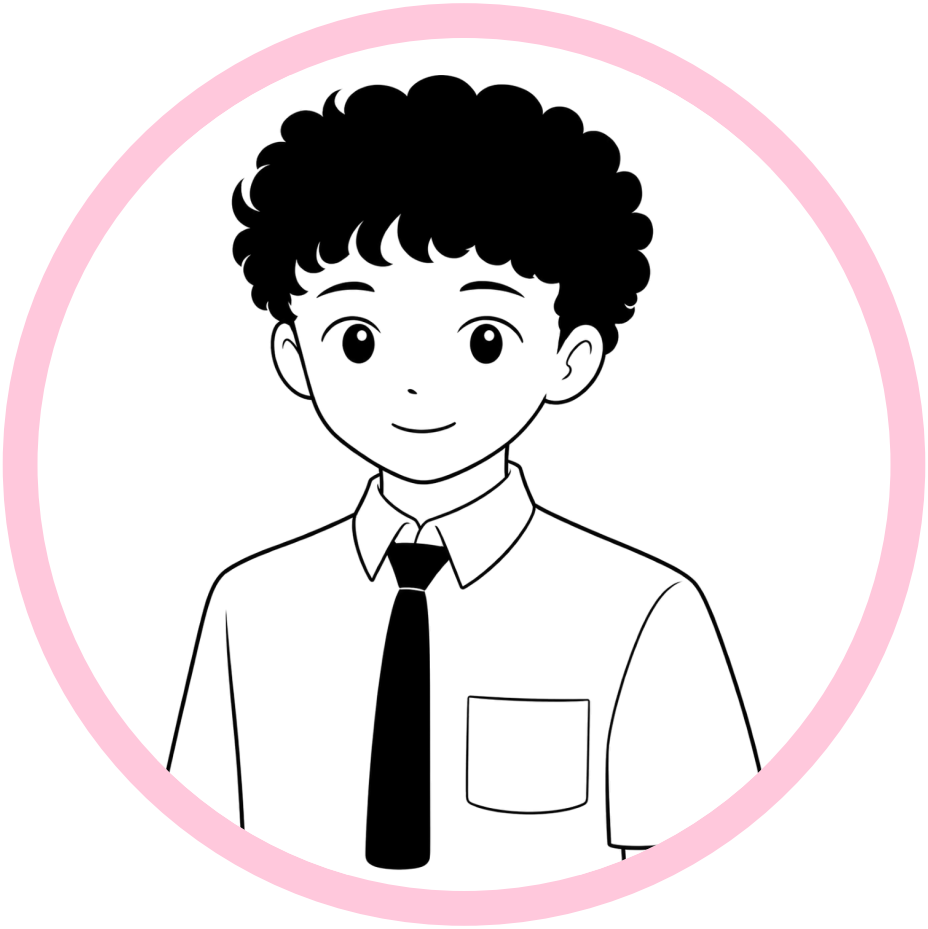
AQA A-LEVEL PSYCHOLOGY · 7182

PSYCHOLOGY



MARK SCHEME

3.3.1 ETHICAL IMPLICATIONS

SCORE	PERCENTAGE
/62	%

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Q1.

[AO1 = 3 AO2 = 2 AO3 = 3]

Level	Mark	Description
4	7-8	Knowledge of ethical implication/s of research in psychology is accurate with some detail. Application to topic is effective. Discussion is thorough and effective. Minor detail and / or expansion of argument is sometimes lacking. The answer is clear, coherent and focused. Specialist terminology is used effectively.
3	5-6	Knowledge of ethical implication/s of research in psychology is evident but there are occasional inaccuracies / omissions. Application to topic and / or discussion is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.
2	3-4	Limited knowledge of ethical implication/s of research in psychology is present. Focus is mainly on description. Any application / discussion is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1-2	Knowledge of ethical implication/s of research in psychology is very limited. Discussion / application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

Possible content:

- effects of research on participants
- effects of publication on wider public
- potential use of the findings, e.g. allocation of resources
- potential use of the findings, e.g. political consequences – changes in legislation
- potential bias against people of certain cultures / socioeconomic backgrounds
- potential influence on moral attitudes towards individual / social and ethnic groups
- economic implications, e.g. for further psychological research, e.g. funding etc
- description of relevant evidence.

Possible applications to topic:

- Milgram's obedience research and attitudes to people of different nationalities
- Bowlby's research and the effects on child-rearing / working mothers
- diagnosis of depression, schizophrenia, etc
- labelling, e.g. gender identity
- biological research into addiction / aggression / offending – issue of who is to blame,

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e.g. if offending / aggression / addiction is inherited
- Piaget's research into discovery learning – changes in education system / classroom practice
- implications of relationship counselling based on research into relationships
- how research into gender might affect parenting / educational practices.

Possible discussion points:

- use of evidence to explain / elaborate / analyse the implications
- how researchers have dealt with the implications
- cost / benefit discussion, e.g. consideration of whether the benefits of publication outweigh the costs
- short-term cost (at time of publication) versus long-term gain (in years to come and for future generations)
- issues of reflexivity - the influential position of the researcher and researcher responsibility.

Credit other relevant material.
Note: any topic in psychology is creditworthy.

[8]

Q2.

(a) **[AO3 = 4]**

Level	Marks	Description
2	3 – 4	Clear understanding of the notion of social sensitivity is demonstrated through effective application to the stem. Explanation of how the researchers could have dealt with the issue of social sensitivity in this case is clear. The answer is generally coherent with effective use of terminology.
1	1 – 2	Some understanding of the notion of social sensitivity is demonstrated through limited application to the stem. There is limited/partial explanation of how the researchers could deal with the issue of social sensitivity in this case. The answer lacks accuracy and detail. Use of terminology is either absent or inappropriate.
	0	No relevant content.

Content:
- Awareness of issue: Researchers should be aware of the implications of their research: possible negative impact for the children in the sample; possible negative implications of the research for the reputation of Crayford school and the wider community; possible self-fulfilling prophecy
- Dealing with the issue: Researchers should take adequate steps to counter the above: sensitive briefing/debriefing of participants, parents, teachers etc; care in relation to publication, disclosure of results and confidentiality/anonymity.

(b) **[AO2 = 1]**

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1 mark for nominal level/categorical level

(c) **[AO3 = 2]**

1 mark – categorical data is crude/unsophisticated/does not enable very sensitive analysis

Plus

1 mark – because it does not yield a numerical result for each participant

Q3.

Please note that the AOs for the new AQA Specification (Sept 2015 onwards) have changed. Under the new Specification the following system of AOs applies:

- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

Although the essential content for this mark scheme remains the same, mark schemes for the new AQA Specification (Sept 2015 onwards) take a different format as follows:

- A single set of numbered levels (formerly bands) to cover all skills
- Content appears as a bulleted list
- No IDA expectation in A Level essays, however, credit for references to issues, debates and approaches where relevant.

(a) **AO3 = 4**

Suitable behavioural categories for investigating children's aggressive behaviour could be:–
pushing, hitting, biting, punching, swearing, etc.
Maximum 2 marks – 1 for each suitable behaviour category.
Candidates may suggest recording playground behaviour on CCTV for later analysis by ticking a box when a relevant behaviour is shown by the child. Alternatively the researcher could watch each child's behaviour in the playground and tick the box when each behaviour is shown. In this case where the researcher stands and whether the children know they are being observed would be relevant.
1 mark for a very brief or slightly muddled explanation e.g. use a tally chart
2nd mark for accurate elaboration

(b) **AO3 = 4**

There are no ethical issues named in the specification, so any potentially relevant issues in this research should be credited.
Although the psychologist would not be responsible for the behaviour of the children in the playground he might consider his responsibility if he saw that one of the children was being harmed.
Likely ethical issues include informed consent, right to withdraw, confidentiality or respect. Ways of dealing will depend on the issue selected.
There are different routes to achieving 4 marks depending on the ethical issue selected, but for full marks both the ethical issue and how the psychologist could have dealt with it should be clear.

AO3 Knowledge of research methods

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4 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound understanding of one relevant ethical issue and how the psychologist could have dealt with this issue.
3 marks **Less detailed but generally accurate** answer that demonstrates relevant understanding of one relevant ethical issue and how the psychologist could have dealt with this issue. or **Accurate and reasonably detailed answer** that demonstrates sound understanding of one relevant ethical issue or how the psychologist could have dealt with an issue.
2 marks Basic Basic answer that demonstrates some relevant understanding of one relevant ethical issue and / or how the psychologist could have dealt with an ethical issue, but lacks detail and may be muddled.
1 mark Very brief / flawed Very brief or flawed answer demonstrating very little understanding of a relevant ethical issue and / or how the psychologist could have dealt with an issue.
0 marks No creditworthy material.

(c) **AO3 = 4**

There are different routes to full marks in this question. Candidates explain one advantage in reasonable detail or more advantages in less detail. Advantages of using an interview rather than a questionnaire could include it would allow the interviewer to clarify questions and answers; it might be easier to see if participants were answering honestly because their reactions could be observed; it is easier to collect detailed qualitative data.

AO3 **Knowledge of research methods**
4 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound understanding of one or more advantages of using interviews rather than questionnaires in this situation.
3 marks Less detailed but generally accurate Less detailed but generally accurate answer that demonstrates relevant understanding of one or more advantages of using interviews rather than questionnaires in this situation.
2 marks Basic Basic answer that demonstrates some relevant understanding of one or more advantages of using interviews rather than questionnaires in this situation, but lacks detail and may be muddled.

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1 mark Very brief / flawed Very brief or flawed answer demonstrating very little understanding of one or more advantages of using interviews rather than questionnaires in this situation.
0 marks No creditworthy material.

Q4.

AO3 = 4

For each issue, 1 mark for identification of issue and a further mark for elaboration. For example, one issue is deception (1 mark); Milgram deceived participants into believing that they had an equal chance of being the teacher or learner, when in fact it was rigged (further mark for elaboration).

Right to withdraw is only an ethical issue in terms of it being made difficult to withdraw. Milgram did in fact give his participants the right to withdraw at the very start of the experiment; however he then made it very difficult for them to do so. Simply stating 'there was no right to withdraw' will not gain credit.

Explanation doesn't have to explicitly refer to Milgram's research.

Q5.

Please note that the AOs for the new AQA Specification (Sept 2015 onwards) have changed. Under the new Specification the following system of AOs applies:

- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

AO3 = 2

1 mark for a brief answer and a further mark for elaboration.

For example, deception is necessary because if participants knew the aim, they might change their behaviour (1 mark). Second mark for elaboration eg this might affect validity.

Q6.

Please note that the AOs for the new AQA Specification (Sept 2015 onwards) have changed. Under the new Specification the following system of AOs applies:

- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

AO3 = 2

Deception has been dealt with by:

- Presumptive consent
- Prior general consent

- Retrospective consent
- Debriefing.

1 mark for a brief answer and a further mark for elaboration. For example, gain presumptive consent (1 mark) by asking people similar to the participant if they think it is OK to do the experiment (further mark for elaboration). Candidates may answer this generically or they may refer to a specific study. For example, Milgram debriefed his participants (1 mark) he reassured them that they were normal and answered all their questions (further mark for elaboration).

Q7.

Please note that the AOs for the new AQA Specification (Sept 2015 onwards) have changed. Under the new Specification the following system of AOs applies:

- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

(a) **AO3 = 3**

This is a volunteer / self–selected / voluntary sample.
Only people who read this newspaper could take part. The participants have chosen to take part, so it is a biased sample. Findings cannot be generalised to a wider population.
Volunteer sample or self-selected sample (1 mark).
Candidates can receive credit for a correct outline of a relevant disadvantage of volunteer sampling even if they have not identified the correct sampling method.
1 mark for a brief disadvantage. Eg It is biased.
2nd mark for some elaboration eg It is a biased because only some people who read the newspaper respond and they may not be typical of all readers.

(b) **AO3 = 3**

Any relevant issue should be credited.
Likely ethical issues include informed consent, right to withdraw or confidentiality.
1 mark for identification of a relevant ethical issue.
1 mark for a brief mention of a way of dealing with an ethical issue. Further mark for elaboration.
Eg Confidentiality (1 mark). Keep the participants details private (1 mark).
The psychologists should not use the participants' names in published work, or allow them to be identified in any way (2 marks).

Q8.

Please note that the AOs for the new AQA Specification (Sept 2015 onwards) have changed. Under the new Specification the following system of AOs applies:

- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

(a) **AO3 = 4**

For each issue, 1 mark for identification of issue and a further mark for elaboration.
For example, one issue is deception; Milgram deceived participants into believing

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that they had an equal chance of being the teacher or learner, when in fact it was rigged.

The ethical issue could be for either the participant or the experimenter.

(b) **AO3 = 2**

1 mark for identification of a way of dealing with the issue and a further mark for elaboration.
For example, deception could be dealt with by debriefing the participant. It would have to be explained why it was necessary to deceive them and answer any questions that they might have wanted to ask, as well as reassuring them.

If the answer could apply to either ethical issue it is credit-worthy. The candidate doesn't need to specify which ethical issue they have chosen to deal with.

Q9.

(a) **AO2 = 2**

Digit span is normally considered to be 7+ / –2, so Peter's was much shorter.
1 mark for simply stating his digit span was shorter than normal.
Second mark for an explanation of the difference, eg Peter's digit span of two items was much shorter than the average span of around 7 items.

(b) **AO2 = 4**

The MSM suggests there are separate ST and LT stores. Peter's short-term memory was impaired, but his long-term memory was not. This supports the idea of separate ST and LT stores, because one was damaged but not the other.

One mark for some reference to separate ST and LT stores. Three further marks for elaboration of the explanation.

Alternatively, candidates could suggest the evidence goes against MSM. If memory has to pass through the ST store to reach the LT store, it is likely that damage to the ST store would impair the transfer. Candidates could legitimately refer to evidence both for and against the model.

(c) **AO3 = 4**

There are no ethical issues named in the specification, so any potentially relevant issues should be credited.
Likely ethical issues include informed consent, right to withdraw, confidentiality or respect.
Candidates may point out that as the man has brain damage, his ability to give informed consent might be in doubt.
One mark for identification of a relevant ethical issue.
One mark for a brief mention of how the issue could be dealt with. Two further marks for elaboration.
For example: confidentiality (1 mark); keep the man's details private (1 mark); the psychologists should not use the man's name in published work, but could use his initials instead (2 further marks).

Q10.

AO3 = 3

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Simply identifying or naming one or more potentially relevant ways of dealing with the ethical issue – maximum 1 mark. For example, confidentiality, anonymity, debrief. Further marks for explaining how psychologists could deal with this ethical issue.

For example:

Right to withdraw (1 mark)
Participants should be reminded of their right to withdraw from the research (2 marks)
If participants are showing signs of distress, the psychologist should remind the participants of their right to withdraw (3 marks).

Q11.

AO3 = 2

There are several ways in which Milgram's work has been criticised as being unethical:

- Deception – participants were deceived in many ways, the initial advert, the selection of teacher and learner, the fake shocks etc.

- Lack of informed consent – because they were deceived participants could not give their full informed consent.

- Harm – some participants suffered extreme stress reactions, as well as embarrassment and the feelings of being used.

For example, one aspect of Milgram's work that was unethical was the fact that some participants were harmed (1 mark). Some were seen to sweat; tremble and shake with the stress in fact some even had seizures (a further mark for elaboration). Candidates do not have to name the issue itself, but should receive credit if they do.

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Q1.

It was quite clear from many of the weaker answers that students did not understand the meaning of ‘implications’. As a result, many responses focussed on issues rather than implications, and consequently some answers scored no marks. Fortunately for many students, some issues-based answers happened to gain marks incidentally where they came to recount examples of instances of ‘harm to participants’, which could legitimately be seen as an implication of the research for the participants. Such cases usually arose in the context of studies of social influence. Better answers covered wide-ranging issues of the type seen in the mark scheme and made good use of such diverse topics as IQ testing, defining abnormality, Bowlby’s influence on attitudes to child-rearing and gender research. Any psychological topic was valid. Some answers were excessively long, possibly because students had prepared for a 16-mark question on this area.

Q3.

(a) Some students clearly understood what behavioural categories are while others had no idea. A number of students were unable to suggest operationalised behaviour categories. Kicking and swearing would be suitable, physical and verbal aggression would be unsuitable. Given the material in the stem, just suggesting children would be observed in the playground, with no further elaboration did not attract credit. A few students did not take account of the stem material and suggested how children could be observed in the home at the age of two.

(b) Most students could identify an ethical issue but some chose issues that were difficult to apply to this scenario. Many ethical issues could be made relevant; the need for informed consent and the need for confidentiality were apt. The effectiveness of the elaboration distinguished between students’ marks. Students who chose to write about protection from harm needed to make an appropriate case for this.

(c) Students who responded to this question in the context of the stem material were able to contextualise the comparison between interviews and questionnaires and that helped in producing an appropriate answer. A number of students produced good answers referring to the interviewer’s opportunity to clarify questions and answers and the benefits that might accrue from being face to face with the parents. Students needed to explain why parents might be more likely to lie in a questionnaire or in an interview, since a case could be made for either. Some students who did not read the question carefully wrote about the advantages of questionnaires. A few students thought the children, rather than the parents were being interviewed.

Q4.

This was also answered very well, with the most common ethical issues being lack of informed consent, deception and lack of protection from harm.

It is worth noting that in fact Milgram *did* inform all his participants of their right to withdraw at the very start of the study. However, he then made it difficult for participants to leave. If students chose to use right to withdraw as their ethical issue, they did need to show awareness of how it applied to Milgram.

Q5.

Both parts of this question were answered well, with many candidates demonstrating a sound understanding of the need for deception and ways of dealing with it. It is worth noting, that this question asked for an explanation, so simply stating, “it avoids social desirability” is not quite enough. Candidates need to be able to explain why this is important, eg “so it affects validity”. The most common way for dealing with deception was through the debrief, although a minority suggested presumptive consent and prior general consent.

Q6.

Both parts of this question were answered well, with many candidates demonstrating a sound understanding of the need for deception and ways of dealing with it. It is worth noting, that this question asked for an explanation, so simply stating, “it avoids social desirability” is not quite enough. Candidates need to be able to explain why this is important, eg “so it affects validity”. The most common way for dealing with deception was through the debrief, although a minority suggested presumptive consent and prior general consent.

Q7.

(a) Most candidates understood that this was a volunteer / self-selected sample and many of these went on to explain a relevant weakness. The most commonly offered was the problem of generalising from a self-selected sample. Some candidates lost a mark by confusing a volunteer sample with an opportunity or random sample. However, they could still gain marks by explaining an appropriate weakness. A surprising number of candidates did not understand what was meant by a sample and identified the method (questionnaire) instead. Unfortunately, this meant that they usually got no marks at all.

(b) This was generally answered well with the most successful answers focusing on issues of confidentiality and protection of harm. There were some very thoughtful responses and it was pleasing to see that some candidates could respond by giving serious consideration to ethical issues. Informed consent was a perfectly acceptable issue but candidates who used this often offered a weak way of dealing with it eg ‘informed consent was an issue so the researchers would have had to ask them to give their consent’. A surprising number of candidates did not seem to understand what was meant by an ethical issue and wrote about problems of sampling instead.

Q8.

(a) Generally very well answered, although some candidates did not fully understand that in fact Milgram **did** give his participants the right to withdraw at the very start of the experiment. However, he made it extremely difficult for them to do so throughout the study.

(b) Most candidates could offer a way to resolve the ethical issues eg debriefing and some could then go on to elaborate this by saying how it would be done. Some candidates just repeated themselves rather than explain how to resolve the ethical issue.

Q9.

(a) Most answers scored two marks. Very few candidates failed to score at least one mark.

(b) Candidates generally either answered the question effectively, relating the multi-

store model to the stem about Peter, or they failed completely to apply their knowledge as required. Concise, apposite answers scored full marks.

(c) There were many appropriate and clear answers but also some which identified one issue but then described how a different issue could be dealt with. Some candidates failed to clearly state the issue merely saying how an unnamed issue could be dealt with. Also, identifying 'withdrawal from the study' as the issue and then saying 'Peter should be told he could withdraw from the study' as a way of dealing with the issue, is not going to gain more than minimal credit.

A few candidates offered problems of methodology rather than ethics.

Q10.

Some candidates tackled this question well and were able to offer sensible suggestions for protecting research participants from harm. Weaker answers were very brief, eg 'confidentiality', 'debrief them', etc without making it clear how this strategy would protect the participant from harm.

Q11.

Some candidates did not always name the ethical issue, they were still able to gain full marks by showing a good awareness of why it was an ethical issue and the contributing factors.

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