Cambridge Assessment International Education

Cambridge International AS & A Level

CANDIDATE NAME: StemUp Model Solution

CENTRE NUMBER | | | | | |

CANDIDATE NUMBER | | | | |

5172031090

PSYCHOLOGY **9990/11**

Paper 1 Approaches, Issues and Debates **May/June 2022**

1 hour 30 minutes

You must answer on the question paper.

No additional materials are needed.

INSTRUCTIONS

- Answer **all** questions.
- Use a black or dark blue pen. You may use an HB pencil for any diagrams or graphs.
- Write your name, centre number and candidate number in the boxes at the top of the page.
- Write your answer to each question in the space provided.
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INFORMATION

- The total mark for this paper is 60.
- The number of marks for each question or part question is shown in brackets [ ].

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Answer **all** questions.

1 From the study by Bandura et al. (aggression):

(a) State the number of participants used in **each** of the experimental groups in this study.

6 children in each experimental group (24 overall). [1]

(b) Outline how the participants were allocated to one of the conditions in this study.

Each child was rated for existing aggression by the experimenter and a nursery teacher on four five-point scales and the scores were added. Children were put into triplets matched on these scores, and one child from each triplet was randomly assigned to each condition. [2]

(c) Identify **one** example of imitative verbal aggression shown in this study.

"Sock him."

..... [1]

2 From the study by Canli et al. (brain scans and emotions):

(a) Scenes from the International Affective Picture System stimuli set were used. Each scene had been rated in two ways.

Name these **two** ways.

1 *Valence (how pleasant or unpleasant the scene is)*

2 *Arousal (how emotionally intense the scene is)* [2]

(b) Describe **one** methodological weakness of this study.

The sample has low generalisability. Canli et al. only used 10 right-handed females, so the findings about amygdala activity and memory for emotional scenes may not apply to males, whose emotional processing may differ.

..... [2]

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3 From the study by Laney et al. (false memory):

(a) Describe the sample used in Experiment 1 of this study.

There were 128 participants, all undergraduate students at the University of California. They took part in return for course credit. Most were female (77%) and the mean age was 20.8 years.

..... [3]

(b) Describe **one** result from the 'Memory or Belief?' questionnaire from Experiment 1 of this study.

More participants in the Love group than in the Control group said they had an actual memory of loving asparagus the first time they tried it, whereas more Control participants said this had never happened to them.

..... [2]

4 From the study by Milgram (obedience):

(a) Describe the experimenter feedback given to a participant if they did not want to continue with this study.

If the participant hesitated or wanted to stop, the experimenter gave a standardised sequence of four prods in a firm but not impolite tone: "Please continue" (or "Please go on"), "The experiment requires that you continue", "It is absolutely essential that you continue", and "You have no other choice, you must go on". Each prod was only used if the one before failed, and the sequence started again each time the participant refused. Special prods were used too, e.g. "Although the shocks may be painful, there is no permanent tissue damage". If the participant still refused after the fourth prod, the experiment ended. [4]

(b) Studies in social psychology can be used to help teachers in the classroom.

Suggest how this study could be used to help a teacher with a disobedient class. Your suggestion **must** be ethical.

Milgram found high obedience to an authority figure who looked official (grey lab coat) and gave firm commands. So the teacher could dress formally to show authority and give clear instructions in a calm, firm voice, without using threats or punishment.

[2]

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5 From the study by Baron-Cohen et al. (eyes test):

(a) Outline **one** aim of this study.

To investigate whether people with Asperger syndrome or high-functioning autism (AS/HFA) are impaired on the revised Eyes Test, showing a deficit in theory of mind compared with "normal" adults.

[2]

(b) Explain **one** reason why the procedure was standardised in this study.

Standardising the procedure means the study can be replicated exactly, so it can be tested for reliability by seeing if the same results are found again. For example, every participant saw the same 36 photographs of the eye region with the same four mental state words to choose from, and completed the same AQ questionnaire, so another researcher could repeat this with a new sample and check whether AS/HFA participants again score lower. [3]

6 The debate about individual and situational explanations relates to the study by Pepperberg (parrot learning).

Outline what is meant by this debate. Include **one** example from the individual explanation and **one** example from the situational explanation from the study by Pepperberg.

This debate is about whether behaviour is caused by factors inside the individual (dispositional, e.g. personality, intelligence or biology) or by factors in the external situation or environment. Individual: Alex may have learned the concepts of same and different because of his own characteristics, e.g. being a very sociable, intelligent bird, which other parrots may not have.

Situational: Alex may have learned them because of the model/rival technique he was placed in, where trainers modelled correct answers and he was rewarded with the object.

[4]

7 From the study by Yamamoto et al. (chimpanzee helping):

Describe the procedure for the 'Cannot See' condition.

Each trial paired a mother and offspring chimpanzee in adjacent booths. One chimpanzee (the recipient) faced a tool-use task with a juice reward out of reach, needing a stick or a straw. The other (the helper) had a tray of seven objects and could pass one through a hole in the panel between the booths when the recipient reached through it to request a tool. In the Cannot See condition the panel was opaque, so the helper could not see the recipient's task, except through a small window that the helper could only use by deliberately standing up and looking through it.

..... [4]

8 From the study by Andrade (doodling):

(a) Outline how monitoring performance was scored.

Monitoring performance was scored as the number of correct names of people coming to the party that were written down, minus the number of false alarms (names written down that were not party-goers).

..... [2]

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(b) Two friends, Seth and Jamie, are discussing this study in terms of generalisability.

Seth believes the study does have generalisability but Jamie believes the study does **not** have generalisability.

Outline why you think **either** Seth **or** Jamie is correct, using evidence from the study.

I think Jamie is correct. The sample was only 40 participants (20 per condition) and only 5 were male, so the finding that doodling improves concentration and recall may not apply to men. All were members of a Medical Research Council participant panel, so they may share similar interests and motivation and be more used to research tasks than most people. The task was also artificial: shading shapes while listening to a dull telephone message about a party, so the results may not generalise to real situations such as doodling in long meetings or lectures, where the material and setting are very different. [4]

9 **(a)** Describe the psychology being investigated in the study by Saavedra and Silverman (button phobia).

A phobia is an intense, irrational fear of an object or situation. The learning approach explains phobias by classical conditioning (learning by association) and operant conditioning (learning by consequences: rewarded behaviour is repeated). Some phobias involve disgust rather than fear: the person negatively evaluates a previously neutral object without expecting any danger, which is more cognitive than passive classical conditioning. Saavedra and Silverman treated a 9-year-old boy's phobia of buttons with exposure therapy using disgust imagery and reinforcement.

[4]

(b) Explain whether each ethical guideline below was broken in the study by Saavedra and Silverman (button phobia):

confidentiality *Not broken. Participants' identities and data should not be identifiable. The boy is never named; we only know he was a 9-year-old attending a child anxiety programme in Florida.*

.....

informed consent *Not broken. Participants (or parents of children) must know what is involved so they can choose to take part. Both the boy and his mother consented to the therapy procedures.*

.....

privacy *Broken. People should not have to reveal things they normally would not. The boy had to describe his disgust towards buttons and the incident in class when buttons fell on him, which may have been embarrassing.*

.....

protection from psychological harm *Broken. Participants should leave in the same psychological state. The boy was exposed to buttons he found disgusting and imagined them touching him, causing distress, although it was done to treat him.*

..... [8]

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10 Evaluate the study by Dement and Kleitman (sleep and dreams) in terms of **two** strengths and **two** weaknesses. At least one of your evaluation points **must** be about qualitative data.

One strength is that Dement and Kleitman collected qualitative data. When woken, participants spoke into a recording device to say whether they had been dreaming and to describe the dream content. This detail allowed the researchers to check whether the direction of eye movements matched the dream. For example, a participant with mainly vertical eye movements described climbing ladders and looking up and down, and one with horizontal movements dreamt of watching two people throw tomatoes at each other. So the qualitative reports give rich, valid evidence that REM eye movements relate to what is being "seen" in the dream, which a yes/no answer could not show.

A second strength is that it was a well-controlled laboratory study with a standardised procedure. Participants avoided caffeine and alcohol on the day, went to bed at their usual time, and brain activity and eye movements were recorded objectively with an EEG. They were woken by a doorbell and gave reports in the same way. This makes the study replicable, so its reliability can be tested, and the EEG data are objective and not open to interpretation.

However, one weakness is the use of self-report for dream content. Participants may forget parts of a dream as they wake, or fill in gaps, and may change embarrassing content because of social desirability, so the qualitative data may not always be valid. The researchers also had to judge whether a report counted as a coherent dream, which is subjective.

A second weakness is low generalisability and ecological validity. There were only nine adults (seven male, two female), and only five were studied intensively, so the sample is small and may not represent everyone's sleep. Sleeping in a laboratory with electrodes attached and being woken by a doorbell is not normal, so participants' sleep patterns may differ from sleep at home.

Overall, the strengths outweigh the weaknesses, because the objective EEG measures combined with detailed qualitative reports give strong evidence that dreaming is linked to REM sleep, although larger and more natural studies would be needed to generalise the

findings.

[10]

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Cambridge Assessment International Education

Cambridge International AS & A Level

CANDIDATE NAME: StemUp Model Solution

CENTRE NUMBER | | | | | |

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3078776627

PSYCHOLOGY **9990/12**

Paper 1 Approaches, Issues and Debates **May/June 2022**

1 hour 30 minutes

You must answer on the question paper.

No additional materials are needed.

INSTRUCTIONS

- Answer **all** questions.
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Answer **all** questions.

1 From the study by Piliavin et al. (subway Samaritans):

(a) State the approximate number of participants used in this study.

About 4450 passengers. [1]

(b) Trials on a given day were always in the same victim condition.

State how the victim condition was chosen.

The teams alternated the victim condition (cane or drunk) from day to day. [1]

(c) Identify **two** differences between the models used in this study.

1 *Location: some models stood in the critical area near the victim, others in the adjacent area.*

2 *Timing: some helped early (about 70 seconds after the collapse), others late (about 150 seconds).* [2]

2 From the study by Pepperberg (parrot learning):

(a) Name **two** items that were always available to Alex the parrot without him having to request them.

1 *Water*

2 *Sunflower seeds* [2]

(b) Describe **one** methodological weakness of this study.

The study has low generalisability because it was carried out on only one parrot, Alex, who had years of intensive training, so we cannot conclude that other parrots or birds could understand same and different.

[2]

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3 From the study by Dement and Kleitman (sleep and dreams):

(a) One feature of the sample in this study was that they were all adults.

Identify **three** other features of the sample used in this study.

1 *There were nine participants in total.*

2 *Seven were male and two were female.*

3 *Five were studied intensively, four only to confirm results.* [3]

(b) Describe **one** result about dream recall from REM awakenings in the first half of the night compared to the second half of the night.

For the five participants who were studied intensively, slightly more dreams were recalled from REM awakenings in the first half of the night than from REM awakenings in the second half of the night.

[2]

4 **(a)** At the end of the study by Milgram (obedience), the experimenter used an 'interview and dehoax' procedure with his participants.

Describe this procedure.

At the end of the session each participant was interviewed and debriefed. They were asked to rate how painful they thought the last few shocks were on a 14-point scale, from 1 (not at all painful) to 14 (extremely painful). Open-ended questions, projective measures and attitude scales were used to find out how they felt. They were then dehoaxed: they met the learner, Mr Wallace, in a friendly reconciliation to show he had not been harmed, were reassured that their behaviour was normal, and could ask any further questions.

..... [4]

(b) Studies in social psychology can be used to help managers in the workplace.

Suggest how the study by Milgram could be used to help a manager with disobedient workers. Your suggestion **must** be ethical.

Milgram found people obey an authority figure who looks official and gives firm commands. So the manager could wear smart, formal clothing or a uniform that shows their position and give clear instructions in a firm, calm tone, without threats.

..... [2]

5 From the study by Canli et al. (brain scans and emotions):

(a) Outline **one** aim of this study.

To investigate whether amygdala activity during encoding is sensitive to how emotionally intense a scene is experienced as being, and whether this predicts later memory for the most intense scenes.

..... [2]

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(b) Explain **one** reason why the procedure was standardised in this study.

Standardisation reduces extraneous variables, which increases internal validity, so cause and effect can be established. For example, every participant saw the same 96 scenes, each shown for 2.88 seconds in the fMRI scanner, and rated them on the same 0 to 3 scale of emotional intensity. So differences in amygdala activity can be put down to the emotional intensity of the scenes (the IV), not to differences in how they were presented. [3]

6 Outline what is meant by the 'learning approach' in psychology. Include examples from the study by Saavedra and Silverman (button phobia) in your answer.

The learning approach assumes behaviour is learned from experience and the environment rather than being innate. We learn through classical conditioning (association), operant conditioning (consequences: reinforcement and punishment) and social learning (observation and imitation).

The boy's phobia may have been learned by association: at age 5 a bowl of buttons fell on him in class, linking buttons with a distressing event. In therapy his mother used positive reinforcement, praising and rewarding him when he made progress with buttons (operant). [4]

7 From the study by Laney et al. (false memory):

Describe the Restaurant Questionnaire.

Participants had to imagine they were out at a special dinner and rate how likely they would be to order each of 32 dishes, ignoring price. Each dish was rated on an 8-point scale from 1 (definitely no) to 8 (definitely yes). It was set out like a restaurant menu, with sections such as appetisers, soups, salads, entrées, side dishes and desserts. The critical item was "sautéed asparagus spears", hidden among the other dishes, so the researchers could measure participants' desire to eat asparagus.

..... [4]

8 From the study by Schachter and Singer (two factors in emotion):

(a) Outline the category of 'initiates new activity' for the behaviour of participants in the Euphoria condition.

This was recorded when the participant showed creative euphoric behaviour of their own that the stooge had not modelled, e.g. opening the window and throwing paper balls at passers-by.

..... [2]

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(b) Two friends, Maryam and Zara, are discussing this study in terms of reliability.

Maryam believes the study does have reliability but Zara believes the study does **not** have reliability.

Outline why you think **either** Maryam **or** Zara is correct, using evidence from the study.

I think Maryam is correct. The procedure was highly standardised; the stooge followed a set routine of euphoric behaviours in the same order (e.g. paper basketball, paper aeroplanes, hula hoop), and the experimenter used a set script about the "Suproxin" injection. This means other researchers could replicate the study exactly to check for consistent results. Behaviour was also recorded by observers behind a one-way mirror using set behavioural categories, and there was high inter-observer reliability (+0.88), so the observations were consistent.

..... [4]

9 **(a)** Describe the psychology being investigated in the study by Bandura et al. (aggression).

Social learning theory says behaviour can be learned by observing and imitating role models, without being directly reinforced. The observer pays attention to the model, retains the behaviour in memory and later reproduces it when they have the opportunity and feel able to. Imitation is more likely if the model is similar (e.g. same sex) or high status, or is seen being rewarded (vicarious reinforcement). Bandura tested whether children who watched an adult hit a Bobo doll would imitate this aggression in a new setting without the model present.

..... [4]

(b) Explain whether each ethical guideline below was broken in the study by Bandura et al. (aggression).

confidentiality *Not broken. Participants' data should not identify them. The children were not named; we only know they attended Stanford University Nursery School and were aged 3 to 5.*

deception *Broken. Participants should not be misled without strong justification. The children did not know they were being watched through a one-way mirror, and were falsely told the toys were being saved for other children.*

protection from physical harm *Broken. Participants should leave in the same physical state. Children hit the Bobo doll with a mallet and could have hurt themselves, and learned aggressive behaviours that were not reversed before they left.*

protection from psychological harm *Broken. Participants should not be distressed. The children were deliberately frustrated and watched an adult act violently, which may have frightened them and had longer term effects on their aggression.*

[8]

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10 Evaluate the study by Yamamoto et al. (chimpanzee helping) in terms of **two** strengths and **two** weaknesses. At least one of your evaluation points **must** be about laboratory experiments.

One strength is that it was a laboratory experiment with high control. The chimpanzees were tested in the same booths, with the same tray of seven objects and the same stick-use and straw-use tasks, and the conditions (Can See and Cannot See) were compared within the same animals. This controls extraneous variables, so we can be more confident that whether the helper could see the recipient caused the difference in which tool was offered, giving high internal validity. The standardised set-up also makes the study replicable, so its reliability can be tested.

A second strength is that the data were quantitative and objective. Researchers recorded which object the helper offered on each trial and whether it was the correct tool. These counts are not open to interpretation and can be compared easily between conditions. They showed that helpers usually offered the correct tool when they could see the recipient's task, but were much less selective in the Cannot See condition, giving clear evidence of targeted helping.

However, one weakness, also linked to the laboratory setting, is low ecological validity. Passing a straw or stick through a hole to get juice from a box is not something chimpanzees do in the wild, so the helping seen may not reflect how they help each other naturally. The animals had also taken part in many previous studies, so they were very used to tasks like this.

A second weakness is low generalisability. The sample was very small and consisted only of mother and offspring pairs living at one research institute in Japan, so the helping may be due to family bonds or their experience with humans, and may not apply to unrelated chimpanzees or to chimpanzees in the wild.

Overall, the laboratory controls and quantitative data make the findings about targeted helping reliable and internally valid, but because of the artificial task and small, related sample, the conclusions about chimpanzee helping in general should be treated with caution.

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CANDIDATE NAME: StemUp Model Solution

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0230207076

PSYCHOLOGY **9990/13**

Paper 1 Approaches, Issues and Debates **May/June 2022**

1 hour 30 minutes

You must answer on the question paper.

No additional materials are needed.

INSTRUCTIONS

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Answer **all** questions.

1 From the study by Baron-Cohen et al. (eyes test):

(a) State the number of participants diagnosed with AS/HFA in this study.

15 adults with AS/HFA. [1]

(b) The AS/HFA participants were the only group asked to make two judgements about each photograph. One of these judgements was about the emotion in the photograph.

Name the other judgement this group were asked to make about each photograph.

The gender (sex) of the person in the photograph. [1]

(c) Identify the **two** ways that the revised eyes test increased the range of scores a participant could obtain.

1 *The number of photographs was increased from 25 to 36 pairs of eyes.*

2 *There were four response options (mental state words) instead of two.* [2]

2 In the study by Yamamoto et al., the chimpanzee helper had access to a tray containing seven objects. Two of these objects were the straw and the stick.

(a) Name **two** objects the chimpanzee helper could choose, other than the straw and the stick.

1 *Hose*

2 *Chain* [2]

(b) Describe **one** methodological weakness of this study.

The tasks lacked mundane realism. Passing a tool through a hole so another chimpanzee can get juice out of a box is not something chimpanzees do in the wild, so the helping seen may not reflect natural behaviour. [2]

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3 From the study by Dement and Kleitman (sleep and dreams):

(a) Describe the sample used in this study.

There were nine adult participants: seven males and two females. Five of them were studied intensively, and the other four were used only to confirm the results.

[3]

(b) Describe **one** result about **no** dream recall from REM awakenings in the first half of the night compared to the second half of the night.

For the five participants who were studied intensively, there were slightly fewer REM awakenings with no dream recall in the first half of the night than in the second half of the night.

[2]

4 From the study by Milgram (obedience):

(a) Describe the procedure after the 'preliminary run' until the participant pressed the 300 volt shock level switch.

The participant was given a second list of word pairs. He read out each first word followed by four response options, and the learner answered using the signal box. The participant was told to give a shock for every wrong answer, treating no answer as wrong, and to move on to the next word after a correct answer. He started at 15 volts and went up one level (15 volts) for each wrong answer, announcing the voltage first. When the list was finished he started again until all pairs were learned. If he hesitated, the experimenter used prods such as "Please continue".

..... [4]

(b) Studies in social psychology can be used to help government officials.

Suggest how the study by Milgram could be used to help a government official make the general public follow a new public safety guideline. Your suggestion **must** be ethical.

Milgram found people obey an authority figure who looks official and gives firm commands. So the guideline could be announced by a scientist or doctor wearing a white coat, giving clear, firm instructions about what the public must do.

..... [2]

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5 From the study by Pepperberg (parrot learning):

(a) Outline **one** aim of this study.

To investigate whether an African grey parrot (Alex) could understand the abstract concepts of same and different, by saying which attribute (colour, shape or material) of two objects was the same or different.

..... [2]

(b) Explain **one** reason why the procedure was standardised in this study.

Standardising the procedure means the study can be replicated exactly, so it can be tested for reliability. For example, Alex was always asked the same questions, "What's same?" or "What's different?", about pairs of objects that varied in colour, shape and material, and the same model/rival technique was used in training. Another researcher could repeat this with another parrot and check whether the results are consistent.

..... [3]

6 Outline what is meant by the 'cognitive approach' in psychology. Include examples from the study by Andrade (doodling) in your answer.

The cognitive approach studies internal mental processes such as attention, memory and thinking. It assumes information is processed in a similar way to a computer: input, processing and storage, then output.

In Andrade's study, participants heard a dull telephone message (input) and had to attend to the names of people coming to a party. Doodling (shading shapes) was thought to reduce daydreaming, keeping attention on the message, so doodlers recalled more names and places in a surprise memory test (output).

..... [4]

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7 From the study by Schachter and Singer (two factors in emotion):

Describe the procedure in the Euphoria condition from immediately after the participant was injected, until the stooge started their routine.

After the injection the physician left, and the experimenter returned with a stooge, introduced as another participant who had also had a Suproxin injection. They were told they had to wait 20 minutes for the Suproxin to get into the bloodstream before the vision tests. The room had been deliberately left in a mess; the experimenter apologised and told them to help themselves to any scrap paper, rubber bands or pencils they needed. Once the experimenter had left, the stooge introduced himself again and made small talk before starting his routine.

..... [4]

8 From the study by Bandura et al. (aggression):

(a) **(i)** Identify **one** example of 'imitative verbal aggression' said by the participants.

"Sock him."

..... [1]

(ii) Identify **one** example of 'imitative non-aggressive verbal response' said by the participants.

"He keeps coming back for more."

..... [1]

(b) Two friends, Arturo and Gloria, are discussing this study in terms of validity.

Arturo believes the study does have validity but Gloria believes the study does **not** have validity.

Outline why you think **either** Arturo **or** Gloria is correct, using evidence from the study.

I think Arturo is correct. It was a controlled laboratory experiment, so extraneous variables were reduced and cause and effect could be established. The children were matched in triplets on their existing aggression (rated by the experimenter and a nursery teacher), so differences between groups were due to the model's behaviour, not the children's personality. They were observed through a one-way mirror, so they did not know they were being watched, which reduced demand characteristics. So the greater imitative aggression after watching the aggressive model is a valid finding.

..... [4]

9 **(a)** Describe the psychology being investigated in the study by Laney et al. (false memory).

Memory is reconstructive: it is not an exact record but is rebuilt each time we recall it, and gaps can be filled with information from other sources. Post-event information, such as a misleading suggestion, can become embedded in a memory, creating false memories of events that never happened. Earlier research had focused on negative false memories (e.g. getting sick after eating a food). Laney et al. investigated whether a positive false memory, loving asparagus the first time you ate it, could be created and could change attitudes.

..... [4]

(b) Explain whether each ethical guideline below was broken in the study by Laney et al. (false memory):

confidentiality *Not broken. Data should not identify individual participants. We only know they were undergraduate students at a university in the USA; no names are given.*

.....

deception *Broken. Participants should not be misled without strong justification. They were told a computer profile based on their answers showed they loved asparagus as a child, which was false feedback.*

.....

informed consent *Broken. Participants should know enough about the study to choose whether to take part. They were not told the study was about creating false memories, only about food preferences and personality.*

.....

protection from psychological harm *Not broken. Participants should leave in the same psychological state. Rating foods and believing they once loved asparagus is unlikely to cause distress, and they were debriefed afterwards.*

..... [8]

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10 Evaluate the study by Piliavin et al. (subway Samaritans) in terms of **two** strengths and **two** weaknesses. At least one of your evaluation points **must** be about quantitative data.

One strength is that Piliavin et al. collected quantitative data. Observers recorded the number of passengers who helped, the time taken for the first helper to arrive, and the race and sex of helpers. For example, the cane victim received spontaneous help on 62 of 65 trials, compared with 19 of 38 trials for the drunk victim. These figures are objective and easy to compare between conditions, so clear conclusions can be drawn, e.g. that an ill person is more likely to be helped than a drunk person.

A second strength is high ecological validity. The study was a field experiment on a real New York subway train, and the passengers did not know they were in a study. So their helping behaviour was natural and not affected by demand characteristics, and the findings are likely to apply to how people really respond to emergencies in everyday life.

However, one weakness is that the study raises ethical problems. Passengers did not give informed consent, were deceived into thinking the collapse was a real emergency, could not withdraw and were not debriefed. Seeing someone collapse may have caused distress or guilt, especially for passengers who did not help.

A second weakness, linked to the quantitative data, is that there was limited control over extraneous variables. The number and type of passengers in the critical area varied between trials, and some passengers may have seen more than one trial. The quantitative data also cannot tell us why people did or did not help, for example what they were thinking, so the explanation of the results is less complete. The study was also only carried out in one city, so it may not generalise to other cultures.

Overall, the study gives valid, quantitative evidence about helping in real emergencies, but its ethical problems and reduced control mean its conclusions should be treated with some caution.

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