of showing prosocial behaviour in front of younger children outweigh the costs. • **Delay of gratification**, e.g. going out/play times/internet/TV usage only allowed if prosocial behaviour is shown by older children in front of younger ones. • Other appropriate suggestions should be considered.	8	**7-8 marks -** A **high** standard of knowledge and understanding is evident of how two ways could be used to encourage older children to show prosocial behaviour towards younger children. There is **very effective application** of psychological knowledge within these suggestions. The suggestions are largely accurate and several details have been included about **how** they could be implemented and developed. **5-6 marks -** A **good** standard of knowledge and understanding is shown of how two ways could be used to encourage older children to show prosocial behaviour towards younger children. There is **effective application** of psychological knowledge within these suggestions. The suggestions are mostly accurate and some details have been included about **how** they could be implemented and developed. **3-4 marks** – A **reasonable** knowledge and understanding is shown of how two ways could be used to encourage older children to show prosocial behaviour towards younger children. There is **some application** of psychological knowledge within these suggestions. The suggestions are partially accurate. **1-2 marks –** Only **basic** knowledge and understanding is evident of how two ways could be used to encourage older children to show prosocial behaviour towards younger children. There is weak application of psychological knowledge within these suggestions. The suggestions may have limited accuracy. **0 marks** – No creditworthy response. **N.B.** If only one suggestion is made/the same psychological application is used twice, e.g. two examples of how positive reinforcement could be used is made, then a maximum of 4 marks to be awarded. Award marks in line with the descriptors above. **N.B**. The suggestions must be feasible.

Question			Answer	Mark	Guidance
7	(d)	*	**Evaluate the suggestions you have made in 7(c) using your knowledge of psychology.** <u>Potential issues for evaluation:</u> • **Nature/nurture** – what if some children are naturally prone to antisocial rather than prosocial behaviour? How great an influence will a child's nature and/or nurture play in the success or failure of the proposed strategies? • **Freewill/determinism** – can attitudes towards demonstrating prosocial behaviour by older children be changed easily by outside factors? To what extent will freewill and/or determinism influence the success of the proposed strategies? • **Reductionism/holism** – does there need to be a more holistic approach to encouraging older children to show prosocial behaviour towards younger children, i.e. are the strategies too reductionist? • **Individual/situational** explanations – to what extent will the proposed strategies be influenced by individual and/or situational factors? • **Usefulness** – would the proposed strategies work in practice? • **Ethics** – would there be any ethical concerns with the proposed strategies? • **Social sensitivity** – is there a risk of labelling either older or younger children as a result of the proposed strategies? • **Psychology as a science** – e.g. are the proposed strategies measurable? • **Ethnocentrism** – do the strategies work for stricter regimes/societies where social norms are different and children are actively encouraged to demonstrate antisocial (e.g. bullying) behaviour? • **Validity** – is this strategy applicable to real-life situations? • **Reliability** – would this strategy apply consistently to different groups of children?	8	**7-8 marks** for demonstrating ***good*** evaluation that is relevant to the demand of the question. The arguments are coherently presented with ***clear understanding*** of the points raised in relation to issues and debates. A range of appropriate evaluation points ***(at least three)*** are considered. The evaluation points are in context and supported by relevant evidence of the description given in 7(c). **Both** suggestions are evaluated. **5-6 marks** for demonstrating ***reasonable*** evaluation that is mainly relevant to the demand of the question. The arguments are coherently presented in the main with reasonable understanding of the points raised in relation to issues and debates. A range ***(at least two)*** of appropriate evaluation points are considered. The evaluation points are mainly in context and supported by relevant evidence of the description given in 7(c). **Both** suggestions are evaluated. **3-4 marks** for demonstrating ***limited*** evaluation that is sometimes relevant to the demand of the question. The arguments may lack clear structure/organisation and show ***limited understanding*** of the points raised in relation to issues and debates. The candidate may evaluate only ***one*** suggestion. The evaluation points are occasionally in context and supported by relevant evidence of the description given in 7(c). **1-2 marks** for demonstrating ***basic*** evaluation that is rarely relevant to the demand of the question. Any arguments lack clear structure/organisation and show a very ***basic understanding*** of the points raised in relation to issues and debates. The evaluation points are not necessarily in context and are not supported by relevant evidence of the description given in 7(c). **0 marks** – No creditworthy response.

					N.B. If only **one** suggestion is evaluated then a **maximum of 4 marks** to be awarded. Award marks in line with the descriptors above. **N.B.** If the candidate merely evaluates their 7(c) suggestions **without** making any reference to any issues or debates **NO** marks can be awarded. Any issues and debates must be clearly identified to gain credit. **N.B.** Even if the candidate raises the required number of points for a particular mark band, this does not automatically place the response in that band. The overall quality of the response and the other requirements for each band must be considered.

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